Upload your 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 Narrative should be limited to 2500 words.

This section should include the following:

- LEA name
- Identification of feeder system(s) in the LEA-Partnership (preschool/early care provider(s), elementary, middle, high)
- Identification of the community served by the feeder system (name of city, neighborhood, and/or region)
- Identification of all LEA-Partnership partners (organization, role of the organization in partnership, contact person, title, contact information)
- A brief description of the feeder system(s) identified, and history of the LEA-Partnership Specific questions:
  - What local community assets exist to support families and children?
  - Is this an established “Get Georgia Reading” community?
  - Is this a proposed “Get Georgia Reading” community?
  - Is this community a recipient of a GOSA Community Coalition-building grant?
- Population demographics of the community: [Get Georgia Reading Campaign data](#); [Kids Count data](#)
- 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 routinely engaging early childhood education and care providers
- Plan for routinely engaging community-organization partners
- Plan for routinely engaging P-20 research-practitioner partnership(s) and literacy faculty in the local teacher preparation programs as part of the [community coalition](#)

Upload your 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 Management Plan should be limited to 1000 words.

This section should include the following:

- LEA office support for grant management
- Key people involved in the grant (names, titles, contact information)
- Statement about how this grant relates to the whole district strategic plan and comprehensive needs assessment (CNA)?
- Detail how the grant will be handled internally
- Detail the grant work will flow
- Detail the grants management responsibility
- Describe the LEA’s ability to adequately administer the funding:
  - Past grant experience
  - Discuss financial and programmatic audit findings over the past three years
  - Discuss controls for spending

https://L4GA2017.fluidreview.com/resp/14325328/IAeBZWlVsM/

Upload your Established Need (to be completed by district office)

10 Points

This section requires an initial analysis of current third-grade reading growth over the past three years (2015-2017) for all students in the LEA. It should include students who are economically disadvantaged, students with disabilities, and English learners. This analysis should be used as a basis to establish need for an L4GA project. This can include Milestones outcomes in addition to other assessments. The Established Need section should be limited to 1000 words.

https://L4GA2017.fluidreview.com/resp/14325328/PsCP7R6AQ9/
Upload Assets and Needs Assessment with 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.

Some of the areas described below can and should be used in the analysis, but this is not an exhaustive list. The LEA is not required to use a particular needs assessment. Care should be taken to analyze to a level that is sensitive to established need. Consider using outcomes of analyses conducted with Georgia’s System for Continuous Improvement as a starting point.

Areas to consider include:

Coherent Instructional System

- Past instructional initiatives
- Current instructional initiatives
- Cross-curricular connections to literacy

Community and Family Engagement (This should be completed by community and early care/learning partners working with the LEA team)

- Community assets (How are (or how could) community assets engaged by the schools and centers?)

Engaged Leadership

- Routines and processes for on-going engagement of leaders (administrators as well as the leadership team)

Positive Learning Environment

- Social and emotional supports for families and students
- School Climate ratings over the past few years

Professional Capacity
Time for professional learning for all levels (early care and learning, elementary, middle, high) and all relevant staff (e.g., family-community engagement specialists, school library-media specialists and community librarians, mental health providers, social workers, school leaders, teachers)

Approaches to professional learning
Teaching workforce credentials and needs (e.g., degrees for early care and learning providers, advanced degrees for P-12 teachers, certification status, retention/attrition of staff, and future retirement forecasts)

https://L4GA2017.fluidreview.com/resp/14325328/oFv3gD3BuW/

Upload your Plan, Procedures, Goals, Objectives, and Support (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 Plan should be limited to 1000 words

https://L4GA2017.fluidreview.com/resp/14325328/G2AdqQg0EM/
Upload 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.

https://L4GA2017.fluidreview.com/resp/14325328/Rc3HpXSzmb/
Upload 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.

Areas to consider include:

- Institutes
- Online PL supports
- Local PL assets and supports (e.g., training and consulting for early care providers, PLCs, collaborative planning, coaching, mentoring)
- Professional learning associated with any purchased or adopted program
- Time allocated for collaborative planning time per age/grade level team and vertical teams
- Topics of interest for PL for each audience (e.g., early learning; secondary education; community/family liaisons; etc.).
- Topics that the LEA-Partnership could provide to the L4GA PL catalog due to particular LEA-Partners’ expertise or experiences with positive outcomes. (Involve the P-20 and RESA partners and outstanding teacher leaders when determining what the LEA-Partnership can offer to the L4GA program).

https://L4GA2017.fluidreview.com/resp/14325328/caMmp29TlQ/
Upload 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 instructional resources that will be used or purchased 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 will be adequate. Any technology purchases must be justified as a way to support literacy improvement. The Resources, Strategies and Materials section should be limited to 1000 words.

https://L4GA2017.fluidreview.com/resp/14325328/LckfRNwAlc/
Upload School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 Points

Each school in an LEA is unique and therefore should have a detailed literacy plan that supports literacy implementation for children and families that are part of the school and/or early care center(s). 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. The school/center literacy plan (1 plan for birth to five) 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.

When crafting literacy plans, there is no required template or guide. Consider using REL plan tools as guidance. It is vital that schools and early care providers coordinate both internally with staff during development and in partnership with the LEA-partnership team to ensure consistency with LEA goals. Discussion in the plan should include:

School History
Administrative and Teacher Leadership Team
Community assets
Past Instructional Initiatives
Current Instructional Initiatives
Individual school professional learning needs
Need for a Striving Readers Project

https://L4GA2017.fluidreview.com/resp/14325328/10Wpet2IMg/
Upload your 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.

Prepare a brief narrative informing the readers about the budget indicating what the LEA/agency or organization has determined as overarching needs and how the budget supports strategic activities.


Appendix A
References

Upload your reference list.

https://L4GA2017.fluidreview.com/resp/14325328/8qhrMKmaPk/

Appendix B Get Georgia Reading Grant Requirement

Upload "statements of commitment" (as one pdf file) from your Get Georgia Reading Campaign Community partners stating their respective commitment to strengthening the development of children's language and literacy. Each organization may serve a particular segment of the population of children, from birth through grade 12, and their families. The statements of commitment should indicate the target audience that the organization serves and what activities the organization will do as part of the partnership.

https://L4GA2017.fluidreview.com/resp/14325328/65RecSM5sL/

Please provide the names of the primary authors of this grant application.

Please provide names, titles, email and contact numbers in the event program staff needs to contact you concerning this submission.

District Application Components:
Sarah Welch, Literacy Coach, swelch@fannin.k12.ga.us, (706) 632-2081 or (706) 455-9171

Blue Ridge Elementary School Plan:
Amanda McBride, Academic Coach, amcbride@fannin.k12.ga.us, (706) 632-5772
**School Information**

If you are applying for **Early Learning** funds and you **do not** have a School or System ID, please enter 0001 in each of those text boxes.

<table>
<thead>
<tr>
<th>System Name:</th>
<th>Fannin County School System</th>
</tr>
</thead>
<tbody>
<tr>
<td>School or Center Name:</td>
<td>Blue Ridge Elementary School</td>
</tr>
<tr>
<td>System ID</td>
<td>655</td>
</tr>
<tr>
<td>School ID</td>
<td>1050</td>
</tr>
</tbody>
</table>

**School Information**

<table>
<thead>
<tr>
<th>System Name</th>
<th>FANNIN COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>BLUE RIDGE ELEMENTARY SCHOOL</td>
</tr>
</tbody>
</table>

**Level of School**

Elementary (K-5 or Primary, Elementary)

**Grades represented in the building**

K-5

Examples: Pre-k to 6, K-2, 3-5

**Principal**

<table>
<thead>
<tr>
<th>Name:</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Hodges</td>
</tr>
<tr>
<td>Phone:</td>
<td>706-632-5772</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ahodges@fannin.k12.ga.us">ahodges@fannin.k12.ga.us</a></td>
</tr>
</tbody>
</table>

**School contact information**

(the persons with rights to work on the application)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Amanda McBride</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Academic Coach</td>
</tr>
<tr>
<td>Phone:</td>
<td>706-632-5772</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:amcbride@fannin.k12.ga.us">amcbride@fannin.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Number of Certified Teachers in School 41
Number of Paraprofessionals or Teaching Assistants in School 20
**Local Education Agency (LEA)-Partnership Narrative**

**LEA and Feeder System Introduction**
The Fannin County School System (FCSS) is comprised of one feeder system. Since 1833, more than 200 school locations have existed in Fannin County. As with many areas in Georgia, the educational history of Fannin has been a progressive one, beginning with a multitude of one-room schoolhouses whose locations were determined with the hopes that no student would be forced to walk more than 2.5 miles. However, over time, consolidation processes and the availability of student transportation resulted in the formation of today’s schools (Thompson, 2014, p. 12). Only two state-funded preschools exist. One is housed in Blue Ridge Elementary School, and the Special Education Preschool classroom is housed in the Ninth District Head Start. These preschools feed into the following elementary schools: East Fannin Elementary, Blue Ridge Elementary, and West Fannin Elementary. These three elementary schools feed into Fannin County Middle School, which then feeds into Fannin County High School. FCSS is committed to graduating all students with the skills necessary for postsecondary readiness, and we believe this goal is best accomplished by providing a learning environment focused on continuous improvement and mastery of the Georgia Standards of Excellence (GSE).

**Community Introduction**
Fannin County is located at the lower threshold of the Appalachian Mountains, and it contains the starting point for the Appalachian Trail. This rural county covers an area of approximately 392 square miles, and 40 percent of the land is owned by the Chattahoochee National Forest. Blue Ridge is the largest town and serves as the county seat. McCaysville, Morganton, Mineral Bluff, and Epworth are smaller neighborhoods that comprise the county. With little industry located in the county, the local economy is largely dependent on tourism and the area’s natural resources. Employment options are limited, and the Fannin County School System is the largest employer in the county. Many perceive Blue Ridge and the surrounding communities as an affluent area due to the downtown business area; however, the reality is that many of these high-end establishments are almost solely supported by the business from visitors to the community, not residents.

**LEA-Partnership Organizations**

<table>
<thead>
<tr>
<th>Partnership Organization</th>
<th>Role of the Organization in Literacy Programming</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fannin County Family Connections</td>
<td>The Fannin County Family Connections will work as a main LEA-partner, helping to establish services for a target student population and to facilitate further partnerships as a liaison to other agencies.</td>
<td>Sherry Morris, Director 706-632-6063 <a href="mailto:sherrymorris@etcmail.com">sherrymorris@etcmail.com</a></td>
</tr>
<tr>
<td>Fannin Regional Library</td>
<td>They will work with schools to develop Early Learning Literacy Outreach Packs. Also, they will partner on awareness of literacy programs (such as storytime) and classroom resources.</td>
<td>Andrew Vickers, Manager 706-632-5263 <a href="mailto:vickersa@mountainregionallibrary.org">vickersa@mountainregionallibrary.org</a></td>
</tr>
<tr>
<td><strong>Fannin County School System: District Application</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fannin County FERST Foundation (Rotary Club)</strong></td>
<td>They will work with the school system to develop Early Childhood Literacy Packs (applications to help parents begin receiving books every month) to distribute to all new babies born in Fannin County and other children (birth-to-five) at local healthcare providers. They will also promote K-5 reading with their reading dog mascot.</td>
<td>June Slusser, Fannin Representative</td>
</tr>
<tr>
<td><strong>Fannin Regional Hospital</strong></td>
<td>The hospital will hopefully be a distribution point for Literacy Outreach Packs to all new babies born within Fannin County as a part of the Birth-to-Five initiative.</td>
<td>David Sanders, CEO</td>
</tr>
<tr>
<td><strong>Main Street Pediatrics</strong></td>
<td>As one of the main pediatric centers for the county, Main Street Pediatrics will be a distribution point for all children (birth-to-five) as a part of the Birth-to-Five initiative. Dr. Newton also assists with the initial hearing/vision screenings at kindergarten registration.</td>
<td>Dr. Amanda Newton-Chastain, Pediatrician</td>
</tr>
<tr>
<td><strong>Fannin County Health Department</strong></td>
<td>As one of the medical facilities for immunizations for the county, the Fannin County Health Department will be a distribution point for all children (birth-to-five) as a part of the Birth-to-Five initiative. They will also serve as a liaison for several DoH programs, such as WIC.</td>
<td>Catherine McKnight</td>
</tr>
<tr>
<td><strong>The Craddock Center</strong></td>
<td>The Craddock Center is a local nonprofit that works heavily with early learning centers across the county, providing interactive lessons, music and storytelling, and delivering free books to children. Their mission is to deliver educational/cultural programming to children and families in southern Appalachia.</td>
<td>Connie Chancey, Programs Director</td>
</tr>
<tr>
<td><strong>Fannin Division of Family &amp; Children Services</strong></td>
<td>DFCS will serve as a distribution point of Literacy Outreach Packs to children in the foster care system from birth to age five.</td>
<td>Kathy Henson, Director</td>
</tr>
<tr>
<td><strong>Babies Can't Wait</strong></td>
<td>The Babies Can’t Wait program identifies children with developmental needs and provides a transition into the school system’s special education pre-k.</td>
<td>Pam Lapham,</td>
</tr>
<tr>
<td><strong>Ninth District Opportunity Head Start</strong></td>
<td>They furnish learning to six classrooms of preschool children, and engage in the full MTSS process, assisting with the appropriate placement of students with disabilities and developmental delays.</td>
<td>Sherry Moore, Director</td>
</tr>
</tbody>
</table>

**History of the LEA-Partnership: Local Community Assets**

- **Food Assistance:** Fannin County Family Connection (Food Pantry), Snack-in-a-Backpack, Feed Fannin, Seamless Summer (USDA & The Craddock Center)
- **Housing Assistance and Foster Care Support:** Fannin County Housing Authority, Fannin County Department of Family and Children Services, Open Arms, Habitat for Humanity, North Georgia Mountain Crisis Network
- **Arts Emphasis:** Blue Ridge Mountain Arts Association, Blue Ridge Community Theatre
Community Outreach: Empty Stocking Organization, Family Connections, Shop with a Cop, 43 Faith-based organizations/churches, Fannin County Family Connection, Rotary Club, Kiwanis Club, Shriner’s Club, Boys and Girls Club, Boy Scouts of America, Girl Scouts of America, 4-H

Early Learning Centers and Private Preschools: Ninth Opportunity District Head Start, Mountain Area Christian Academy, Blue Ridge United Methodist Preschool, The Learning Depot, Milestones Day Care, Learning Tree Academy

Access to Print Books and Engaging Programs: Fannin County Regional Library, The Craddock Center, the FERST Foundation, the Little Free Library, Blue Ridge Community Theatre, Blue Ridge Mountain Arts Association

Healthcare Providers: Fannin County Regional Hospital, Main Street Pediatrics, Fannin County Health Department, Georgia Mountains Health, Appalachian Physicians Group, Fannin County Baptist Association Dental Clinic

Get Georgia Reading Community Status
Fannin County is not currently an established “Get Georgia Reading” community; however, it is working to become one. We have been in contact with Director Arianne Weldon, and we are working with our community partnerships to develop a plan to support literacy for children from birth to age eight. Our first initiative is the composition of literacy outreach packets to help consolidate our various community resources and deliver them to all eligible families within the community as part of an initial Birth-to-Five initiative. Fannin County is not a recipient of the GOSA Community Coalition building grant, but it is an opportunity we would like to take advantage of at some point in the future.

Community Demographics
The population of Fannin County is approximately 24,000, with the overwhelming majority of the population being Caucasian. With an economy grounded in tourism and construction, this rural county lacks industrial positions, and generational poverty, coupled with limited employment options, affects the lives of many of its citizens. A disparity of over 20 percent exists between the median household income in Fannin County and the state as a whole, and by this report 14.1% of all the individuals in county live in poverty (“Annie Casey Foundation, 2018). However, 31.7% of the families with children have an annual household income of less than 150% the federal poverty level; that is approximately one in three of our families.
Unfortunately, one of the most deeply troubling and stark statistics for Fannin County is the rate of child abuse and neglect, which has approximately doubled the state average every year for the past five years. These statistics reinforce the need to support the development of the whole child. We believe that in order for students to achieve their academic potential, they must first be safe, well-nourished, and have basic needs met. This belief is why our district is committed to supporting the needs of the whole child, from birth through graduation, through the Georgia System of Continuous Supports.

The graph above (Annie Casey Foundation, 2018) helps to paint a picture of the challenges faced by many of our students. These are records of substantiated incidents, though the trend has improved over time, it is still deeply disturbing, and it remains at double the state averages. Currently, some community programs are in place to address parental education and to reduce recidivism in these dire circumstances.

Furthermore, premature and low-birthweight babies are another factor that we must consider in addressing the whole child. The last five years of data indicate a trend worsening over time as demonstrated in the chart on the right (Annie Casey Foundation, 2018). Research tells us that we may need to provide additional supports for these children as those born at 37 or earlier weeks have a 33% higher risk of developing a severe reading impairment; premature births are also associated with higher percentages of developing poor health outcomes, developmental disabilities, and Attention Deficit Disorder ("Birth outcomes infographic," 2018). As the percentage of premature births rises, the need grows for parent awareness of the potential developmental effects.

In 2017, approximately 51.7% of Fannin County’s children were enrolled in the Georgia Pre-K program, as opposed to 59.4% at the state level (Annie Casey Foundation, 2018). Part of these low numbers may be the difficulty of transportation and the proximity to students. In this rural environment, no public transportation exists, and when families are limited on transportation, that impacts the ability to provide sources of early learning experiences to all Fannin children.
Furthermore, 17.6% of babies here were born to mothers with less than 12 years of education in 2016, which is higher than the state rate of 14.5% (Annie Casey Foundation, 2018). Unfortunately, children experience a 72 percent higher chance of being at a low reading level if their parents experienced similar literacy struggles (“Adult Literacy Facts,” 2018). These figures indicate that some of these mothers probably had a negative experience with the educational system, so from the beginning, we are at a disadvantage in establishing relationships with these families. These families may question the value of education or may struggle to work with their children. Therefore, as part of this grant, we plan to offer learning opportunities to our parents and caregivers as well.

Fannin County School System’s absentee rates are higher than the state average at 15.1% (as compared to 11.2%), and in the Fannin County Comprehensive Needs Assessment, the district recognizes attendance as an issue to address with our students and their families (Annie Casey Foundation, 2018). The absentee rates are much higher in subgroups, particularly economically disadvantaged students and students with disabilities, as demonstrated in the Student Attendance Rate chart at the left from the District CNA (2017). Students cannot learn when they are not in school; currently, various programs, including Positive Behavior Intervention System (PBIS), are incentivizing attendance and attempting to keep children in school. However, further research and interventions are necessary. With various obstacles facing our student population, they still manage to make strides in achievement, though admittedly, much room for improvement still exists.

The 2017 rate for students graduating on time was 90.1%, which was a decrease from preceding years. However, while graduation rates are high, the percentage of actual dropouts ages 16-19 is almost twice that of the state average (at 10.1% versus 5.2%), and we have a higher percentage of teenagers who are not in school and not working (Annie Casey Foundation, 2018). We are fortunate to host a site for Mountain Education Charter Schools (MECS), where some of our students attend when day school no longer seems the best option, and this has helped to improve our graduation rate. Unfortunately, when faced with providing their own transportation to MECS, as well as the commitment of spending their evenings in school, some students choose not to return. Several interventions, including middle and high school graduation coaches and credit recovery options, have been implemented within the LEA to better serve students and promote timely graduation.

Climate Ratings
Every single school in the Fannin County School System, and hence this entire feeder pattern, earned a 5-star School Climate Rating based on the factors measured by the annual Georgia School Climate Rating under the College and Career Ready Performance Index (CCRPI). In 2017, Fannin County was one of only four systems statewide in which every school earned a 5-star rating (2017 CCRPI Single Scores and School Climate Star Ratings, 2017).
Fannin County School System: District Application

In addition, three of the five schools are currently operating at an operational level on the Positive Behavior Interventions and Supports (PBIS). Fannin County implemented PBIS nine years ago on a district-wide scale. Fannin County High School, East Fannin Elementary School, and West Fannin Elementary School are all deemed operational; Fannin County Middle School and Blue Ridge Elementary School are emerging. The District is currently seeking Tier II implementation of PBIS and is awaiting guidance from the state to proceed. Fannin County is proud of the positive climates and welcoming environments of all our schools, and we firmly believe that a positive learning environment provides the foundation for all further learning.

In addition, East Fannin Elementary was specifically recognized by State School Superintendent Richard Woods and the Georgia Department of Education this fall as one of only five schools in the state to receive the Georgia Family-Friendly-Partnership School Award (FFPS), due to the engaging and welcoming environment it provides to parents and the community.

Student Literacy/ELA Outcomes of the Feeder System

![Fannin County School System Mean Milestones Data with Trend Lines (2014/15, 2015/16, and 2016/17)](chart)

The chart above is compiled from Fannin County Georgia Milestones ELA Data, 2018. Reviewing the ELA Milestones data from across the district for the three year span, only 39% of the system’s third graders are to be operating at a level of proficient or higher. The trend lines indicate growth in performance as students progress through school. In agreement with the goals of the Get Georgia Reading Campaign, our mission is to have all readers on grade level by third grade.

Plan for Routine Engagement of Early Childhood Education and Care Providers

Currently, consistent engagement of the Head Start program exists through the special education preschool. As they are housed in the same location, the faculty there and the special education faculty communicate and collaborate on almost a daily basis. However, in attempting to reach out to additional early childhood education partners in the community, a protocol will be developed and implemented by the district program manager. As professional learning opportunities for early learning providers is secured by the district, private and public partners will be invited through a private social media group that will be established to facilitate regular communication (at least monthly), and the scheduling of learning will work to best meet the time needs of all parties.
Plan for Routine Engagement of Community-Organization Partners

As outreach is an interest to our local board of education, community-organization partners first met in the spring of 2017 to plan for a Birth-to-Five Initiative. The group met again this January as plans began to move forward with the implementation of Literacy Outreach Packets. With the continued advisement of local pediatricians to obtain developmentally appropriate materials, the school system will purchase books (various books for each level) and manipulatives, and coordinate the composition, packaging, and delivery of outreach bags to the families of newborn babies and to the families of students at the three-year-old well check appointment at various local healthcare providers. In addition, bags will be delivered through DFCS and Family Connections to children who might not receive the opportunity to receive the resources.

All the partners hope to leverage the strengths and relationships of the entire collaborative and thus meet the needs of a larger number of children. Another meeting is scheduled for this May, and the decision was made to meet regularly at least twice a year from this point forward, once in the fall and once in the spring on dates convenient for the most members. At these meetings, partners will review community data and school literacy data to drive decisions on adjustments to best accommodate the needs of all community children.

Currently, community partners are all connected through frequent communication with a point-of-contact within the school system. A designated liaison within the system is working with all community partners, visiting their meetings, and speaking to their members. She is responsible for establishing community meeting times and agendas. Collaboration between community partners will exist through regularly scheduled meetings but also through informal, consistent communications. The program manager will maintain a social media outlet to connect all partners and to easily disseminate information and invitations to professional learning events. Community partners each have their own liaisons who attend the meetings, and these individuals report back to their respective boards and staffs to disseminate information and decisions to all interested parties. In addition, members of the school system are engaged in various community partners’ activities, such as the Poverty Simulation conducted by Family Connections.

Plan for Routine Engagement of P-20 Partnership

The University of North Georgia (UNG) has now located a satellite campus in Blue Ridge, Georgia, and they will serve as our P-20 Partnership. Director Sandy Ott and Associate Dean of Education Dr. Sheri Hardee are working with us to establish various ways for routinely engaging one another in a symbiotic relationship. We seek to begin instituting research-practitioner partnership(s) and literacy faculty in the local teacher preparation programs as part of the community coalition. Through roundtables with the faculty and service learning projects with the UNG student body, a tentative plan for collaboration has developed.

We would like to engage in shared analysis of our community and literacy data with their faculty to determine appropriate next steps and further development of our partnership. UNG has also applied for grants through its College of Education to support services for the schools. Currently, engaged in discussions on required programming decisions for preservice teachers with the Associate Dean, the schools have expressed a willingness to serve as mentors for new teachers for the program, and UNG has demonstrated a willingness to adjust programming to best meet our needs. The UNG faculty are in frequent communication and meetings with system personnel, and the frequency of these meetings will increase as our collaborative projects mature.
LEA-Partnership Management Plan and Key Personnel

LEA Office Support for Grant Management

FCSS engages in a systematic approach to managing the rules and guidelines of federal programs to ensure consistent compliance and uniformity in operations, and through strategic planning in the utilization of resources, gains in student achievement continue to occur. For fiscal year 2018, the total budgeted general fund, capital projects fund, and special revenues fund expenditures are $45,737,153.00 for FCSS. The only long-term liabilities for the system are the compensated absences, obligations by the system relating to employees right to receive compensation for future absences based on service previously rendered. The system has no capital leases or bonded debt related to our E-SPLOST.

A major responsibility of the Fannin County School System is the wise and efficient stewardship of funds entrusted by the taxpayers, and procedures are well-established for all cost principle documentation and procurement. Students are our primary investment, with a per pupil expenditure of $11,449.50, which is significantly higher than the state average of $9,417.08 ("Georgia Department of Education Expenditure Report," 2017). The current millage rate in Fannin County is 11.23, which is the fifth lowest in the state ("2017 Georgia County Ad Valorem," 2018). Fannin County attributes this efficiency to the systemic use of prioritizing spending and consistently employing protocols and oversight of finances. We seek to achieve sustainable positive growth, and we know a great deal of that will be accomplished through an emphasis on professional learning.

During the recession, Fannin County demonstrated a strong fiscal leadership, and instruction was minimally impacted. Where many of the surrounding districts lost instructional days and implemented furloughs for numerous years, Fannin County only furloughed instructional staff for three days during fiscal year 2010, when furloughs were mandated by the state. During fiscal years 2011-2014, district personnel and administrators alone received five less days per contract year. The focus as a district remained on providing a full instructional calendar for students. The District operates within the confines of an established internal and external structure to monitor and administer all grant funds, as overseen by Susan Holloway, Director of School Finance.

Central Office Personnel Contact Information

All members of the District Literacy Team have been educated and informed via regular reports to the District Improvement Team (DSIT). Before engaging in this process, administrators and proposed site supervisors from all schools, in addition to central office staff, voted unanimously to move forward with this grant. Regularly-scheduled weekly meeting have occurred between the Literacy Leadership Team (including proposed site supervisors) in the development and alignment of school literacy plans; all thoroughly understand the objectives and goals, in addition to the implementation plan, because they assisted in the data analysis and planning phases to determine those goals. The entire process has been completed with close cooperation with district leadership and the finance department, and if we are selected to receive this grant, all the individuals will meet to finalize responsibilities associated with implementation. Monthly meetings will continue between sub-grantees, the Program Manager, and district leadership; all dates will be determined at the beginning of the school year, and calendar invites will be sent for the entire year.
The administrative portion of this grant will be utilized to contract with an as yet unspecified Program Manager who will specifically handle this grant’s administration; the grant will either pay a portion of salary or stipend for hours outside of normal contract hours.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Michael Gwatney</td>
<td>Superintendent</td>
<td><a href="mailto:mgwatney@fannin.k12.ga.us">mgwatney@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Robert Ensley</td>
<td>Assistant Superintendent</td>
<td><a href="mailto:rensley@fannin.k12.ga.us">rensley@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Benny Long</td>
<td>Assistant Superintendent</td>
<td><a href="mailto:blong@fannin.k12.ga.us">blong@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Sarah Rigdon</td>
<td>Director of Achievement</td>
<td><a href="mailto:srigdon@fannin.k12.ga.us">srigdon@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Darren Danner</td>
<td>Director of Curriculum</td>
<td><a href="mailto:ddanner@fannin.k12.ga.us">ddanner@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Shannon Miller</td>
<td>Director of Student Services/Pre-K</td>
<td><a href="mailto:smiller@fannin.k12.ga.us">smiller@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Heather Finley</td>
<td>Director of Instructional Technology</td>
<td><a href="mailto:hfinley@fannin.k12.ga.us">hfinley@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Susan Holloway</td>
<td>Director of School Finance</td>
<td><a href="mailto:sholloway@fannin.k12.ga.us">sholloway@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Connie Grindstaff</td>
<td>Accounts Payable</td>
<td><a href="mailto:cgrindstaff@fannin.k12.ga.us">cgrindstaff@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Leigh Wood</td>
<td>Payroll Bookkeeper</td>
<td><a href="mailto:lwood@fannin.k12.ga.us">lwood@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Amy Buchanan</td>
<td>Assistant Finance Bookkeeper</td>
<td><a href="mailto:abuchanan@fannin.k12.ga.us">abuchanan@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Tiffany Hurd</td>
<td>Assistant Finance Bookkeeper</td>
<td><a href="mailto:thurd@fannin.k12.ga.us">thurd@fannin.k12.ga.us</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erik Cioffi</td>
<td>FCHS</td>
<td>Principal</td>
<td><a href="mailto:ecioffi@fannin.k12.ga.us">ecioffi@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Sarah Welch</td>
<td>FCHS</td>
<td>Literacy Coach/Site Supervisor</td>
<td><a href="mailto:swelch@fannin.k12.ga.us">swelch@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Amy Williams</td>
<td>FCHS</td>
<td>Academic Coach</td>
<td><a href="mailto:awilliams@fannin.k12.ga.us">awilliams@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Dawn Heaton</td>
<td>FCHS</td>
<td>School Bookkeeper</td>
<td><a href="mailto:dheaton@fannin.k12.ga.us">dheaton@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Keith Nuckolls</td>
<td>FCMS</td>
<td>Principal</td>
<td><a href="mailto:knuckolls@fannin.k12.ga.us">knuckolls@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Mark Young</td>
<td>FCMS</td>
<td>Academic Coach/ Site Supervisor</td>
<td><a href="mailto:myoung@fannin.k12.ga.us">myoung@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Katie Seabolt</td>
<td>FCMS</td>
<td>School Bookkeeper</td>
<td><a href="mailto:kseabolt@fannin.k12.ga.us">kseabolt@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>April Hodges</td>
<td>BRES</td>
<td>Principal</td>
<td><a href="mailto:ahodges@fannin.k12.ga.us">ahodges@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Amanda McBride</td>
<td>BRES</td>
<td>Academic Coach/ Site Supervisor</td>
<td><a href="mailto:amcbridge@fannin.k12.ga.us">amcbridge@fannin.k12.ga.us</a></td>
</tr>
<tr>
<td>Sarah Adams</td>
<td>BRES</td>
<td>Pre-K Site Supervisor</td>
<td><a href="mailto:sadams@fannin.k12.ga.us">sadams@fannin.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Grant Internal Management and Grant Work Flow
When developing budgets, all considerations will begin with student literacy achievement, both identified areas of strength and weakness. After reviewing the data from the Georgia Milestones Assessments, universal screeners, benchmarks, and formative and summative data, classroom teachers will then relay the need for resources/professional learning areas to their respective School Literacy Leadership Team. The team will make all recommendations to the Site Supervisor who will then forward those requests to the Program Manager. Representatives from each School Literacy Leadership Team will be encouraged to attend the Summer Institute, where budgeting development and performance plans will be formalized; they will be tasked with developing their plans as best meets individual school needs and goals.

Program Manager Responsibilities: The program manager will supervise the following elements of grant administration: self-monitoring of schools and programs sufficient to ensure compliance with federal and state program requirements; monitoring program expenditures to verify that all expenditures comply with literacy plan requirements and maintaining all necessary documentation; and implementing, monitoring, and evaluating the program as an ongoing process throughout the duration of the entire year. The program manager will secure district professional learning opportunities, evaluate school requests, obtain research-based documentation, and submit all required documentation to the GA DOE. District administration attends GaDOE Federal Programs training sessions; all costs within each program are ensured to meet the guidance in §200.403, §200.404, §200.405, and §200.406 (“2017-18 FCSS Federal Programs,” 2017).

Site Supervisor Responsibilities: The site supervisor will monitor the fidelity of plan implementation and lead the school-based Literacy Leadership Team in analysis of site-based data, needs, goals, objectives, assets, and professional learning. He/she will also communicate those requests to the Program Manager, submit the purchase order requests to school bookkeepers, and maintain communication with district finance personnel to ensure receipt of materials for final payments to vendors.
School Bookkeeper Responsibilities: The school bookkeeper will submit individual school purchase order requests with proper documentation to the District Finance office.

District Finance Responsibilities: The District Finance office will verify all financial paperwork is in order and coded properly, and pay the approved vendors for each purchase.

Flow Chart of Grant Responsibilities

Past Grant Experience
During the fiscal 2017 year, the system received and administered $2,187,680.436 in grants, ranging from CTAE grants to the Pre-school Disability Service grant to Title IA Improving the Academic Achievement of the Disadvantaged grant, which alone was over $1 million. During the 2016 fiscal year, the district received $2,375,559.36 in grant funding from the state and federal levels. The 2015 state and federal grant funding total was $2,518,041.14. In all circumstances, the grants were judiciously drawn down with fidelity, and the programs met their goals.

Controls for Spending
Our internal control process provides reasonable assurance that each program’s objectives will be met. We use the Grants Accounting Online Reporting System (GAORS) provided by the GA DOE to plan, budget, expend, and draw funds. The district operates strictly by the policies and procedures as set forth in the system’s overarching document “Federal Programs Uniform Grant Guidance.” Schools are provided written financial and program policies on an annual basis to ensure that internal controls, including but not limited to segregation of duties, accountability, appropriate authorization, and compliance with all applicable laws and regulations, are met.

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

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

However, further evaluation needed to be done at the individual school levels concerning literacy needs. Therefore, the Literacy Needs Assessment from the state was modified for each school level based on relevance and administered via Google Forms to faculty and staff. The information from each survey was shared with the respective School Literacy Leadership Team, which analyzed the data to determine assets and needs, as well as to evaluate faculty (mis)perceptions as evident. School Literacy Teams were formed with an administrator, an academic coach, content area teachers, CTAE teachers, media specialists, special education teachers, paraprofessionals, and ELL teachers as relevant to the faculty composition of each school, and this group was charged with reviewing the data to make recommendations. The teams utilized multiple forms of student, school, and teacher data to develop a list of prioritized needs and recommendations for action steps (“The What,” 2008).

The needs assessment process considered data from the school based Georgia Literacy Needs Assessment Survey, reflecting participation by content and ancillary teachers, administrators, CTAE, special education, media specialists, coaches, and paraprofessionals. The data for the birth-to-five program is embedded into its application. Survey data from all other schools is below.

Literacy Needs Assessment Survey Data (Survey questions available through GA DOE)

<table>
<thead>
<tr>
<th></th>
<th>1A</th>
<th>1B</th>
<th>1C1</th>
<th>1C2</th>
<th>1D</th>
<th>1E</th>
<th>2A</th>
<th>2B</th>
<th>2C</th>
<th>3A</th>
<th>3B</th>
<th>3C</th>
<th>3D</th>
<th>3E</th>
</tr>
</thead>
<tbody>
<tr>
<td>BR</td>
<td>FO</td>
<td>0</td>
<td>O</td>
<td>0</td>
<td>DN</td>
<td>FO*</td>
<td>E</td>
<td>FO*</td>
<td>FO</td>
<td>O</td>
<td>NA</td>
<td>FO*</td>
<td>FO</td>
<td>O</td>
</tr>
<tr>
<td>EF</td>
<td>0</td>
<td>NA</td>
<td>FO</td>
<td>DN</td>
<td>EM</td>
<td>EM</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>FO</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>WF</td>
<td>FO</td>
<td>FO*</td>
<td>FO*</td>
<td>DN</td>
<td>FO*</td>
<td>FO*</td>
<td>O</td>
<td>FO*</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>FO*</td>
<td>FO</td>
<td>FO*</td>
</tr>
<tr>
<td>FMS</td>
<td>FO*</td>
<td>09</td>
<td>DN</td>
<td>FO*</td>
<td>FO*</td>
<td>0</td>
<td>FO*</td>
<td>O</td>
<td>O</td>
<td>EM</td>
<td>O</td>
<td>FO*</td>
<td>O</td>
<td>FO*</td>
</tr>
<tr>
<td>FHS</td>
<td>0</td>
<td>0</td>
<td>DN</td>
<td>EM</td>
<td>O</td>
<td>EM</td>
<td>EM</td>
<td>EM</td>
<td>EM</td>
<td>EM</td>
<td>NA</td>
<td>EM</td>
<td>EM</td>
<td>O*</td>
</tr>
</tbody>
</table>
*The survey data indicates that the school is operational or better at this level; however, the individual school Literacy Leadership Team feels that this is inaccurate due to contradictions in the achievement data, but faculty’s false perceptions are formed due to lack of communication between departments and a degree of certain complacency that comes with progress toward goals but not full actualization.

Other data sources have been considered in the process to identify areas of need. The enrollment for Fannin County Schools has remained fairly stable over the last several years. In 2016-17 the Fannin County School System served 3,149 students, of which 1,424 were elementary students. In this same year, 1,927 students in the system were identified as Economically Disadvantaged (ED), 468 were served through special education and 48 students in the district received additional services through our ELL program. When analyzing the ELA Milestones trends from 2015 through 2017, a lack of growth and sequential improvement for all students is evident.

<table>
<thead>
<tr>
<th></th>
<th>Beginning Learner</th>
<th>Developing Learner</th>
<th>Proficient Learner</th>
<th>Distinguished Learner</th>
<th>Proficient + Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>25%</td>
<td>35%</td>
<td>32%</td>
<td>7%</td>
<td>39%</td>
</tr>
<tr>
<td>2015-16</td>
<td>30%</td>
<td>28%</td>
<td>35%</td>
<td>8%</td>
<td>43%</td>
</tr>
<tr>
<td>2016-17</td>
<td>29%</td>
<td>34%</td>
<td>28%</td>
<td>8%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Additionally, the Milestones ELA three year data trend for third grade students attaining proficient or distinguished scores depict a lack of sustained, marked improvement for student subgroups.
Perhaps more concerning than the Milestones ELA scaled score results are the Lexiles scores for third grade students over the last three years. The Lexile results are extremely inconsistent, even for the “all students” category. Fluctuation in the SWD and EL categories would be understandable based on the smaller numbers in these subgroups, but the all students data group should provide a more stable data point for consideration.

<table>
<thead>
<tr>
<th></th>
<th>2015 Below 520 (score for retention purposes)</th>
<th>2016 Below 520 (score for retention purposes)</th>
<th>2017 Below 520 (score for retention purposes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>32%</td>
<td>23%</td>
<td>32%</td>
</tr>
<tr>
<td>ED</td>
<td>42%</td>
<td>26%</td>
<td>37%</td>
</tr>
<tr>
<td>SWD</td>
<td>74%</td>
<td>67%</td>
<td>81%</td>
</tr>
<tr>
<td>ELL</td>
<td>0%</td>
<td>25%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Both Milestones ELA results and Lexile scores over the last three years point to a large percentage of our third grade students reading below grade level expectations. Reading comprehension and writing are closely aligned, and part of this concern seems to originate in kindergarten when students first enter the school system with GKIDS data indicating struggles in writing, with a 2017 average elementary score for all schools of 53.8 (“Georgia Kindergarten Inventory,” 2017).

Of special concern when reviewing data, students in the ED subgroup are performing at a markedly lower level than their peers. Students are classified as ED through Federal Free and Reduced Lunch Program data; the October 2017 system data is displayed to the right (Georgia Department of Education, 2017). The percentages present indicate much higher percentages of student poverty than is indicated by the community data.

In the charts below, the red bar indicates the level of ED students performing at each Milestones achievement level. The green bar represents non-economically disadvantaged student performance on the same levels. An analysis of the data reveals an inverse relationship between economic disadvantage and ELA achievement.
Thus far, the district and schools have identified a need for improvement in district ELA instruction. To correct the problem, schools have formed regularly meeting Literacy Leadership Teams to examine current practices and determine future direction ("The what," 2008). However, we have begun addressing identified areas of deficit. FCSS purchased the Measures of Academic Progress Assessment as a universal screener in ELA and Math to administer this spring 2018; the decision has not yet been made about further use of this program ("The what," 2008). Those data points will be used to identify deficit trends and to provide a starting point for district consistency by establishing a baseline of student performance in math and ELA (K-12). Local funding has been committed to initiating the Birth-to-Five Outreach Program. The high school is gathering data for a plan to reconfigure media center/computer lab space to form a Writing Center. Schools have not yet purchased new literacy materials or engaged in targeted writing professional learning, as we do not want to potentially conflict with the intent of this grant.
Assets and Needs Assessment with Root Cause Analysis

The greatest equity gap identified in the Fannin County District’s Comprehensive Needs Assessment was literacy outcomes (combined reading and writing scores across the district) when compared to districts with similar demographics within our RESA. This need to improve literacy outcomes for students at all levels was identified as a high priority whose development is not improving. Fannin County School System’s Strategic Plan has been developed through continual engagement with various stakeholders to provide an umbrella for all goals of the school system. Through a series of ongoing collaborative meetings with our P-20 partner (the University of North Georgia), Pioneer RESA, and community partnership base, our needs assessment was molded by their feedback. After reviewing assessment data and Literacy Needs Assessment Survey (which included content teachers, CTAE, special education, ELL, media specialists, academic coaches, administration, and paraprofessionals in the needs assessment process) results from all schools, the District Literacy Team completed the following alignment of strategic plan goals, needs, and root causes.

<table>
<thead>
<tr>
<th>Strategic System Goal #1: Attain a high level of student achievement</th>
<th>Strategic System Goal #2: Develop Organizational Effectiveness</th>
<th>Strategic System Goal #3: Ensure Stakeholder Support and Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overarching Literacy Need #1: Improved literacy instruction and student literacy outcomes with an emphasis on Tier I reading and writing strategies</td>
<td>Overarching Literacy Need #3: Establishment of consistent, community-based Birth-to-Five partnership to support school readiness</td>
<td></td>
</tr>
<tr>
<td>Root Causes:</td>
<td>Root Causes:</td>
<td></td>
</tr>
<tr>
<td>● Not all faculty and staff have received quality, evidence-based professional learning on literacy instructional strategies.</td>
<td>● Little communication existed between community organizations and the school in regards to the Birth-to-Five community.</td>
<td></td>
</tr>
<tr>
<td>● Lack of common grade level expectations for student learning outcomes.</td>
<td>● Literacy has not been explicitly recognized as a concern in years past.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Limited Pre-K opportunities available within the county</td>
<td></td>
</tr>
<tr>
<td>School Plan Alignment: FCHS, FCMS, BRES, EFES, WFES, Birth-to-Five</td>
<td>School Plan Alignment: Birth-to-Five, BRES, EFES, WFES</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overarching Literacy Need #2: Evidence-based practices focused on building positive relationships with students, with a particular emphasis on students from poverty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Root Cause:</td>
<td>Root Cause:</td>
</tr>
<tr>
<td>● The high percentage of students labeled as economically disadvantaged consistently demonstrate the most academic struggle when evaluating assessment data system-wide.</td>
<td>● Literacy has not been explicitly recognized as a concern in years past.</td>
</tr>
<tr>
<td></td>
<td>● Limited Pre-K opportunities available within the county</td>
</tr>
<tr>
<td>School Plan Alignment: FCHS, FCMS, BRES, EFES, WFES, Birth-to-Five</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overarching Literacy Need #4: Lack of explicit literacy materials and resources (digital and print) to meet the instructional needs of students at all levels</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Root Causes:
- Poorly aligned and/or designed curriculum materials purchased.
- Limited access to high quality texts.

School Plan Alignment: FCHS, FCMS, BRES, EFES, WFES, Birth-to-Five

<table>
<thead>
<tr>
<th>Overarching Literacy Need #5: Faculty and staff need established protocols for data analysis and determining student needs and specific interventions based on a variety of formative and summative data sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Root Cause:</strong> Faculty and staff have not received adequate training on the appropriate use of data analysis protocols and diagnostic assessments.</td>
</tr>
</tbody>
</table>

School Plan Alignment: FCHS, FCMS, BRES, EFES, WFES, Birth-to-Five

### Past and Current Instructional Initiatives
As a district, we have truly not engaged in a large number of initiatives in the past. When considering past and current instructional initiatives, we considered only five efforts where the county demonstrated a marked commitment:

- Charter System (2015-Present)
- Positive Behavior Intervention System (PBIS) (2009-Present)
- STEM Certification, West Fannin Elementary (2013-Present: March 20, 2018 Certification)
- Co-Teaching Academies (2009 - Present)
- Professional Learning Communities (2017 - Present)

### Assets Analysis

**Community and Family Engagement**

Community partner assets will be engaged by the school in a number of ways discussed under the distinct roles of the partner organizations as identified in the “LEA-Partnership Organizations” section. These partners will also serve as liaisons with additional organizations to expand our reach. Following community feedback and qualitative data on the need for family engagement through shared literacy experiences, we have instituted a literacy night. The local Swan Drive-in Movie Theatre partnered with us on the first Secondary Literacy Night, whose primary objective was family engagement with literacy, with a *Harry Potter* theme in fall 2017. This event included collaborative efforts with several CTAE departments and academic departments, local business community, teachers, and parents. Community feedback was very positive, and this same format will be utilized in the upcoming years. Lastly, community partnerships will exchange professional learning opportunities; for example, Family Connections will host a Poverty Simulation that several school representatives will attend, and the school will host learning opportunities for parents and community members.
Engaged Leadership
Fannin County has been blessed to secure visionary administrators. At the elementary and middle school levels, all principals have been in place two years or less, but this transitional time has been beneficial in establishing a collaborative culture between schools. Four of five current principals were put into place through various stakeholders’ feedback via the School Governance Team. Principals with two or fewer years of experience participate in a local bi-weekly Leadership Consortium to build leadership capacity and provide needed professional support, and also participate in the New Principals’ Academy through Pioneer RESA, and assistant principals with two or fewer years of leadership experience participate in the Assistant Principals’ Academy. Principals and district leaders, along with academic coaches and key instructional staff, meet monthly for District Improvement Team meetings designed to support leaders as they strive to improve student achievement; at this time, principals also address common goals, needs, and processes that support each school and the district as a whole. Every school has established a Literacy Leadership Team to assess the school community’s literacy needs, to direct relevant professional learning, and to affect change in instructional literacy practices across all disciplines.

Positive Learning Environment
The following social and emotional supports are made available to families and students:

- Parent Liaisons at each Title I School
- Graduation Coach at the high school and the middle school
- Academic Coaches at each school
- Literacy Coach at the high school
- Dual Enrollment Coordinator
- System Social Worker
- REACH Program
- Sources of Strength: a peer-based program targeting suicide prevention and anxiety reduction
- Group counseling sessions over a variety of topics such as anger management, grief, and hygiene
- Bullying and character education programs at the elementary and middle school levels
- A curated list of available 33 community/medical resources (specialists on addiction, anger management, eating disorders, domestic violence, suicide, sexual assault, etc.) is provided to students and their families by the counselors as part of protocol in relevant situations
- Online learning lab for transitioning students
- Mentors for at-risk students
- Unit/credit recovery options
- FLEX time at the high school on a daily basis for remediation and enrichment
- Tutoring opportunities at all levels

Developmental Supports Available to the Whole Child
Poverty is an issue in our community, as supported by the data previously discussed, and when children are in poverty, achievement in school is sometimes difficult to attain without first meeting basic physiological needs, in accordance with Maslowe’s Hierarchy of Needs (Prince & Howard, 2002). The Fannin County School System has made a commitment to supporting the development of the whole child, and one of steps we have taken to address this area of concern is through the establishment of the “FCSS Children’s Fund.” This fund, which is financed by donations from community organizations, local businesses, private individuals, and schools (particularly fundraisers), provides various supports for students and their families. The fundraiser last year conducted by the elementary schools raised $10,000 for this fund. The fund has covered camp costs,
sports equipment, uniforms, school supplies, food, glasses, clothing, medications, hearing aids, and caps and gowns. A team is established at each school, and qualitative data, including teacher observation, is utilized to submit individual student needs for consideration and completes the protocol for purchasing.

Other available supports include home visits by the school social worker, who assists families in applying for services (such as food stamps and Medicaid) and even provides transportation for those parents to come to meetings at the schools. Vision and hearing screenings are conducted annually for students at specified grade levels. Occupational therapy, physical therapy, and speech and language therapy are provided as necessary. Northstar, a GNETS program, serves qualified students and their families (K-12). The local Snack-in-a-Backpack program, a group of volunteers who provide bags of food for the weekend for approximately 400 students (at all levels) every week who are in need of nutrition outside school hours, partners with the LEA to address this problem.

**School Climate Rating History**

Over the past few years, School Climate ratings have improved at all schools, and all schools have taken steps to currently hold a 5-Star Climate Rating, which research reveals can have a positive correlation with student achievement (Jones & Shindler, 2016).

**Professional Capacity**

Fannin County has maintained a 190 calendar, featuring 10 professional learning days for teachers, for the past eight years. Professional Learning Communities have become a primary focus for professional learning. In addition, faculty may request to attend off-site professional learning and utilize professional leave to do so. These workshops must be aligned to school and district improvement objectives.

**Professional Learning Approaches**

Every year the county conducts a survey of all faculty and staff to identify areas of need for professional learning. Based on the feedback from the survey, the county offers opportunities for professional growth in three main ways: targeted conference attendance at off-site locations, on-site trainings through organizations such as RESA or teacher leaders, and professional learning communities. The last annual survey over Professional Learning indicated a systemic need for literacy training, and this information helped to guide the district’s Comprehensive Needs Assessment.
Teaching Workforce Credentials and Needs

Overall, the greatest strength of the Fannin County School System is the committed, engaged workforce. Currently, the system employs 200 clear renewable teachers, with 7% of that number being considered new teachers (GAPSC).

Compared to the state, Fannin County’s teachers demonstrate a commitment to additional higher learning, with almost half of the teachers earning a Specialist’s degree. The county acknowledges the educational investment of having experienced and trained teachers, and we believe in providing the best education for our students.

Out of the approximately 200 teachers employed by the district, 83 have earned a gifted endorsement. However, when considering other areas of endorsement, we have a much lower percentage. We have 31 teachers who have earned an ESOL endorsement, and we have 10 teachers with an ESOL (P-12) certification. We have only 31 teachers in the system who possess a reading endorsement, with six of those at the middle school and three at the high school. As a system, we want to encourage more teachers to earn their reading endorsement or engage in high-quality professional learning to impact our overall program in a sustainable fashion.

One of the benefits of Fannin County is the welcoming community, and once many teachers arrive here, they spend the remainder of their careers teaching in the system, which is a benefit for continuity of instruction. In the 2014-15 school year, the retention rate was 91% for the county. The 2015-16 retention rate was 92.65%, and the 2016-17 retention rate was 91.5%. However, a large number of our teachers are now approaching the era of retirement, with 42 staff members having 27 or more years of service. Twenty-two staff members have over 30 years of service right now. When this percentage of the current faculty retires, we have a teacher orientation/mentorship program in place, and we are working together with our P-20 partner now to help ensure new teachers have a strong foundation in literacy instruction. Through the professional learning opportunities made available with this grant, the redelivery of resources and strategies can continue in a sustainable fashion through building capacity in new and veteran teachers.

Early Learning Certification

Our early learning program is staffed by qualified individuals. Currently, only two preschool classrooms are operated by the district. The teacher at the preschool classroom housed in Blue Ridge possesses a clear, renewable SRT-4 certification, and the teacher at the special needs preschool housed by the Ninth Opportunity District Head Start possesses a clear, renewable SRT-6 certification with 24 years of experience.
Project Plan, Procedures, Goals, Objectives, and Support

Our teachers work efficiently, but many demands are made on their time; if we want this literacy initiative to be successful, we must identify any unnecessary burdens that might prevent full optimization of the resources and training that would result from this grant. We must provide ample time for teachers to practice new methods and strategies so that these new skills become part of their daily routines. We realize that to successfully implement the L4 grant, we must first survey our existing practices to evaluate what demands they have on their time outside of actual instruction. Once we have feedback, we will determine what current requirements are not impacting instruction and work to remove those barriers if possible.

### Building Block One: Engaged Leadership

<table>
<thead>
<tr>
<th>Overarching Literacy Need #1: Improved literacy instruction and student literacy outcomes with an emphasis on Tier I reading and writing strategies</th>
<th>District Plan Focus: The District will develop and support an infrastructure for leadership that will prioritize sustained professional learning with an emphasis on improving student literacy outcomes and effective research-based, evidence-based instructional practices. Maintaining protected time for literacy instruction across all grades is also a district focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overarching Literacy Need #2: Evidence-based practices focused on building positive relationships with students, with a particular emphasis on students from poverty</td>
<td>The District understands that many of the individual school literacy plans require various forms of community involvement; therefore, one main consideration is defraying the cost of background checks for volunteers. This cost could prohibit necessary involvement, and removing this barrier can positively impact student achievement.</td>
</tr>
<tr>
<td><strong>School Plan Connections</strong></td>
<td><strong>Research</strong></td>
</tr>
<tr>
<td>Birth-to-Five: 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.</td>
<td>(“Georgia literacy plan birth-to-five: The what,” 2012; “Role and responsibilities,” 2018; “What is ‘evidence-based,’” 2018)</td>
</tr>
<tr>
<td>BRES: Provide opportunities for all faculty to receive professional learning which will allow them to implement evidence-based, Tier I practices to support reading comprehension, writing competency, and communication skills.</td>
<td>(“What is evidence-based,” 2018), “Roles &amp; responsibilities, 2018; Foorman et al., 2017; Morrow &amp; Gambrell, 2015)</td>
</tr>
<tr>
<td>EFES: Design opportunities for all faculty members to engage in professional learning that fosters a culture of shared responsibility for research-based, evidence-based literacy instruction for all students, with a focus on Tier I practices.</td>
<td>(Morrow &amp; Gambrell, 2015; Sheldon (2003); Taylor, Pearson, Clark, &amp; Walpole, 1999)</td>
</tr>
<tr>
<td>WFES: Improve Tier I literacy instruction through professional learning, coaching, and implementation of effective research-based, evidence based strategies ensuring alignment with GSE.</td>
<td>(Morrow &amp; Gambrell, 2015; Taylor, Pearson, Clark, &amp; Walpole, 1999; “What is ‘evidence-based,’” 2015)</td>
</tr>
<tr>
<td><strong>Measures of Success</strong></td>
<td>Multiple assessments’ data; Master schedules reflecting commitment to literacy; literacy meeting agendas and/or minutes; focus walk data</td>
</tr>
</tbody>
</table>
### Involved Parties

P-12 Admin.; District Admin.; Literacy Leadership Teams, P-12 Faculty and Staff, Counseling Department, P-20 Partnership, Community Partners; PL Providers

| FCMS: Create professional learning opportunities for all faculty with an emphasis on teacher leaders. | (Vescio, Ross, & Adams, 2008; Hord, 1997; Berry, Daughtrey, & Wieder, 2010) |
| FCHS: Arrange research-based professional learning to impact effective instructional practices with a focus on Tier I instruction; Craft a balanced schedule that protects literacy instruction. | (“What is evidence-based,” 2018; “Roles and responsibilities,” 2018; Hord, 1997; “The what,” 2012) |

### Building Block Two: Continuity of Instruction

**Overarching Literacy Need #1:** Improved literacy instruction and student literacy outcomes with an emphasis on Tier I reading and writing strategies

**Overarching Literacy Need #2:** Evidence-based practices focused on building positive relationships with students, with a particular emphasis on students from poverty

**Overarching Literacy Need #3:** Establishment of consistent, community-based Birth-to-Five partnership to support school readiness.

**Overarching Literacy Need #4:** Lack of explicit literacy materials and resources to meet the instructional needs of students at all levels

<table>
<thead>
<tr>
<th>School Plan Connections</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRES: Develop a school-wide continuum to increase language and writing proficiency and ensure common expectations across all content areas.</td>
<td>(”Elementary writing practice guide,” 2012; Bolinger et al., 2012; Brock et al., 2014; Kiefer et al., 2018)</td>
</tr>
<tr>
<td>WFES: Develop a school-wide writing initiative that includes professional</td>
<td>(Bolinger, et al., 2012; Brock, Goatley, Raphael, Trost-</td>
</tr>
</tbody>
</table>

### Measures of Success

Multiple assessments’ data;
<table>
<thead>
<tr>
<th>Building Block Three: Ongoing Formative and Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Literacy Need #1:</strong> Improved literacy instruction and student literacy outcomes with an emphasis on Tier I reading and writing strategies</td>
</tr>
<tr>
<td><strong>Overarching Literacy Need #2:</strong> Evidence-based practices focused on building positive relationships with students, with a particular emphasis on students from poverty</td>
</tr>
<tr>
<td><strong>Overarching Literacy Need #5:</strong> Faculty and staff need established protocols for data analysis and determining student needs and specific interventions based on a variety of formative and summative data sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Plan Connections</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth-to-Five: Training for 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.</td>
<td>(&quot;Georgia birth-to-age-five literacy plan: The how,&quot; 2012; Hamilton et al., 2009; &quot;Georgia literacy plan birth-to-five: The what,&quot; 2012)</td>
</tr>
<tr>
<td>BRES: Training for staff members on the role of assessment in learning, the creation of balanced-literacy assessments, and application of data to</td>
<td>(Apthorp, Harlacher, Klute, &amp; Reale., 2017; Hamilton et al., 2009; Marzano, 2006; Marzano, 2017)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involved Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-12 System Faculty and Staff; P-12 District Admin.; PL Providers; Pioneer RESA; Early Learning Teachers (not system); Literacy Leadership Teams; Community Partners, P-20 Partnership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Plan Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District realizes that faculty and staff need training on the use and administration of universal screeners, diagnostic instruments, and formative and summative assessments that will be utilized to impact instructional decision-making across the district in providing a balanced-literacy approach. In addition, faculty and staff will require training on the implementation of new assessments as required by the grant; protocol plans need to be in place for both smooth administration of these assessments and data analysis plans across all schools (Hamilton et al., 2009, p. 11-12).</td>
</tr>
</tbody>
</table>
**Fannin County School System: District Application**

| **Inform and guide literary teaching practices.** | **EFES:** Provide training on the implementation of grant-required assessments and data analysis to plan systematic literacy instruction for all learners. | **Measures of Success**
Curriculum/unit maps; Analysis of assessment data (screeners, Milestones, formative, summative, diagnostics); observation checklist data |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Apthorp, Harlacher, Klute, &amp; Reale, 2017; Hamilton et al., 2009; Marzano, 2017)</td>
<td></td>
</tr>
</tbody>
</table>
| **WFES:** Provide training on grant-required assessments, the use of assessment data to effectively adjust instruction, and how to select effective interventions for struggling learners. | (Apthorp, Harlacher, Klute, & Reale, 2017; Hamilton et al., 2009; Marzano, 2017) | **Involved Parties**
P-12 System Faculty and Staff; P-12 District Admin.; PL Providers; Pioneer RESA |
| | (Ikeda, Neessen, & Witt, 2007; Langer, 2001; Marzano, 2005; Marzano, 2006; Siebersma, Wheeler-Clouse, & Backus, 2012) | |
| **FCMS:** Provide professional learning for multiple types of assessments. Implement with fidelity a school wide universal screening tool. Expand professional learning opportunities to develop formative and summative assessments and incorporate literacy in content areas. | ("The What," 2012; Hamilton et al., 2009; Furtak et al., 2016; Marzano, 2017; "The How," 2010) | |
| **FCHS:** Provide training on the implementation of grant-required assessments and data analysis to plan systematic literacy instruction for all learners. Provide professional learning for multiple types of assessments. | | |

**Building Block Four: Best Practices in Literacy Instruction**

**Overarching Literacy Need #1:** Improved literacy instruction and student literacy outcomes with an emphasis on Tier I reading and writing strategies

**Overarching Literacy Need #2:** Evidence-based practices focused on building positive relationships with students, with a particular emphasis on students from poverty

**Overarching Literacy Need #3:** Establishment of consistent, community-based Birth-to-Five partnership to support school readiness.

**Overarching Literacy Need #4:** Lack of explicit literacy materials and resources (digital and print) to meet the instructional needs of students at all levels

<table>
<thead>
<tr>
<th><strong>School Plan Connections</strong></th>
<th><strong>Research</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth-to-Five: Utilize instructional</td>
<td>(&quot;Georgia birth-to-age-five</td>
</tr>
</tbody>
</table>

**District Plan Focus:**
Through providing research-based, evidence-based professional learning to faculty and staff, the Fannin County School System will work to improve balanced-literacy instructional practices and student literacy outcomes. To be effective, literacy instruction must occur across all grades and content areas. Protecting time and encouraging access to text (both print and digital) will
<table>
<thead>
<tr>
<th>Building Block 5: System of Tiered Intervention (MTSS) for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Literacy Need #1:</strong> Improved literacy instruction and student literacy outcomes with an emphasis on Tier I reading and writing strategies</td>
</tr>
<tr>
<td><strong>District Plan Focus:</strong></td>
</tr>
<tr>
<td>We recognize the inconsistencies in current MTSS programming and</td>
</tr>
</tbody>
</table>
**Overarching Literacy Need #2:** Evidence-based practices focused on building positive relationships with students, with a particular emphasis on students from poverty.

<table>
<thead>
<tr>
<th>School Plan Connections</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth-to-Five: Develop protocols for academic tiered interventions and the referral process in the regular Pre-K; provide PL opportunities in Tier I</td>
<td>(&quot;Georgia birth-to-age-five literacy plan: The how,&quot; 2012; Schaffer, 2017; “Georgia literacy plan birth-to-five: The what,” 2012)</td>
</tr>
<tr>
<td>BRES: Utilize a system that includes consistent data review by an established MTSS team and builds evidence-based strategies in all tiers to supplement intervention resources and programs.</td>
<td>(Compton et al., 2009; Dombeck et al., 2016; Kilanowski &amp; Schaffer, 2017)</td>
</tr>
<tr>
<td>EFES: Develop data analysis protocols and resources to improve the effectiveness of providing targeted evidence-based interventions for students in Tiers II and III, improve Tier IV specialized instruction for students with disabilities and gifted/high-achieving learners.</td>
<td>(Brown-Chidsey &amp; Steege, 2005; Foorman, et al., 2016; Gersten et al., 2009; Shanahan &amp; Shanahan, 2014; Wright, 2007)</td>
</tr>
<tr>
<td>WFES: Restructure Data Team/SST Team procedures for regularly reviewing student progress toward goals to better prescribe timely interventions. Acquire additional research-proven materials/resources for Tiers II and III intervention instruction.</td>
<td>(Brown-Chidsey &amp; Steege, 2005; Gersten et al., 2009; Schaffer, 2017; Wright, 2007)</td>
</tr>
<tr>
<td>FCMS: Provide professional learning for teaching under-resourced students; administer a school wide universal screener for all students; provide Tier II and III interventions/resources using the Learning Commons.</td>
<td>(Payne, 2010; Jensen, 2013; Vescio, Ross, &amp; Adams, 2008; Hord, 1997; Berry, 2010; Marzano, 2005; Ikeda, Neessen, &amp; Witt, 2007)</td>
</tr>
<tr>
<td>FCHS: Improve Tier I instruction through professional learning focused on scaffolding, supporting, and enriching grade-level literacy expectations identified in the GSE for all learners, and develop data analysis protocols and resources to improve the effectiveness of providing targeted evidence-based interventions in Tiers II, III, and IV.</td>
<td>(Kamil, 2008; Payne, 2010; Jensen, 2013; Gorski, 2013; Dooley, Ellison, Welch, Allen, &amp; Bauer, 2016; “The Why,” 2010; Hord, 1997)</td>
</tr>
</tbody>
</table>

**Research**

Furthermore, we need to ensure a systematic approach to using data to identify student deficits and provide appropriate, research-based interventions to students in need (Hamilton et al., 2009).

**Measures of Success**

Revised MTSS Protocols in place; Decrease in the percentage of students in MTSS through fluid movement between Tiers; Achievement data

**Involved Parties**

P-12 System Faculty and Staff; P-12 District Admin.; Family Connections; Medical Community; School psychologists
### Building Block 6: Improved Instruction through Professional Learning

<table>
<thead>
<tr>
<th>Overarching Literacy Need #1: Improved literacy instruction and student literacy outcomes with an emphasis on Tier I reading and writing strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overarching Literacy Need #2: Evidence-based practices focused on building positive relationships with students, with a particular emphasis on students from poverty</td>
</tr>
<tr>
<td>Overarching Literacy Need #3: Establishment of consistent, community-based Birth-to-Five partnership to support school readiness.</td>
</tr>
<tr>
<td>Overarching Literacy Need #4: Lack of explicit literacy materials and resources to meet the instructional needs of students at all levels</td>
</tr>
<tr>
<td>Overarching Literacy Need #5: Faculty and staff need established protocols for data analysis and determining student needs and specific interventions based on a variety of formative and summative data sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Plan Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning for faculty, staff, administration, early learning providers, parents, and community members is needed in the following areas:</td>
</tr>
<tr>
<td>• Literacy Instruction (P-12)</td>
</tr>
<tr>
<td>• Tier I Instructional Strategies (P-12)</td>
</tr>
<tr>
<td>• Data analysis</td>
</tr>
<tr>
<td>• Strategies to Impact Students from Poverty</td>
</tr>
<tr>
<td>• Strategies to Impact Males</td>
</tr>
<tr>
<td>• Strategies to Impact SWDs</td>
</tr>
<tr>
<td>• Effective use of Instructional technology</td>
</tr>
<tr>
<td>• Data literacy</td>
</tr>
<tr>
<td>• Deficit identification and appropriate intervention alignment</td>
</tr>
<tr>
<td>• Increasing and/or sustaining student engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Plan Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth-to-Five: Leverage community and P-20 partnership professional learning capacity to provide research-based professional learning for faculty, staff, community members, and families</td>
</tr>
<tr>
<td>BRES: Provide literacy-based professional development and balanced support for all staff regarding ELA content and literacy implementation to ensure school-wide utilization of evidence-based strategies and programs which align with GSE</td>
</tr>
<tr>
<td>EFES: Utilize data and teacher input to effectively plan and provide high quality professional learning that sustainably increases literacy outcomes for all students in all content areas.</td>
</tr>
<tr>
<td>WFES: Provide ongoing professional learning that targets explicit, direct literacy instruction and interventions that engage and motivate student learners, including reaching children of poverty more effectively.</td>
</tr>
<tr>
<td>FCMS: Create a data-driven, professional learning plan. Seek professional learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Gorski, 2013), (Hierck &amp; Williams, 2015), (Jensen, 203)</td>
</tr>
<tr>
<td>(Gorski, 2013; Hierck &amp; Williams, 2015; Jensen, 2013; Payne, 2010)</td>
</tr>
<tr>
<td>(Vescio, Ross, &amp; Adams, 2008; Hord, 1997; Berry, 2000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL logs; Surveys; TKES data; Literacy observation checklist data; Student assessment data; CCRPI data; Community Sign-ins/agendas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involved Parties</th>
</tr>
</thead>
</table>

At the end of this grant cycle, we do not want to be left with closets of dust-covered books or simply more resources. We are cognizant that the only way to truly impact student literacy outcomes is through sustained professional learning, and this is our main focus in applying for this grant.
opportunities with coaching to support the literacy plan. Establish professional learning communities with teacher leaders and design a process to measure the effectiveness of professional learning.

| P-12 System Faculty and Staff; P-12 District Admin.; PL Providers; Pioneer RESA; Early Learning Teachers (not system); Literacy Leadership Teams; Community Partners, P-20 Partnership |

FCHS: Provide ongoing professional learning that targets explicit, direct literacy instruction and interventions that engage and motivate student learners, including better serving males and children of poverty.


| Year One District Plan Timeline |

<table>
<thead>
<tr>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>● District Team and teachers attend GA DOE Summer Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Year One Budget Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Purchase required assessments following district/grant protocol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Arrange initial PL for assessment administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Research programs/resources to meet school and district needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Obtain quotes from vendors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Begin purchasing resources/materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Finalize collaborative plans with P-20 partnership and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Adjust master schedules to adequately provide time for literacy instruction at all levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Review county MTSS Protocols supports to improve literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Establish regularly scheduled meeting dates for all teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Conduct PL on Data Analysis and Diagnostic Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Administer baseline assessments at all schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● L4 Kick-off Celebration (community, family, and school motivation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● School Literacy Leadership Team meetings to review data and progress, and to determine next steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Community meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● P-20 Partnership meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● PL on Tier I Literacy Instructional Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Continue purchasing resources/materials aligned with goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Train tutors and implement writing conferences at FCHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● PLC meetings targeting literacy initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Explore MTSS Protocol Refinements/Progress Mon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Maintain required documentation and submit to state as dictated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Mid-year assessments in December/January and End-year assessments in April/May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Teacher Surveys for PL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Data analysis for PL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Community meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● P-20 Partnership meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Continue purchasing resources/materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Continue PLC meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● PL on Tier I Strategies/Literacy Instructional Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● PL on relationships/poverty/males/SWD subgroups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● PLC meetings targeting literacy initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Train tutors and implement writing conferences at FCHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Develop Year II Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Analyze goals, needs, and progress of implementation plans and objectives of the schools and district</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Assessment/Data Analysis Plan**

System Data Analysis Plan: Before implementing any assessment plans, district-wide professional learning on data analysis and the individual instruments for assessment will be conducted to ensure solid conclusions and instructional decisions will be made (Overarching Need #5). On a classroom basis, teachers will analyze the data for their students to learn individual student strengths and weaknesses to determine instructional plans. District leadership will review the data as it applies to systemic trends and use those results to continuously inform the comprehensive needs assessment. These aggregated data trends will then be shared with community partners and early learning providers at regularly scheduled meetings. A high correlation exists between the community poverty data and low achievement on the Georgia Milestones at all levels and graduation rates.

The results are ultimately provided to students, parents, teachers, and administration/district personnel, and the results are disaggregated and reviewed for instructional guidance. A coherent data analysis protocol will be developed with a procedure and a determination of consistent and relevant data points to extract for comparison. Schools will analyze this data independently, as well as the District Improvement Team. Academic coaches at each school will schedule the data reviews, gather data, assist with the analysis to make instructional decisions, including identifying students who need interventions and helping to determine appropriate interventions, responsible faculty for those interventions, and progress monitoring data. Principals and academic coaches will also have a discussion following the initial data analysis to determine if further action steps are necessary. In groups, the faculty will meet to discuss data and findings, and to examine trends and possible professional learning and/or resource needs that arise from them; these conversations on patterns may result in changes to core instruction. By then comparing the data within the confines of the district, strong instructional techniques can be identified in classrooms where the data demonstrates an effectiveness, and those instructional techniques can then be shared with other faculty. LEA-Partnerships and schools will also consider the following community data sources: Census data, Poverty index, Neglected and abused student data, Homeless data, and Health data.

**Birth-to-Five Assessment Plan**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Affected Population</th>
<th>Assessment Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peabody Picture Vocabulary Test (PPVT IV)</td>
<td>● Preschool students</td>
<td>Due to the limited resources (one teacher for each classroom), the district will contract through a stipend to administer these assessments as required by the grant. The PPVT will be conducted twice a year, six months between sessions.</td>
</tr>
<tr>
<td>PALS (Phonological Awareness Literacy Screening)</td>
<td>● Preschool students</td>
<td>The district proctor for B-5 assessments will administer the PALS three times per year.</td>
</tr>
<tr>
<td>Work Sampling Online</td>
<td>● Preschool students</td>
<td>Preschool teachers will continuously monitor and upload documentation throughout the school year.</td>
</tr>
</tbody>
</table>
### Fannin County School System: District Application

**GKIDS Readiness Check and GKIDS Performance-based Assessment**
- **Kindergarten students**
  - At the beginning of kindergarten, teachers will begin administering the GKIDS assessments per GaDOE guidelines.

### Elementary (K-5) Assessment Analysis

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Affected Population</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS Next: Composite</td>
<td>Kindergarten</td>
<td>Classroom teachers will administer the Dibels assessment three times a year; these administrations will take place in August, December/January, and April/May.</td>
</tr>
<tr>
<td>DIBELS Next: Oral Fluency</td>
<td>Grades 1-5</td>
<td>Classroom teachers will administer the Dibels assessment three times a year; these administrations will take place in August, December/January, and April/May.</td>
</tr>
<tr>
<td>Houghton Mifflin Reading Inventory (RI)</td>
<td>Grades 3-5</td>
<td>Classroom ELA teachers will administer the RI three times over the course of the year; these administrations will take place in August, December/January, and April/May.</td>
</tr>
<tr>
<td>Georgia Milestones EOG Assessments</td>
<td></td>
<td>The Georgia Milestones is administered every spring testing window to all students following standardized testing protocol and utilizing certified staff. Accomodations provided adhere to those required by individual IEPs and 504s.</td>
</tr>
</tbody>
</table>

### Middle School (6-8) Assessment Analysis

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Affected Population</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Milestones EOG Assessments</td>
<td>Grades 6-8</td>
<td>The Georgia Milestones is administered every spring testing window to all relevant students following standardized testing protocol and utilizing certified staff. Accomodations provided adhere to those required by individual IEPs and 504s.</td>
</tr>
<tr>
<td>Houghton Mifflin Reading Inventory (RI)</td>
<td></td>
<td>Classroom ELA teachers will administer the RI three times over the course of the year; these administrations will take place in August, December/January, and April/May.</td>
</tr>
</tbody>
</table>

### High School (9-12) Assessment Analysis

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Affected Population</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Milestones EOC Assessments</td>
<td>Grades 9 and 11</td>
<td>The Georgia Milestones is administered every fall (December)and spring (May) to students following standardized testing protocol and utilizing certified staff. Accomodations provided adhere to those required by individual IEPs and 504s. Mid-month EOC opportunities are also available as required by individual student circumstance.</td>
</tr>
<tr>
<td></td>
<td>NGLC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ALC</td>
<td></td>
</tr>
</tbody>
</table>
Homeroom teachers will administer the RI three times over the course of the year during FLEX scheduling; these administrations will take place in August, December/January, and April/May.

**If students move into a school between assessments, discretion will be utilized to determine whether students are given an immediate baseline assessment or wait until the next regularly scheduled administration.**

<table>
<thead>
<tr>
<th>Additional Assessments</th>
<th>Affected Population</th>
<th>Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision/ Hearing Screeners</td>
<td>Kindergarten (registration)</td>
<td>Vision and hearing screeners are conducted at kindergarten registration in the spring prior to a student’s entry into kindergarten; these must be conducted by an RN or an LPN with a doctor. Dr. Newton from Main Street Pediatrics has been volunteering to oversee the process; the system owns all the equipment.</td>
</tr>
<tr>
<td>Vision/ Hearing Screeners</td>
<td>Grades 3, 6, and 10</td>
<td>Parents may opt out of having their child tested in these grades. School nurses conduct annual examinations at their respective schools utilizing the system’s equipment.</td>
</tr>
<tr>
<td>Speech Screener</td>
<td>Pre-K</td>
<td>Students are screened at all local Pre-K providers.</td>
</tr>
<tr>
<td>Scoliosis Screener</td>
<td>Grade 7</td>
<td>School nurses conduct the examination according to established protocol.</td>
</tr>
<tr>
<td>Georgia Health Survey</td>
<td>Grades 3-12</td>
<td>Students take this anonymous survey, and the results provide insight into the school culture as a whole.</td>
</tr>
<tr>
<td>WIDA Screener</td>
<td>1-12</td>
<td>The WIDA Assessment is given to ELL students who move into the county for initial placement if they do not transfer in with other results.</td>
</tr>
<tr>
<td>ACCESS Testing</td>
<td>K-12</td>
<td>The ACCESS is given annually during the GA DOE’s spring testing window to monitor the language progression of ELL students.</td>
</tr>
</tbody>
</table>

**Sustainability of Assessment Plans**

Following the conclusion of the grant, the Georgia Milestones costs will continue to be funded by the Georgia Department of Education. The cost of the hearing and vision screeners will continue to be funded locally, as is the current practice. Funding for screeners beyond the life of the grant will be funded through federal money.
Professional Learning Strategies

Current Professional Learning Practices

Greenwald et al. (1996) advocates that quality professional learning possesses the highest capacity to positively impact literacy achievement (“The Why,” 2010, p. 141). Examining current practice through Literacy Needs Assessment surveys across the district, we have identified various concerns, and many associated with not leveraging partnerships outside the system. With the L4 grant, we intend to bring in professional learning not just for our staff but for all relevant stakeholders in our community, including librarians, social workers, mental health providers, parents, caretakers, early learning teachers at the local Head Start, as well as in private daycares and preschools.

This year, Professional Learning Communities (PLCs) became the focal means for supporting strong, comprehensive, and cohesive professional learning at schools, where staff met monthly. Though we are still in the beginning stages, we anticipate that our PLCs will serve as the vehicle for professional growth through research and implementation of best practices and literacy strategies. In order to affect true change in our students’ literacy, we need to reconfigure our practice to place the emphasis on identifying individual student needs and to respond quickly with appropriate instruction. Last year, we confronted the unfortunate truth that our literacy priorities have been misdirected in the past. The emphasis was always on the program, not on the student. We need sound professional learning on research-based, evidence-based instructional practices at all levels and high quality reading materials; quality of professional learning is the largest reason we seek to be awarded the L4 grant.

Institutes

Fannin County will take advantage of the state-sponsored literacy institutes through the L4 initiative. Those topics and timelines will be forthcoming from the Georgia Department of Education.

Online Professional Learning

- Fannin County educators look forward to being able to take advantage of all online learning opportunities and models provided through the L4 Consortia.
- Interest has also been expressed by some faculty for online reading endorsement programs.

Local Professional Learning Assets and Supports (e.g., training and consulting for early care providers, PLCs, collaborative planning, coaching, mentoring)

- Professional Learning Communities with a focus on literacy have thus far been established with regularly scheduled meetings
- Academic coaches in each school (5)
- Literacy coach at the high school (1)
- Newsela Certified Educator (1)
- New Teacher Mentors
- Bright from the Start Training (Early learning)

Allocated Collaborative Planning Time

All schools utilize collaborative planning times, which is weekly at all schools. In addition, Title IIA has allowed several half day collaborative sessions throughout the year to refine curriculum maps.
### Fannin County School System: District Application

#### Professional Learning Associated with any Purchased or Adopted Program

<table>
<thead>
<tr>
<th>Overarching District Needs #1, #5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Houghton Mifflin Reading Inventory: 3-12 training required</strong></td>
</tr>
<tr>
<td><strong>DIBELS Next: K-5 training required</strong></td>
</tr>
<tr>
<td><strong>Peabody Picture Vocabulary Test (PPVT IV)</strong></td>
</tr>
</tbody>
</table>

#### Early Learning Professional Learning Possible Topics of Interest

<table>
<thead>
<tr>
<th>Overarching District Needs #1, #2, #3, #5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language development</strong></td>
</tr>
<tr>
<td><strong>Reading Endorsement Classes</strong></td>
</tr>
<tr>
<td><strong>Correlation of language development to early reading skills</strong></td>
</tr>
<tr>
<td><strong>Dyslexia and reading learning disabilities</strong></td>
</tr>
</tbody>
</table>

#### Secondary Education Professional Learning Possible Topics of Interest

<table>
<thead>
<tr>
<th>Overarching District Needs #1, #2, #5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Utilization of diagnostics to determine area of student need and appropriate interventions</strong></td>
</tr>
<tr>
<td><strong>National Writing Project research-based strategies/ Writing across the content areas</strong></td>
</tr>
<tr>
<td><strong>Dyslexia and reading learning disabilities</strong></td>
</tr>
<tr>
<td><strong>Data analysis protocols and alignment to data-driven instructional decision-making</strong></td>
</tr>
</tbody>
</table>
**Educational Entity Access Plan:** As PL is secured, community early learning providers will be invited through the shared social media account. PL will be arranged by the program manager and site supervisors and delivered to system Pre-Ks, elementary schools, and secondary schools through a combination of on-site training, conferences, workshops, institutes, online training, and coaching, as is best aligned with specific PL goals. Redelivery will allow for sustainability. Training will be secured through the district’s program manager, and substitutes will be provided for release time/stipends will be utilized as appropriate. Professional learning will be obtained supporting the goals, objectives, and implementation of our district and school literacy plans with fidelity.

**Community Professional Learning Topics of Interest**

- Parent/Caretaker/Community Educational Sessions: Developmental Expectations/Language Nutrition/Modeling reading strategies
- Community Sessions: Get Georgia Reading Campaign Partnership Training/Data literacy
- Parenting Sessions: Understanding your child’s assessment data

As part of this outreach effort with the L4 grant, we would like to be able to have some of our elementary school master teachers receive stipends and deliver quality professional learning over targeted, research-based, evidence-based strategies to early learning providers in the community.

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

- Elementary Literacy Focus (University of North Georgia Literacy Specialist)
- Meaningful Composition Feedback: Training Teachers to Evaluate Student Writing
- Newsela in the Classroom

As part of this outreach effort with the L4 grant, we would like to be able to have some of our P-20 partners (UNG) receive stipends and deliver quality professional learning over targeted, evidence-based strategies to early learning providers in the community and system faculty. This could be delivered by leveraging available technology for remote access or through site-based PL. In addition, master teachers could possibly present to other schools on effective strategies during PL days or using release time.

**Measuring the Effectiveness of Professional Learning**

Though the most authentic measure of the effectiveness of implemented professional learning practices will be student achievement, the data for student progress will not be instantly available. As with most reform efforts, the effects will evolve and mature as time and understanding progresses, but our measurable goal will be to improve ELA student achievement outcomes by 3% across the district. As a result, we must seek to evaluate the initial success of professional learning in additional ways. Measurable goals moving forward are ensuring 100% of instructional faculty and staff across all grades and content areas will receive literacy-based professional learning, and this will be monitored every year of the grant cycle. In addition, teacher observation data utilizing the Georgia Literacy Observation Checklist and observations of student engagement in literacy, use of technology, needs-based learning, etc. will also be monitored for progress. Qualitative teacher data (survey results, etc.) will be used to identify areas for professional learning and to monitor the effectiveness of professional learning.
## Resources, Strategies and Materials to Support Literacy Plan Implementation

<table>
<thead>
<tr>
<th>Overarching Need(s)</th>
<th>Resource/Material</th>
<th>Projected Impact</th>
<th>Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1, #5</td>
<td>Assessments</td>
<td></td>
<td>L4 Grant</td>
</tr>
<tr>
<td></td>
<td>● Reading Inventory (RI)</td>
<td>● Student supports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● DIBELS Next</td>
<td>● Instructional engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● PPVT IV, PALS, GKIDS Readiness Check</td>
<td>● Teacher support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Student supports</td>
<td>● Effective planning for instruction</td>
<td></td>
</tr>
<tr>
<td>#1, #2, #5</td>
<td>Professional learning associated costs to support literacy initiatives</td>
<td>● Student supports</td>
<td>L4 Grant</td>
</tr>
<tr>
<td></td>
<td>● Stipends</td>
<td>● Instructional engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Travel expenses</td>
<td>● Teacher support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Conference/presenter fees</td>
<td>● Targeted support</td>
<td></td>
</tr>
<tr>
<td>#1, #5</td>
<td>Diagnostic instruments: Once students have been identified through the universal screening process, instruments are needed to develop a more clear picture of specific deficits and appropriate interventions.</td>
<td>● Student supports</td>
<td>L4 Grant</td>
</tr>
<tr>
<td></td>
<td>● Instructional engagement</td>
<td>● Teacher support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Targeted support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1, #4</td>
<td>A variety of texts for all content areas, including fiction, nonfiction, and informational formats for all reading levels/interests/GSE alignment</td>
<td>● Access to print and digital texts</td>
<td>L4 Grant</td>
</tr>
<tr>
<td></td>
<td>● Increased student motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1, #4</td>
<td>Books and resources for media centers (all levels)</td>
<td>● Access to engaging print</td>
<td>L4 Grant</td>
</tr>
<tr>
<td></td>
<td>● Increased interest and circulation</td>
<td>Media QBE</td>
<td></td>
</tr>
<tr>
<td>#1, #4</td>
<td>Access to text-based resources to support disciplinary literacy across all content areas</td>
<td>● Improved achievement/engagement in all subjects</td>
<td>L4 Grant</td>
</tr>
<tr>
<td></td>
<td>● Access to print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1, #4</td>
<td>Professional texts and resources to support Professional Learning initiatives</td>
<td>● Instructional engagement</td>
<td>L4 Grant</td>
</tr>
<tr>
<td></td>
<td>● Teacher supports</td>
<td>Title IIA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Book Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>Resources for Literacy Outreach Kits (B-5) - Bags, Books, Manipulatives, etc.</td>
<td>● Literacy</td>
<td>Board of Education</td>
</tr>
<tr>
<td></td>
<td>● Access to print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1, #2, #4</td>
<td>Learning Commons/ Writing Center design and furniture</td>
<td>● Instructional engagement</td>
<td>L4; SPLOST; General fund</td>
</tr>
<tr>
<td></td>
<td>● Student supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#, #</td>
<td>Description</td>
<td>Supports</td>
<td>Funding Sources</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1, 4</td>
<td>Digital literacy resources to engage 21st century learners in research, composition, and authentic reading materials</td>
<td>Teacher supports</td>
<td>L4 Grant, Title V</td>
</tr>
<tr>
<td>1, 4</td>
<td>Evidence-based core literacy program to provide quality, GSE-aligned Tier 1 instruction</td>
<td>Literacy, Access to print, Instructional engagement</td>
<td>L4 Grant</td>
</tr>
<tr>
<td>1, 4</td>
<td>Chromebooks (1:1 at FCHS) to increase access to text, keyboarding, composition skills, postsecondary readiness and preparation, and communication with teachers</td>
<td>Access to print, Instructional engagement, Student supports</td>
<td>GOSA Connections for Classrooms Grant</td>
</tr>
<tr>
<td>1, 4</td>
<td>Digital interventions/online programs/software to provide targeted instruction, intervention, and enrichment (most of which provide immediate feedback to support reflective learning practices)</td>
<td>Access to print, Instructional engagement, Student supports</td>
<td>L4 Grant</td>
</tr>
<tr>
<td>1, 2, 4</td>
<td>iPads for Pre-K classrooms to access various subscription services and engaging content for early learners by providing access to print, and exercises on phonological awareness, alphabetic knowledge, etc.</td>
<td>Access to print, Instructional engagement, Student supports</td>
<td>L4 Grant</td>
</tr>
<tr>
<td>1, 4</td>
<td>Portable hotspots for internet connectivity to support access to text and to aid in research, composition, and communication for under-resourced learners</td>
<td>Access to print, Student supports</td>
<td>L4 Grant</td>
</tr>
<tr>
<td>1, 4</td>
<td>Printers to assist with student access to print writing/composition focus</td>
<td>Authentic audience/purpose, Student supports</td>
<td>L4; QBE</td>
</tr>
<tr>
<td>1, 4</td>
<td>Furniture to house increased texts and materials and to support student engagement in literacy-focused environment</td>
<td>Instructional engagement, Student support</td>
<td>L4; QBE; General funds</td>
</tr>
<tr>
<td>1, 4</td>
<td>Resources and materials for targeted interventions and enrichment at all levels</td>
<td>Instructional engagement, Student supports</td>
<td>L4 Grant</td>
</tr>
<tr>
<td>1, 3</td>
<td>Cost of background checks for literacy volunteers (UNG Scholars, community members, etc.)</td>
<td>Instructional engagement, Student supports, Teacher supports</td>
<td>L4 Grant</td>
</tr>
<tr>
<td>1, 3</td>
<td>Provide a stipend for contract-based</td>
<td>Teacher supports</td>
<td>L4 Grant</td>
</tr>
</tbody>
</table>
**While we realize that L4 is not a technology grant, we feel that the addition of certain technological elements, when combined with the technology funded locally or via other sources, is necessary to attain several of our goals.**

<table>
<thead>
<tr>
<th>Overarching Need(s)</th>
<th>Strategy</th>
<th>Projected Impact</th>
<th>Involved Parties</th>
</tr>
</thead>
</table>
| #1, #2, #4, #5      | Obtaining research-based, evidence-based professional learning opportunities for all faculty and staff. | ● Improved literacy achievement  
● Student Supports  
● Instructional Engagement  
● Teacher Support | District and School Administration, P-20 Teachers, Professional Learning Providers, P-20 Partner |
| #1, #5              | Training faculty/staff on data analysis and instruction | ● Student Supports  
● Instructional Engagement  
● Teacher Support | |
| #1, #2, #3, #4      | Foundational Reading Strategies | ● Improved literacy achievement  
● Student Supports  
● Instructional Engagement | |
| #1, #2, #4          | Securing resources and materials to meet various school plan needs | ● Literacy achievement  
● Student Supports  
● Instructional Engagement  
● Teacher Support | |
| #1, #2, #4          | Support technological tool utilization through PL sessions and hands-on workshops | ● Student Supports  
● Instructional Engagement  
● Teacher Support | |
| #1, #2, #3          | Utilize social media and various media outlets to disseminate information to LEA-Partners and community | ● Student Supports  
● Community engagement and communication | |
| #1, #2, #4          | Learning Management Systems Training (i.e. Google Classroom) workshops through Pioneer RESA and PL providers | ● Student Supports  
● Instructional Engagement  
● Teacher Support | |
| #1, #2, #3          | iPad Training/Subscription Service training for early learning teachers | ● Student Supports  
● Instructional Engagement  
● Teacher Support | |
| #1, #5              | Training faculty and staff in the use of various assessment types and data and impact on instructional plans (i.e. | ● Student Supports  
● Instructional Engagement  
● Teacher Support | |
| #1, #2 | Peer Tutoring | • Literacy achievement  
• Student Supports  
• Instructional Engagement  
• Teacher Support | 9-12 Teachers,  
9-12 students,  
P-20 partners |
| #3 | Delivering Literacy Outreach Kits to Community Partners | • Language nutrition  
• Access to print | FCHS driver’s education students |
| #1, #3 | Utilize community and P-20 partners for assistance with assessment and engagement. | • Literacy  
• Student Supports  
• Instructional Engagement  
• Teacher Support | P-12 Teachers,  
Community Partners, P-20 partners |
## Budget Narrative Summary

### Year One

<table>
<thead>
<tr>
<th>Budget Area</th>
<th>A Closer Inspection of Needs</th>
<th>Percentage of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Professional Learning</td>
<td>• Contract with literacy experts for district and school-based support</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>• Stipends for off-contract professional learning and teaching, during the school year and the summer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional Learning Expenses (Conferences, Presenters, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stipends for Summer 2018 Institute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Funding for substitutes for training that takes place during the regularly scheduled school day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional learning costs associated with programs/screeners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Travel expenses for faculty/staff to attend targeted training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional Learning resources</td>
<td></td>
</tr>
<tr>
<td>Initial Resources for Plans’ Development and Implementation</td>
<td>• Print books and resources</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>• Universal screeners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Diagnostic instruments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Furniture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Targeted intervention and enrichment materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Background check costs for community/P-20 partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Birth-to-Five Outreach Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Digital literacy resources to engage 21st century learners in research, composition, and authentic reading materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• iPads (Early Childhood)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Portable hot spots (9-12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Printers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Digital Literacy Instruments</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>Central office expenses for administration of the grant/Program Manager</td>
<td>5</td>
</tr>
</tbody>
</table>
## Year Two

<table>
<thead>
<tr>
<th>Area</th>
<th>A Closer Inspection of Needs</th>
<th>Percentage of Budget</th>
</tr>
</thead>
</table>
| **Ongoing Professional Learning** | • Contract with literacy experts for district and school-based support  
• Stipends for off-contract professional learning and teaching, during the school year and the summer  
• Stipends for Summer 2019 Institutes  
• Professional Learning Expenses (Conferences, Presenters, etc.)  
• Funding for substitutes for training that takes place during the regularly scheduled school day  
• Professional learning costs associated with programs/screeners  
• Travel expenses for faculty/staff to attend targeted training  
• Professional Learning resources | 60 |
| **Resources for Plans’ Development and Implementation** | • Developmentally-appropriate print books, literacy materials, and supports  
• Universal screeners  
• Diagnostic instruments  
• Furniture to support student engagement and to house new materials/books  
• Targeted intervention and enrichment materials  
• Background check costs for community/P-20 partners  
• Birth-to-Five Outreach Resources  
• Online resources to target literacy instruction  
• iPads (Early Childhood)  
• Printers  
• Digital Literacy Instruments | 35 |
| **Administration**            | Central office expenses for administration of the grant / Program Manager                    | 5                    |
### Year Three

<table>
<thead>
<tr>
<th>Budget Area</th>
<th>A Closer Inspection of Needs</th>
<th>Percentage of Budget</th>
</tr>
</thead>
</table>
| **Ongoing Professional Learning** | • Contract with literacy experts for district and school-based support  
  • Stipends for off-contract professional learning and teaching, during the school year and the summer  
  • Stipends for Summer Institutes  
  • Professional Learning Expenses (Conferences, Presenters, etc.)  
  • Funding for substitutes for training that takes place during the regularly scheduled school day  
  • Professional learning costs associated with programs/screeners  
  • Travel expenses for faculty/staff to attend targeted training  
  • Professional Learning resources                                                                                                                                 | 60                   |
| **Resources for Plans’ Development and Implementation** | • Print books and resources  
  • Universal screeners  
  • Diagnostic instruments  
  • Targeted intervention materials  
  • Background check costs for community/P-20 partners  
  • Birth-to-Five Outreach Resources  
  • Developmentally-appropriate print books, literacy materials, and supports  
  • Universal screeners  
  • Diagnostic instruments  
  • Furniture to support student engagement and to house new materials/books  
  • Targeted intervention and enrichment materials  
  • Background check costs for community/P-20 partners  
  • Birth-to-Five Outreach Resources  
  • Online resources to target literacy instruction  
  • iPads (Early Childhood)  
  • Printers  
  • Digital Literacy Instruments                                                                                                                                 | 35                   |
| **Administration**               | Central office expenses for administration of the grant / Program Manager                                                                                                                                                     | 5                    |
References


Georgia kindergarten inventory of developing skills (GKIDS): School summary reports system 655. (2016). *Georgia Department of Education* [Data file].


Fannin County School System: References 6/11


January 24, 2018

To Whom It May Concern:

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

As a community partnership, we have developed a concrete plan for implementation targeting children from birth through age five. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community; this work will align with the first two pillars of the Get Georgia Reading Campaign: language nutrition and access to resources.

- Our organization primarily serves Head Start and Pre-K in Fannin county with music, storytelling, and many other arts, and as a part of the Fannin County’s Literacy Initiative, we will provide expertise and guidance.

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

Sincerely,

Connie Chancey
Programs Director for
The Craddock Center
706-632-1772
connie-craddock@tds.net
February 7, 2018

To Whom It May Concern:

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

As a community partnership, we have developed a concrete plan for implementation targeting children from birth through age five. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community; this work will align with the first two pillars of the Get Georgia Reading Campaign: language nutrition and access to resources.

The Fannin County Division of Family and Children Services primarily serves families with children ages birth to eighteen, and as a part of the Fannin County’s Literacy Initiative, we will provide a point of distribution for the children and families which we serve.

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

Sincerely,

Kathy Henson

Kathy Henson
Director, DFCS
January 24, 2018

To Whom It May Concern:

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

As a community partnership, we have developed a concrete plan for implementation targeting children from birth through age five. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community; this work will align with the first two pillars of the Get Georgia Reading Campaign: language nutrition and access to resources.

Our organization primarily serves lower income families through our Food Pantry where we serve approximately 450 families per month. As a part of the Fannin County’s Literacy Initiative, we will provide a point of distribution of all materials developed in this project. Our Ambassadors will work directly with parents of children under the age of five to ensure they receive and understand the resources available to them through this project.

Through our partnership with the Annie E. Casey Foundation and Kids Count, we will continue to provide updated statistics and data on current county conditions to the management of the Literacy Initiative Outreach project.

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

Sincerely,

Sherry Morris
Executive Director

Fannin County Family Connection
PO Box 2715
Blue Ridge, GA 30513
706-632-6063 | www.fannin.gafcp.org
January 26, 2018

To Whom It May Concern:

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

As a community partnership, we have developed a concrete plan for implementation targeting children from birth through age five. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community; this work will align with the first two pillars of the Get Georgia Reading Campaign: language nutrition and access to resources.

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

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

Sincerely,

[Signature]

Andrew C. Vickers
Branch Manager
Fannin County Public Library
706.632.5263
vickersa@mountainregionallibrary.org
February 14, 2018

To Whom It May Concern:

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

As a community partnership, we have developed a concrete plan for implementation targeting children from birth through age five. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community; this work will align with the first two pillars of the Get Georgia Reading Campaign: language nutrition and access to resources.

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

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

Sincerely,

Catherine Knight MBA BSN RN
Fannin County Nurse Manager
January 24, 2018

To Whom It May Concern:

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

As a community partnership, we have developed a concrete plan for implementation targeting children from birth through age five. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community; this work will align with the first two pillars of the Get Georgia Reading Campaign: language nutrition and access to resources.

Our organization primarily serves children from birth to age five through the delivery of age appropriate books through the Ferst Foundation. We have led this initiative since 2007 and to date have delivered over 30,000 books. We intend to continue this effort as the club’s signature program. We also have continued to provide financial support to Snack in a Back Pack. We know that a well nourished child is a child who is better able to learn.

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

Sincerely,

June Slussner

Rotary Club of Blue Ridge
January 24, 2018

To Whom It May Concern:

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

As a community partnership, we have developed a concrete plan for implementation targeting children from birth through age five. The main objective of our project will be consolidating available community resources and delivering those resources directly into the hands of all eligible families in the community; this work will align with the first two pillars of the Get Georgia Reading Campaign: language nutrition and access to resources.

Our organization primarily serves children from birth to 18 years old and as a part of the Fannin County’s Literacy Initiative, we will provide expertise and guidance as well as distribute resources to our patients and their families.

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

Sincerely,

Amanda M. Newton, MD
West Fannin Elementary School (K-5) Literacy Plan

School History

Located in the city of Blue Ridge, a favorite recreational spot in the mountains of northeast Georgia, West Fannin Elementary School (WFES) first opened its doors as a high school in 1955. It later became a middle school in 1976 and finally an elementary school in 1992, thus creating a community where many of our students’ parents and extended family members have attended school here at some point in their lives. Life at WFES can best be summed up in these words that echo through the hallways during the daily school news broadcast: “My mission at West Fannin is to be kind, to be responsible, to listen, and to learn to do my best.”

WFES, one of three elementary schools in Fannin County, serves approximately 480 students grades K-5. WFES is a Title I School with over 63% of students receiving free/reduced lunch. Grades K-2 are taught in traditional self-contained classroom settings while Grades 3-5 use a departmentalized model. 10% of students receive special education services in resource and/or co-taught settings. The school implements a reduced-class size EIP (Early Intervention) model and provides ESOL (English Language) and ALPHA (gifted) services to meet the needs of every student. Our student population is 52% male, 48% female, 94% white/Caucasian, 5% Hispanic, 1% multi-racial, and less than 1% black and American Indian.

Administrative and Teacher Leadership Team

West Fannin’s School Improvement Team (SIT) functions as the Administrative and Teacher Leadership Team. It leads a certified staff of 36 “Highly Qualified” teachers and 33 additional support staff. It consists of the principal, the assistant principal, the academic coach, the media specialist, the parent liaison, classroom teacher representatives from each grade level K-5, a special education teacher, and the instructional technology teacher. The team meets monthly to strategize ways to improve student achievement. It gathers data from surveys, formative and summative assessments, focus walks, and teacher suggestions to plan professional development, revise the school improvement plan, develop short term action plans, and develop yearly prioritized needs. It suggests ways to provide (a) resources and planning time for teachers, (b) a safe and conducive learning environment for students, and (c) support for curriculum and instructional areas. Disaggregating data and looking for ways to help students who are at risk of not meeting Georgia Standards of Excellence (GSE) are of utmost importance. By openly sharing and analyzing data and making data-based decisions, the leadership team comprehensively assesses school needs. All stakeholders are provided opportunities for feedback on a continuous basis.

Past Instructional Initiatives

Becoming a fully operational PBIS school has helped create a positive learning environment conducive to optimal learning, paving the way to a 5 Star Climate Rating. Implementing a co-teaching model for special education in Grades 3-5 has allowed students to be served more effectively in least restrictive learning environments. Instituting a daily Needs Based Instructional (NBI) time along with the addition of 3 intervention paraprofessionals to deliver targeted
Interventions has allowed greater opportunities to remediate and enrich student learning. The development of Professional Learning Communities to improve teaching skills and academic performance has also been initiated. The greatest overarching initiative has been to become a GADOE certified STEM school. This initiative, begun in 2014, has brought the addition of certified teachers for the Technology and STEM labs and a new emphasis on math and science integration across the curriculum. The addition of an on-site nature trail, greenhouse, and butterfly garden has extended project and problem-based learning to the great outdoors. All of these initiatives are continuing.

**Current Instructional Initiatives**

The STEM initiative has permeated all areas of instruction while helping students hone their literacy skills for real world purposes. Students are encouraged to take academic risks, make real-world connections, explore new ideas, design investigations to find solutions, and embrace mistakes as a valuable part of learning. With our STEM Certification visit slated to occur on March 20, 2018, this initiative is now a well-embedded element of our school culture. The next logical step is to concentrate on strengthening all aspects of our literacy program. For successful STEM experiences, students must use their reading, writing, speaking, and listening skills throughout the engineering design process as they conduct research, keep journals, and make presentations. Too many of our students struggle to read and write fluently which hampers their ability to communicate effectively. These weaknesses are apparent not only in STEM activities, but across the curriculum. Both our STEM and literacy initiatives can work hand in hand as each one strengthens the other. STEM can give our students real-world, hands-on experiences that allow them to apply and practice their reading, writing, listening, and speaking skills. Improved literacy skills will help all students become more successful in conducting and sharing their STEM experiences. The L4 Grant would allow us to increase our teachers’ professional capacity for teaching literacy across the content areas including science, and to provide a greater variety of reading materials and resources so necessary for creating stronger readers and writers.

**Individual school professional learning needs**

After reviewing data and having conversations with grade level teams, our Literacy Leadership Team recognized the overwhelming need for school-wide professional learning addressing all aspects of literacy instruction. To develop successful readers, writers, and communicators, our dedicated faculty and staff identified the following professional learning needs as top priorities:

- Provide professional learning and coaching in the area of literacy instruction for all instructional staff, both certified and classified.
- Educate all instructional staff in the use of formative and summative assessments including universal screeners, benchmarks, and classroom assessments.
- Provide instructional strategies for addressing the needs of economically disadvantaged learners.
- Expand current professional learning communities to include more opportunities for developing teacher leaders who share their expertise with colleagues.
West Fannin Elementary School (K-5) Literacy Plan

Need for an L4GA Project

The Needs Assessment process began when all faculty and staff were asked to complete the Georgia Literacy Plan Needs Assessment for Literacy. Our school Literacy Leadership Team then reviewed the results. They examined our School Improvement Plan and district Comprehensive Needs Assessment to look for similarities in identified needs. Vertical ELA team meetings were held to examine the GSE and to analyze gaps and challenges to literacy instruction across grade levels. Based on these findings, along with universal screening and GA Milestones data, strengths and weaknesses were identified. It became apparent that WFES would greatly benefit from an L4GA project to help us meet the GDOE’s vision: “By 2020, all children will be on the path to reading proficiency by third grade and beyond.” Our high percentage of economically disadvantaged students only makes the need for a strong literacy program more urgent.

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 1: Engaged Leadership | ● Administrators demonstrate commitment to literacy based instruction.  
● Schedules accommodate collaborative planning and set times for intervention.  
● Schedules provide at least 90 minutes of literacy instruction in grades K-2.  
● A school culture exists where teachers across the content areas realize their responsibility for literacy instruction based on GSE. | ● Literacy based professional learning opportunities are not currently extended to classified staff.  
● The literacy team has only begun to meet and decide on initiatives.  
● Schedules for Grades 3-5 do not always include at least 90 minutes of literacy instruction.  
● Support from the community for developing college and career ready students is lacking.  
● Classroom teachers need more professional learning to optimize their literacy instruction. |
| Overarching District Need: #1 | | |

Building Block 1: Engaged Leadership

Concern: While teachers realize their responsibility for literacy instruction based on the GSE, they need common professional learning opportunities to strengthen core instruction.

Root Cause: Best practices for literacy instruction are not being optimized in all content areas.
Current Practices: A school-wide Literacy Team has been established to lead in the development of literacy practices and initiatives that create strong and effective readers, writers, and communicators. The academic coach is providing in-house professional learning addressing phonemic awareness, phonics, and reading/writing across the curriculum. Pacing guides are being developed based on GSE. “Lunch and Learn” sessions are held with parents to inform them of learning expectations.

Action Steps:
- Adjust teaching schedules/teaming practices in Grades 3-5 to ensure 90 minute literacy blocks.
- Determine if research-based strategies, programs, and practices that align with GSE are being utilized in literacy instruction through the use of Focus Walks/Literacy Observation Checklists.
- Provide common sustained professional learning opportunities to strengthen core literacy instruction in all content areas.
- Seek ways to build support from the community to develop college/career ready students.

Sustainability:
- Maintain a master schedule that is conducive to strong literacy instruction Grades K-5.
- The administration will ensure high quality professional learning driven by data analysis.
- Literacy Team members are regular contracted employees. The composition of the team will need to continue to be highly engaged individuals who are representative of all grade levels and special groups within the school.

Measurable Outcomes:
- Master schedules include literacy blocks allowing at least 90 minutes of instruction daily
- Professional learning documentation
- Literacy Team minutes and agendas
- Focus Walks/Literacy Observation Checklist data

Building Block One Research Base (see Appendix A for full reference list): (Morrow & Gambrell, 2015; Taylor, Pearson, Clark, & Walpole, 1999; “What is ‘evidence-based,’” 2015)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 2: Continuity of Instruction | ● Teachers incorporate elements of literacy instruction across the content areas.  
   Overarching District Needs: #1, 2, 3 | ● Few opportunities exist for teachers to examine student work toward literacy goals with cross-disciplinary teams.  
   | ● A comprehensive, systematic core language arts program supports literacy instruction in Grades K-5. | ● Little collaboration with community agencies and organizations in support of... |
# Building Block 2: Continuity of Instruction

**Concern:** While elements of literacy instruction occur across the curriculum, integrating reading and writing instruction in the content areas is inconsistent. Writing weaknesses were apparent in GA Milestones Data.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>83 students tested</td>
<td>87 students tested</td>
<td>86 students tested</td>
</tr>
<tr>
<td>8 students</td>
<td>2 students</td>
<td>8 students</td>
</tr>
<tr>
<td>0 points</td>
<td>0 points</td>
<td>0 points</td>
</tr>
<tr>
<td>10%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>60 students</td>
<td>33 students</td>
<td>46 students</td>
</tr>
<tr>
<td>60%</td>
<td>38%</td>
<td>53%</td>
</tr>
<tr>
<td>8 students</td>
<td>4 students</td>
<td>1 student</td>
</tr>
<tr>
<td>1 point (Ideas)</td>
<td>0 points (Ideas)</td>
<td>0 points</td>
</tr>
<tr>
<td>10%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>18 students</td>
<td>8 students</td>
<td>14 students</td>
</tr>
<tr>
<td>1 point (Ideas)</td>
<td>1 point (Ideas)</td>
<td>1 point (Ideas)</td>
</tr>
<tr>
<td>22%</td>
<td>9%</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Root Causes:** Teachers meet infrequently as teams to examine student work in light of literacy goals. Community support for literacy initiatives is lacking.

**Current Practices:** Teachers use summative and formative data to inform literacy instruction. GSE for ELA are mostly addressed in language arts blocks but less confidently in the content areas.

**Action Steps:**
- Consistently schedule time for teachers in cross-disciplinary teams to examine student work to inform and evaluate literacy instruction.
- Provide professional learning opportunities to begin a school-wide writing initiative emphasizing the integration of writing across the curriculum.
- Strengthen literacy connections to components of STEM lessons and projects.
- Investigate ways to collaborate with community groups and early learning providers in support of literacy and strengthen current STEM partnerships to include connections to literacy development.
- Involve more family and community volunteers in literacy activities at school.

**Sustainability:**
- Regularly schedule time for evaluation of student work and effectiveness of literacy instruction.
- Collect samples of student work at regular intervals to analyze and inform literacy instruction and to evaluate student writing growth.
- Develop a writing initiative continuum.
- Regularly schedule opportunities to showcase and celebrate student literacy skills with family and community stakeholders.
Measurable Outcomes:
- Fewer 0 and 1 point writing scores for Narrative and Extended Writing on GA Milestones.
- Increased writing proficiency throughout the year as measured by writing rubrics used to evaluate regularly collected student writing samples.
- Sign-in sheets to track participation of community members in student celebrations and presentations that showcase student reading, writing, and speaking skills.


<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 3: Ongoing Formative and Summative Assessments | - Universal screenings for reading occur 3 times/year.  
- Time is devoted in teacher team meetings to review/analyze assessment results to identify students needing interventions.  
- Progress monitoring occurs with targeted interventions.  
- Formative and summative assessments are used to guide classroom and intervention instruction. | - Teachers need professional learning targeting how to better diagnose skills struggling readers are lacking based on all types of assessment data and how to effectively intervene in their instruction.  
- Teachers need to incorporate a wider variety of approaches to assessing student understanding and using these to make instructional adjustments. |

Overarching District Needs: #1, 5

Concern: While assessment data from universal screeners, GKIDS, and GA Milestones is consistently used to inform instruction, other timely summative and formative assessments are used inconsistently across grade levels to strengthen core literacy instruction and maximize student learning.

Root Cause: While teachers have been trained to use certain reading programs, many lack professional learning in how to move from reviewing data to prescribing and delivering effective, explicit literacy instruction for all learners.

Current Practices: FastBridge Learning is used for universal screening. Teachers meet regularly to
analyze screener and high stakes testing data. The academic coach prescribes interventions for tiered students and sets progress monitoring schedules.

**Action Steps:**
- Provide professional learning addressing varied approaches to assessing student learning and how to use the assessment results to adjust instruction and provide effective interventions for struggling learners, including DIBELS Next and Reading Inventory professional learning.
- Develop clearly articulated strategies for examining classroom formative and summative assessments when planning literacy instruction.
- Maintain/expand technology to continue student access to testing, progress-monitoring, and instructional materials for all components of literacy instruction.
- Incorporate ways for students to reflect on and assess their own performance and progress.

**Sustainability:**
- Teacher leaders within the school can redeliver key elements of professional learning for new staff members.
- Schedule collaboration of teachers for reviewing data, prescribing interventions, and adjusting instruction.
- Students maintain notebooks/folders for reflection and assessing performance.
- Continue district technology plans.

**Measurable Outcomes:**
- Use DIBELS Next, RI, and other summative and formative data to evaluate student progress toward meeting ELA standards and goals.

**Building Block Three Research Base (see Appendix A for full reference list):** (Apthorp, Harlacher, Klute, & Reale, 2017; Hamilton et al., 2009; Marzano, 2017)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Building Block 4: Best Practices in Literacy Instruction** | • A core reading series is in place with an articulated scope and sequence.  
• Effectiveness of instruction is monitored regularly by analyzing student and teacher data.  
• Extended blocks of time are scheduled for literacy instruction, collaborative planning, and set intervention times. | • While the perception exists that we provide effective, explicit instruction in all areas of literacy, data suggests that implementation is inconsistent.  
• Although writing occurs across the curriculum, there is not a coordinated plan for its implementation. |
| **Overarching District Needs: #1, 5** | | |

**Concern:** Data indicates our core Tier 1 instruction needs strengthening. GA Milestones 2017 test
data revealed greater than 20% of students in Grades 3-5 were reading below grade level with even higher numbers needing remediation in reading/vocabulary and writing/language.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>83 students tested</td>
<td>87 students tested</td>
</tr>
<tr>
<td>Reading Status Below Grade Level</td>
<td>24 students 29%</td>
<td>29 students 33%</td>
</tr>
<tr>
<td>Reading/Vocabulary Remediate</td>
<td>45 students 54%</td>
<td>43 students 49%</td>
</tr>
<tr>
<td>Writing/Language Remediate</td>
<td>43 students 52%</td>
<td>42 students 48%</td>
</tr>
</tbody>
</table>

**Root Causes:** Research-supported characteristics of effective, explicit and systematic literacy instruction are not applied consistently across grade levels and content areas. Although a core research-based language arts program is in use, teachers lack the pedagogy and confidence necessary to implement it most effectively.

**Current Practices:** All students receive at least 50 minutes of ELA instruction per day. Teachers have recently created ELA pacing guides based on the GSE. A research-based core language arts program is used schoolwide. Book Fairs and Literacy Nights are held each year. The media specialist delivers lessons targeting literacy skills.

**Action Steps:**
- Seek and provide professional learning opportunities addressing strong, core literacy instructional practices.
- Differentiate instruction based on assessment results and adapt instruction to meet students' needs.
- Increase the volume of reading materials to support literacy instruction, particularly in the content areas, by developing a leveled book room and classroom libraries.
- Provide the necessary technology to support student mastery of the GSE.
- Create coordinated plans at each grade level for implementing writing instruction across all subject areas.
- Provide opportunities for teachers to gain Reading Endorsements.
- Build teacher leaders of literacy instruction through Professional Learning Communities.
- Investigate ways to incorporate strategies for maintaining student interest and engagement.
- Host visiting authors and motivational speakers to increase student engagement.

**Sustainability:**
- Maintain weekly scheduled meeting times for Professional Learning Communities to receive professional learning and coaching that address strong, core literacy instructional practices.
- Plan ongoing events that boost student interest and engagement in literacy-related endeavors.
- Budget funds for maintaining a leveled book room and classroom libraries.
Measurable Outcomes:
- Meeting agendas and minutes/Calendar of Events/Lesson and Unit Plans/Log frequency of bookroom use

Building Block Four Research Base (see Appendix A for full reference list): (Foorman et al., 2016; Marzano, 2005; Taylor, Pearson, Clark, & Walpole, 1999; Walpole & McKenna, 2004)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 5: System of Tiered Intervention (MTSS) for All Students | ● Tier 1 instruction is based on the GSE in grades K-5.  
● Data from universal screenings and progress monitoring are analyzed regularly to identify struggling learners.  
● Set schedules for intervention instruction are in place.  
● An intervention team provides interventions for at-risk students in all grade levels.  
● SST Team members meet to ensure that a student’s lack of progress is not due to preventable causes.  
● Highly qualified teachers provide Tier 4 instruction.  
● Tier 4 students receive instruction in least restrictive environments. | ● Professional learning opportunities for the intervention team, composed of classified staff, is lacking.  
● Greater than 20% of students are not meeting reading benchmarks, making it difficult to effectively provide interventions.  
● Instructional research-based resources for providing Tier 2 and 3 interventions are limited. |

Building Block 5: System of Tiered Intervention (MTSS) for All Students

Concern: With greater than 20% of students not meeting Fall and Winter FastBridge benchmarks, it is unlikely the school can provide effective individualized or small group interventions for all struggling students.

<table>
<thead>
<tr>
<th>aReading--FastBridge</th>
<th>Percent at or above benchmark</th>
<th>Percent below benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>70.5%</td>
<td>29.5%</td>
</tr>
</tbody>
</table>
**West Fannin Elementary School (K-5) Literacy Plan**

<table>
<thead>
<tr>
<th>Winter 2018</th>
<th>62%</th>
<th>38%</th>
</tr>
</thead>
</table>

**Root Cause:** While aligned to the GSE, Tier 1 core literacy instruction is lacking the utilization of effective, research-based strategies to meet the needs of all learners.

**Current Practices:** Universal screening occurs 3 times/year. Interventions occur during NBI time (Needs Based Instruction 50-60 min./day) in both the regular and intervention classrooms. Progress monitoring occurs regularly for most at-risk students.

**Action Steps:**
- Improve Tier 1 instruction through professional learning, coaching, and implementation of effective research-based strategies.
- Explore ways to restructure NBI time and the delivery of interventions to more effectively meet the needs of all learners.
- Acquire additional research-proven materials/resources for Tier 2 and 3 intervention.
- Restructure Data Team/SST Team procedures for regularly reviewing student progress toward goals to better prescribe timely interventions.
- Add a digital data management system for MTSS.

**Sustainability:**
- Continue following MTSS procedures for regularly reviewing student progress and student movement through tiers.
- Continually examine effectiveness of NBI and materials/resources on student progress.

**Measurable Outcomes:**
- GA Milestones, GKIDS, Universal Screener, and Progress Monitoring data support student success.
- Revised MTSS protocols in place.
- Inventory of Tier 2 and 3 instructional resources.

**Building Block Five Research Base (see Appendix A for full reference list):** (Brown-Chidsey & Steege, 2005; Gersten et al., 2009; Schaffer, 2017; Wright, 2007)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Building Block 6:** Improved Instruction through Professional Learning | ● All certified staff participate in a variety of professional learning.  
● Mentoring for new teachers exists. | ● Classified staff have few opportunities for professional learning.  
● Professional learning for certified staff has often been limited in scope to administering various reading programs.  
● Preservice teachers sometimes lack enough |
West Fannin Elementary School (K-5) Literacy Plan

Building Block 6: Improved Instruction through Professional Learning

**Concern:** Faculty and staff are in need of professional learning addressing the implementation of all aspects of effective literacy instruction including disciplinary literacy in the content areas.

**Root Causes:** Although teachers take advantage of the literacy training offered, a lack of sufficient funding exists for consultants and professional development that build deep knowledge of key components of literacy instruction and intervention. Classified staff do not have training for their supportive roles in literacy instruction. All staff need training in how to best meet the educational needs of children of poverty in the classroom.

**Current Practices:** Teachers participate in a variety of trainings offered at conferences, workshops, PRESA, and web-based sites. The academic coach meets with classroom teachers during collaborative planning times to analyze data and provide support and limited training.

**Action Steps:**
- Conduct a Professional Learning Needs Assessment.
- Provide ongoing professional learning that targets explicit, direct literacy instruction and interventions that engage and motivate student learners, including reaching children of poverty more effectively.
- Provide professional learning for classified staff in support of literacy instruction.
- Regularly schedule time for the academic coach to meet with teachers to analyze student work and provide sustained support and training related to literacy instruction.
- Integrate technology training with best practices in literacy instruction to support digital learners.
- Explore ways to help pre-service and new teachers strengthen their understanding of effective literacy instruction taking advantage of the district’s partnership with UNG.

**Sustainability:**
- Develop teacher leaders through Professional Learning Communities who provide mentorship in literacy pedagogy and practice for new staff.
- Continue academic coaching and collaborative planning.

**Measurable Outcomes:**
- Universal screening, GA Milestones, GKIDS, and progress monitoring results
- Focus Walk/Literacy Observation Checklist data as a follow up to professional learning
- TKES evaluations

**Building Block Six Research Base (see Appendix A for full reference list):** (Gorski, 2013; Hierck & Williams, 2015; Jensen, 2013; Payne, 2010)
School History

Prior to 1992 Fannin County had seven elementary schools, two junior high schools, and one high school. Fannin County Middle School (FCMS) was created when East and West Fannin Junior High Schools were consolidated in the fall of 1992. Since that time FCMS stakeholders have worked diligently to establish a tradition that values quality education. The current enrollment of FCMS is 768 students.

Since the first administration of the Georgia Milestones in the spring of 2015, FCMS has been above the state average in all subjects. Currently, SLDS shows that FCMS has a growth percentile of 67% in 8th ELA, 64% in 7th ELA, and 50% in 6th ELA. This trend demonstrates a pattern of continuous improvement for students who start 6th grade at FCMS and remain there through 8th grade. FCMS is committed to culture of continuous improvement and raising achievement for all students who enter our school. As FCMS has experienced changes in programs, curriculum, testing, funding, and accountability, our focus has remained intent on preparing our students to meet the challenges they will face and to ensure their success as they transition to the high school level. We believe that FCMS is an amazing place to develop young futures and learn for tomorrow.

Administrative and Teacher Leadership Team

FCMS is led by a professional, three person administrative team consisting of a principal and two assistant principals. Additionally, a teacher leadership team is in place. This team meets a minimum of once per month to review data, make instructional decisions, and discuss overall progress of students. Furthermore, a literacy team composed of administration, media specialist, and teachers of varying grade levels from multiple disciplines has been established to plan for the advancement of literacy in ALL students. In 2015, a School Governance Team (SGT) was created to share responsibility of leadership and decision-making with all stakeholders. The SGT meets monthly and plays an integral role in the leadership of the school through the approval of school policy and some personnel recommendations. Each grade level team has a “team leader,” and teams meet weekly to collaborate and plan instruction. The Leadership Team takes the lead role in the instructional decision making process at Fannin Middle. Communication and collaboration is a vital part of the success of FCMS.

Leadership Team

<table>
<thead>
<tr>
<th>Keith Nuckolls, Principal</th>
<th>Keshia Dover, Media Specialist</th>
<th>Kelly Hulsey, 6th Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Connie Huff, Asst. Principal</td>
<td>Deb Cantrell, Parent Support Specialist</td>
<td>Amanda Thomas, 7th Math</td>
</tr>
<tr>
<td>Tony Tichler, Asst. Principal</td>
<td>Troyia Collis, Interventionist</td>
<td>Natasha Anderson, 7th Math</td>
</tr>
<tr>
<td>Vanessa Weaver, Graduation Coach</td>
<td>Tami Summers, Counselor</td>
<td>Jeannie Garland, 8th Reading</td>
</tr>
<tr>
<td>Mark Young, Academic Coach</td>
<td>Jodi Morgan, 6th Math</td>
<td>Courtney Pickelsimer, 8th Reading</td>
</tr>
</tbody>
</table>

Literacy Committee

<table>
<thead>
<tr>
<th>Dr. Connie Huff, Asst. Principal</th>
<th>Lena Passmore, 6th Science</th>
<th>Lee Johnson, 7th Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Young, Academic Coach</td>
<td>Elaine Keener, 7th ELA</td>
<td>Jeannie Garland, 8th Reading</td>
</tr>
<tr>
<td>Keshia Dover, Media Specialist</td>
<td>Joey O'Neal, 7th Science</td>
<td>Katie Franklin, SpEd</td>
</tr>
</tbody>
</table>

Fannin County School District: Fannin County Middle School (6-8) Literacy Plan
Past Instructional Initiatives
- Thinking Maps
- Standards-Based Classrooms
- Response to Intervention Procedures and Protocol
- Positive Behavior Interventions and Supports

Current instructional initiatives:
- Researched-based Strategies for Under-Resourced Students (Ruby Payne)
- Standards-Based Classrooms
- Lexile development (vocabulary)

Individual school professional learning needs
- Research-based Strategies for Under-Resourced Students (Ruby Payne)
- Writing in the content areas
- Literacy practices in the content areas
- Diagnosis of literacy concerns in students
- Development of formative and summative assessments to monitor learning

Need for an L4GA Project
Over 65% of the students at FCMS are classified as Economically Disadvantaged (ED) not including those students who may qualify but are yet unidentified. Receiving this grant can help the instructional staff at FCMS close the literacy gap for ALL students, especially ED students through targeted, ongoing, professional development and strategies for this population. The level of rigor of the Georgia Standards of Excellence (GSE) make it necessary for our content area teachers to become proficient at reinforcing literacy in their respective subjects. Our students lack mastery of speaking, listening, and writing which indicate an overall weakness in our literacy plan and instruction. Our teachers, particularly our content area teachers need the benefit of targeted, literacy professional learning with an emphasis on the population of students who are economically disadvantaged. Furthermore, our students deserve educators with the proper training and tools to meet the needs of ALL students.

Professional Learning Goals
1. Expand the current professional learning communities to include more opportunities for teachers to become leaders.
2. Secure professional learning with coaching in the area of literacy instruction and technology training for best practices for ALL instructional staff.
3. Educate ALL instructional staff in the use of formative and summative assessments including universal screeners, benchmarks, and classroom examinations.
4. Provide instructional strategies and coaching for addressing the under-resourced learner due to an economic disadvantage (Payne, 2010; Jensen, 2013).
**Needs Assessment, Root Cause Analysis, and Concerns**

In order to ascertain the literacy concerns of the faculty and staff at FCMS, the Georgia Literacy Plan Needs Assessment Survey was administered, and the literacy committee identified needs as well. Teachers, administrators, and coaches from all subject areas participated in the survey. It should be noted that often on the survey we viewed ourselves as fully operational when in reality this rating may be false due to participant perception. The literacy committee overwhelming agrees that FCMS lacks in the area of consistent professional learning, literacy resources, and concrete procedures for identifying students who lack in literacy skills. Furthermore, the team agreed that we need a more comprehensive platform for student data collection and a distinct plan for a Multi-Tiered System of Supports.

**Summary of Root Causes**

- Overall, foundational Tier I literacy instruction has deficiencies at all grade levels including how to assess student data, diagnose literacy skill deficits and professional development.
- Elementary schools in the school system lack a cohesive approach to literacy instruction.
- The majority of the student population in FCSS is economically disadvantaged, which may contribute to the complacent culture among some groups of stakeholders.

**Action Step Framework**

<table>
<thead>
<tr>
<th>Building Block 1</th>
<th>Professional Learning</th>
<th>Strategies</th>
<th>Human Resources</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establish role of Teacher Leaders in professional learning communities</td>
<td>Utilize a literacy committee to analyze data to drive instruction in literacy</td>
<td>Establish a literacy committee with representation from all content areas</td>
<td>Time for teachers to collaborate and develop summative and formative assessments as needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Block 2</th>
<th>Professional Learning</th>
<th>Strategies</th>
<th>Human Resources</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literacy instruction with coaching</td>
<td>Establish environment for cooperative groups</td>
<td>Instructional staff</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Universal screening, benchmarking, summative and formative assessments</td>
<td>Data analysis of formative and summative assessments</td>
<td>Teacher collaboration to develop summative and formative assessments</td>
<td>Instructional materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Block 3</th>
<th>Professional Learning</th>
<th>Strategies</th>
<th>Human Resources</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literacy instruction with coaching</td>
<td>Instructional staff will use the Learning Commons as an innovative learning space</td>
<td>Media Specialist oversees purchase of materials for Learning Commons</td>
<td>Purchase universal screening instrument</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Block 4</th>
<th>Professional Learning</th>
<th>Strategies</th>
<th>Human Resources</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tier I standards-based instruction Teaching Under-Resourced Learners</td>
<td>Literacy, research-based Tier III Interventions</td>
<td>Retain an intervention specialist</td>
<td>Materials for interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Space in Learning commons for interventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Block 5</th>
<th>Professional Learning</th>
<th>Strategies</th>
<th>Human Resources</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop a data-driven professional learning plan to support student achievement</td>
<td>Literacy instruction in all content areas Instructional Strategies for Under-Resourced Learners</td>
<td>Establish Professional Learning Communities</td>
<td>Develop a system of tracking the effectiveness of professional learning opportunities</td>
</tr>
</tbody>
</table>
## Fannin County Middle School (6-8) Literacy Plan

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Building Block 1: Engaged Leadership** | ● Administrative support exists for literacy instruction including a Leadership Team with multi-stakeholder representation.  
● A Literacy Committee has been created consisting of teachers from various content areas.  
● The administrator representative on the Literacy Committee is a former ELA teacher. | ● The Literacy Committee is in the first year of inception.  
● Teacher leaders throughout the school have been identified, however, they are not consistently conducting professional learning or leading professional learning communities.  
● Literacy professional learning is insufficient for content area teachers. |

### Building Block 1: Engaged Leadership

**Concern:** The identified weaknesses have impeded the instructional staff from reaching their full leadership potential and use those qualities of leadership to make an impact on student achievement in the area of literacy.

**Root Cause:** FCMS does not have a stand alone literacy plan and even though literacy has been a focus for ELA and Reading teachers, content area teachers have not been involved in planning for addressing concerns in student literacy.

**Current Practices:** The Leadership Team led by the assistant principal, meets once a month to review data, discuss the effectiveness of the school improvement plan, and make instructional adjustments as needed in all subject areas.

**Action Steps:** (1) Identify and create opportunities for teacher leaders to become actively involved in the professional learning plan of the school. 2) Establish a Literacy Committee to analyze formative and summative data to drive instruction for the school.

**Sustainability:** The members of the Literacy Committee are currently employed by the FCMS therefore, maintaining the active participation of the team would be of no cost.

**Measurable Outcomes:** Leadership Team and Literacy Committee membership list, professional learning implementation plan, minutes from all relevant meetings.

### Building Block One Research Base (see Appendix A for full reference list): *(Vescio, Ross, & Adams, 2008; Hord, 1997; Berry, Daughtrey, & Wieder, 2010)*

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Building Block 2: Continuity of Instruction** | ● All students receive two full hours of literacy instruction in ELA and Reading each day and have access to a desktop computer (1:1).  
● All teachers and students have access to Newsela.  
● Grade level teachers have common planning and a dedicated time for regular education and | ● Currently, there is not a clear understanding of literacy instruction among all stakeholders in the Fannin County School System (FCSS).  
● Content area teachers lack adequate training in literacy instruction. |

---

Fannin County School District: Fannin County Middle School (6-8) Literacy Plan  4/11
Building Block 2: Continuity of Instruction

Concern: Considering the known weaknesses, there is concern that a disconnect exist between the relevance of reading and language to other subject areas.

Root Cause: District wide, professional learning has not focused on bringing continuity to literacy instruction K-12. At the school level content area teachers lack adequate training, materials, and an environment conducive to the progression of student literacy.

Current Practices: Literacy instruction is limited to ELA/reading classes for two hours daily. Content area teachers focus predominantly on their disciplines.

Action Steps: (1) Provide literacy professional learning, including coaching, for all instructional staff. (2) Create an environment conducive to learning in all classrooms including adequate technology, appropriate materials, and furnishings for ease of cooperative groups.

Sustainability: Once the furnishings and materials are in place, they can be used for numerous school years. The Literacy Committee must put a plan in place for continuous professional development including new teachers as they move to content area classes.

Measurable Outcomes: Universal screening results, GA Milestones results, TKES evaluations, Focus Walk data, and semester averages.

Building Block Two Research Base (see Appendix A for full reference list): (Marzano, 2013; Hattie, 2011; Marzano, 2006)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Block 3: Ongoing Formative and Summative Assessments</td>
<td>● Currently, there is a well-defined system in place for benchmarking standards taught during each semester. ● Some summative and formative assessments are shared across instructional teams.</td>
<td>● Universal screening in ELA/reading and math is inconsistent. ● Inconsistent teacher use of summative and formative testing results to drive instruction ● All instructional staff are not experienced in the use of the Lexile measure.</td>
</tr>
</tbody>
</table>

Building Block 3: Ongoing Formative and Summative Assessments

Concern: Effective instruction is engaging and data driven, however, the inconsistency of practice and lack of training lead to instruction that is not data driven. Furthermore, proper data collection and disaggregation is essential for the MTSS process to be successful.

Root Cause: Professional learning in the efficient use of ongoing formative and summative assessments has been addressed but has been limited to specific disciplines. No schoolwide universal screening tool is utilized for grades 6-8.

Current Practices: At the classroom level, teachers design their assessments as they complete units of instruction, sometimes working with teachers of the same content area. A school wide
benchmark of the standards taught is administered two times per school year. The results are disaggregated and a remedial plan to address standards where weaknesses appears is formed.

**Action Steps:**
1. Provide professional development for universal screening, benchmarking, and the use of formative and summative assessments.
2. Purchase and use a school wide universal screener in reading and math to drive instruction, aid in grouping of students, and serve as a vital component of the MTSS process.
3. Expand collaborative team meetings to develop appropriate common assessments (formative and summative) to reflect literacy instruction in all content areas.

**Sustainability:** The action steps above will require the purchase of a universal screening component and professional development for the faculty and staff. Following those purchases the ongoing training of new staff will be a crucial component in the sustainability of this initiative.

**Measurable Outcomes:** Meeting minutes from data analysis sessions, formative and summative assessments, universal screening results, benchmark results, GA Milestone results, and Focus Walk data as a follow up of professional learning.

**Building Block Three Research Base (see Appendix A for full reference list):** (Ikeda, Neessen, & Witt, 2007; Langer, 2001; Marzano, 2005; Marzano, 2006; Siebersma, Wheeler-Clouse, & Backus, 2012)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 4: Best Practices in Literacy Instruction | - The master schedule provides two hours of ELA/Reading instruction for all students with a 1:1 ratio of computers to students.  
- Schoolwide focus present on Tier II vocabulary.  
- All teachers and students have Newsela available for classroom use. | - Content area teachers lack adequate training in the area of literacy instruction and the Lexile measure.  
- The Media Center is inadequately furnished with print materials, technology, space, and books at higher Lexile levels. |

**Building Block 4: Best Practices in Literacy Instruction**

**Concern:** Weaknesses in lack of training for literacy instruction in all subject areas can diminish the quality of academic interaction between the student and teacher. Our out-of-date Media Center may contribute to opportunities for all students to develop the love of reading and learning.

**Root Cause:** There is a failure to place proper emphasis on literacy instruction in all subject areas and to update the Media Center to meet the needs of modern learners.

**Current Practices:** Students attend five one hour, academic classes per day including ELA, Reading, Math, Science, and Social Studies. Additionally, students attend one ninety minute connections class each day including digital technology, career development, band, music appreciation, physical education, art, and vocational technology. Literacy instruction is predominately the responsibility of the Reading and ELA teachers.

**Action Steps:**
1. Provide researched-based, targeted, ongoing professional development for ALL staff in the area of literacy.
2. Convert the current Media Center to a Learning Commons including
the addition of print materials and technology. (3) Provide technology and print materials for ALL teachers to create an instructional model that is literacy based.

**Sustainability:** Once the initial investment for materials and technology has been incurred the leadership team will implement a plan for ongoing professional development and the training of new staff members.

**Measurable Outcomes:** Universal screening results, benchmark results, GA Milestones results, Focus Walk data as a follow up for professional learning, and TKES evaluations.

**What is a Learning Commons?**

*Transformation of the Media Center to meet the needs of the modern learner.*

---

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Building Block 5: System of Tiered Intervention (MTSS) for All Students**<br>**Overarching District Needs:** #1, 5 | • FCMS has a system to move students throughout the MTSS process, including 504 plans, and the process is supervised by the MTSS Coordinator and district personnel.  
• The school employees an Intervention Specialist to deliver Tier III interventions to students in the MTSS process. | • The school wide universal screening component of the MTSS process is inconsistent.  
• The percentage of students at Tier I is less than 72% with a large percentage of 504 and Tier IV students.  
• The Intervention Specialist lacks a designated time to deliver interventions.  
• A high percentage (more than 50%) of at risk students are economically disadvantaged. |

---

*MUST HAVE:*
- Computers / Technology / Wi-Fi  
- High interest reading material  
- Artwork / Color  
- Varied learning / performing spaces  
- Comfortable reading area  
- Dynamic / moveable furniture  
- Lounge

*MAY HAVE:*
- Advanced Technology (i.e. TV Studio)  
- Maker-space  
- Two-story learning space  
- Brand or Logo

---

Retrieved from www.notredameofdepere.com
Fannin County Middle School (6-8) Literacy Plan

<table>
<thead>
<tr>
<th>Building Block 5: System of Tiered Intervention (MTSS) for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concern:</strong> Currently, a high percentage of students in middle grades have academic needs beyond Tier I instruction. This in turn impacts instruction for ALL students and the propensity to learn may be neglected.</td>
</tr>
<tr>
<td><strong>Root Cause:</strong> Tier I instruction is hindered by failure to identify and address literacy concerns in the early stages of a student’s academic career. Furthermore, inconsistencies in the MTSS process and the economic standing of students are contributing factors to the high percentage of the at risk populations.</td>
</tr>
<tr>
<td><strong>Current Practices:</strong> Students are identified for movement throughout the MTSS process based on teacher recommendations, benchmark results, and grades. Varying levels of teacher expectation can lead to students being placed at an inappropriate tier. Movement through the tiers is initiated by the teacher and conducted by the MTSS coordinator and the Academic Coach. Tier II students are served by placing them in co-taught classes and Tier III students are served by the Intervention Specialist.</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> (1) Provide dedicated professional learning and coaching for the economically disadvantaged population and standards-based Tier I instruction for ALL staff. (2) Administer a school wide universal screener to all students in reading including a second measure to probe deeper into the at risk population. (3) Create a dedicated time and space in the Learning Commons for the Intervention Specialist to work with students including a space for student performances. (4) Additionally, provide resources to address literacy needs in ALL classes including co-taught classes.</td>
</tr>
</tbody>
</table>

District wide students who may be eligible for Special Education are not being identified in a timely manner.

<table>
<thead>
<tr>
<th>Male vs. Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSS Percentages</td>
</tr>
</tbody>
</table>

- District wide students who may be eligible for Special Education are not being identified in a timely manner.
**Sustainability:** The action steps above will require the acquisition of a universal screener, assessments to identify literacy issues in at risk students, provide materials for Tier III interventions, and conduct professional development for faculty and staff. Following the purchases, ongoing professional development for current and new staff will be crucial to the closing the literacy gap and maintaining the gains we have accomplished.

**Measurable Outcomes:** Universal screening results, Tier II and III progress monitoring, GA Milestones results, Focus Walk data as a follow up for professional learning, and observed classroom performance.

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Block 6: <em>Improved Instruction through Professional Learning</em></td>
<td>● All teachers have access to a wide variety of professional development opportunities through Pioneer RESA.</td>
<td>● FCSS plans for professional learning days in the school calendar however, these days are often used to compensate for inclement weather days.</td>
</tr>
<tr>
<td>Overarching District Needs: #1, 2, 4, 5</td>
<td>● There are some federal and local funds available to provide professional development.</td>
<td>● Often, professional learning opportunities are isolated without ongoing coaching and monitoring.</td>
</tr>
<tr>
<td></td>
<td>● There are collaborative teams including regular education teachers, special education teachers, the academic coach, and the assistant principal to plan instruction.</td>
<td>● The school wide professional learning plan does not make full use of teacher leaders in collaborative learning communities.</td>
</tr>
</tbody>
</table>

**Building Block 6: Improved Instruction through Professional Learning**

**Concern:** When sustainable, quality, professional learning is absent, teacher effectiveness can diminish which is manifested by a drop in student achievement. At present, there is evidence targeted, research-based professional learning is occurring but it is inconsistent.

**Root Cause:** Professional development is based on perceived need and does not necessarily reflect a data driven, targeted goal for instruction. Professional development is often determined arbitrarily based on smaller, underlying interests of a some individuals.

**Current Practices:** The leadership team determines what professional development will be appropriate for the school year and funding is secured to provide that professional development.
Teachers attend quality, researched-based workshops however, there is no plan to redeliver the skills and knowledge attained to the remaining staff.

**Action Steps:** (1) Create a professional learning plan with a clearly defined goal for the school year based on varying sources of data including assessments, root cause analysis, and input from all stakeholders. (2) Seek professional development opportunities to support school wide literacy goals that includes on site coaching throughout the implementation process. (3) Establish professional learning communities with the appropriate training to aid teachers in assuming leadership roles in the school. (4) Create a system to measure the overall effectiveness of ALL professional development opportunity.

**Sustainability:** In order to sustain quality professional development, FCMS must shift the focus from the consultant to the learner. To accomplish this we must emphasize the power of professional learning communities including teacher leadership, coaching, and accountability.

**Measurable Outcomes:** Universal screening results, GA Milestones results, Focus Walk data as a follow up for professional learning, and TKES evaluations.

**Building Block Five Research Base (see Appendix A for full reference list):** (Vescio, Ross, & Adams, 2008; Hord, 1997; Berry, 2010)
School History
The current Fannin County High School was established in 1976, merging the county’s previous two high schools: East Fannin High School and West Fannin High School. Those two schools were in operation from 1955-1976, and each of those schools were formed at the consolidation of various other community schools. Despite being the only high school in a rural county, graduation data has remained well above the state average, with last year’s rate being 90.1%. FCHS offers 19 CTAE pathways in addition to fine arts, foreign language, and academic pathways, and the CTAE pathways offer 19 possible career credentials prior to graduation. Fannin County High School currently has an enrollment of 960 students, with 48.2% of those students being male and 51.8% being female. Currently an identified 52.34% of the student population qualifies for and receives free/reduced lunch from the federal government; however, the actual rate of qualifying students may be higher as identification becomes more difficult as students age and parental involvement wanes. Out of the entire student population, 13.4% of students are identified as having one or more disabilities. In its ninth year of PBIS implementation, the expectations for the high school’s population are: Focus, Character, High expectations, Show respect. We are committed to provide all our students with the skills necessary for postsecondary success, and this priority is evident in the school’s mission statement: “Learn Today, Achieve Tomorrow.”

Administrative and Teacher Leadership Team
The administrative team at Fannin County High School is comprised of the principal, Mr. Erik Cioffi, CTAE Director Ms. Patricia DuBois, and three assistant principals: Ms. Theresa Dillard, Mr. Darren Danner, and Dr. Scott Ramsey. These individuals ensure the steady day-to-day operations of the school, while also offering guidance and insights into more global issues. A number of committees operate to influence the organizational management structure. As a charter system, the School Governance Team, comprised of parents, teachers, students, and administrators, plays a huge role in approving and establishing school policy. The Academic Instructional Team (AIT) is charged with reviewing data, creating instructional priorities, and developing the school improvement plan; AIT meets monthly, and it is comprised of administration and members from every department. The FCHS Literacy Leadership Team was formed in the 2017-18 school year.

Past Instructional Initiatives
- Creation of curriculum maps to address common assessments, Georgia Standards of Excellence (GSE), and differentiation
- Multiple instructional technology opportunities
- Students in remedial English were unsuccessfully exposed to the DI model to improve reading skill, but secondary students did not respond well to the elementary style of DI.

Current Instructional Initiatives
- Literacy Professional Learning Communities
- PBIS: Positive Behavior Intervention System
- 8th grade screeners to identify rising freshmen requiring additional academic support
- Collaborative planning for departments to develop and refine curriculum maps with an emphasis on vertical and horizontal alignment and common assessments
Fannin County High School (9-12) Literacy Plan

- Adjustment to the master schedule provides 30 daily minutes of FLEX. On Wednesdays, advisement takes placing using the Teachers as Advisors model. Every other day, students may receive remediation and/or enrichment. Also, former disruptions, such as athletic-related early releases or Club days, now no longer affect the heart of our instructional day.

**Individual school professional learning needs**

Reviewing school data, the emphasis for professional learning must be on both literacy and student relationships. Finding and securing quality professional learning in literacy for secondary educators is a difficult task. Many advertised literacy trainings that claim to serve secondary educators often utilize practices that are actually geared toward elementary schools, with the additional note that the practice can be adapted. While it is true that many practices may be adapted to different level learners, the majority would add insult to injury with our targeted demographic of struggling readers. Therefore, we need assistance in curating and securing professional learning designed at improving secondary literacy instructional practices (see Building Block Six). We understand that to successfully impact the widest range of students with these new literacy strategies, we must first establish constructive relationships with students to engage them with, and with over half the school on federal free-and-reduced lunch, we must target some of those relationship-building strategies toward students affected by poverty.

**Need for an L4GA Project**

Given the complexities of the reading processes required at the high school level, teachers have expressed strong concerns regarding a growing number of students who are unable to tackle complex text and compose age-appropriate writing samples. In 2017 a schoolwide literacy initiative was implemented to increase literacy strategies across the curriculum. Teachers acknowledge the need to “do more” but lack the skill set needed to merge rich literacy instruction into their curriculum. The L4 grant will provide the opportunity to engage teachers in quality professional learning that addresses best practices in literacy across the curriculum.

Data indicates our students struggle with effective writing. FCHS teachers understand effective writing is a vital component of students’ literacy achievement and acknowledge the need to integrate writing interventions into their instructional practices. FCHS envisions a writing center for focused, cross-curricular writing instruction to support students and teachers. The writing center will unify the literacy curriculum and serve both remediation and enrichment purposes while engaging students through peer-based tutoring.

**Needs Assessment, Root Cause Analysis, and Concerns**

The FCHS Literacy Leadership Team was established with the purpose of improving literacy instruction; it is composed of the principal, literacy coach, academic coach/science representative, media specialist/social studies representative, and representatives from the ELA, mathematics, CTAE, special education, and ELL departments. These members examined a variety of sources...
including but not limited to the District CNA, school SIP, and results of the Georgia Literacy Plan Needs Assessment Survey, which was administered to administration and faculty in all content areas. The results of the survey indicate the school is overall emergent, and the team acknowledges that some misperceptions exist about the degree of literacy programming functionality at FCHS.

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 1: Engaged Leadership | ● Literacy Leadership Team formed with scheduled meetings dates  
● Administrators developed the position of part-time Literacy Coach to research and impact literacy practices.  
● Administration supported the organization of the first community literacy event: Harry Potter Literacy Night. | ● While Literacy Leadership Team has been established, no change has affected curriculum regarding evidence-based literacy practices.  
● Disciplinary literacy is not consistently implemented.  
● No devoted block of time exists within the master schedule for literacy instruction.  
● Community involvement is not optimized for instructional impact. |
| Overarching District Need #1 | | |

**Concern:**  Literacy instruction has historically only existed in ELA classes, and there has been no previous concerted effort to target secondary literacy. Students sometime arrive as ninth graders operating on a third-grade reading level, and no internal structure exists to remediate effectively.

**Root Causes:**
1) Literacy instruction was long perceived to be the responsibility of elementary and middle schools.  
2) Student awareness of personal literacy capacity has been very low, and students do not connect reading instruction with post-secondary literacy requirements and applications.  
3) An earlier emphasis on teaching to programs rather than student needs has resulted in a population missing fundamental literacy skills.

**Current Practices:** A FCHS Literacy Leadership Team formed to help direct the school’s pathway to improved literacy instruction, and Professional Learning Communities with a focus on literacy have been meeting for the 2017-18 school year.

**Action Steps:**
- Examine current practices within the field of literacy and determine instructional priorities.  
- Offer guidance for ongoing, sustainable professional learning opportunities and increased coaching to support evidence-based practices across all content areas.  
- Review Professional Learning Community research results  
- Consider adding a community/P-20 representative to expand perspective and possible collaborative literacy efforts.  
- Encourage and ensure opportunities for writing for various purposes across all disciplines.  
- Develop a school culture that celebrates the importance of literacy  
- Examine current scheduling procedures in an attempt to ensure a balanced schedule for all students so that sustained daily literacy instruction is given to the entire student population
● Examine current usage of the FLEX period as it can apply to optimized literacy instruction.

**Sustainability:**
All team members are serving as part of their regular contract; however, engagement by the members must remain high to affect positive change. They will ensure that appropriate evidence-based professional learning is taking place by analyzing data and adjusting professional learning as necessary. The master schedule will continually be refined to provide emphasis on literacy instruction and student success. The school will continue to celebrate academic successes through a variety of media outlets.

**Measurable Outcomes:**
● Master schedule demonstrating commitment to literacy; Literacy Leadership Team membership list/agendas; Professional Learning log/calendar of sessions

---

**Building Block One Research Base (see Appendix A for full reference list):** ("What is evidence-based," 2018; "Roles and responsibilities," 2018; Hord, 1997; “The what,” 2012)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 2: *Continuity of Instruction* | ● Newsela, differentiated, high-interest texts organized by content, is a schoolwide focus.  
● Fall 2018 all students will have Chromebooks 9-12 (1:1)  
● Curriculum mapping ensures curriculum/resources are GSE focused  
● Use of TurnItIn has ensured a higher degree of meaningful ELA feedback | ● Vertical alignment of standards and content has sometimes been at odds with transitions  
● Inconsistent collaborative planning sessions  
● Inconsistent disciplinary writing practices  
● No uniform expectations exist for writing in the content areas. |

---

**Overarching District Needs #1, 2, 4**

**Concerns:** Georgia Milestones results from NGLC and ALC indicate students are in need of remediation and enrichment, particularly in the areas of writing and language; however, the exhibited deficits affect student performance across all the content areas. Following receipt of the Connections for Classrooms Grant, FCHS will be a 1:1 school; however, all students do not have
access to internet, limiting access to text and continuity of instruction.

**Root Causes:**
1) Evidence-based Tier I instructional strategies to address literacy deficits are not consistent across all classrooms and content areas.
2) Writing has generally been relegated to the ELA classroom.
3) Poverty and circumstances outside the students’ control limits the availability of internet access, which then impacts exposure to text.

**Current Practices:** Students write consistently in ELA classrooms but not in content areas. No school-wide rubric is in use, and a lack of continuity exists even within departments about quantity of composition responses and expectations. Instructional technology usage varies due to access.

**Action Steps:**
- Since the development of writing is a fundamental way to influence reading comprehension, commit to a schoolwide focus on writing with the formation of a Writing Center, which can then impact the writing of beginning, intermediate, and advanced writers and create a unifying element for school curriculum.
- Integrate writing expectations for all content areas and encourage teacher buy-in
- Develop structure for implementation and timeline for Writing Center
- Engage P-20 partnership for guidance and resources
- Designate time for the literacy coach and/or qualified ELA teacher to train tutors (support through stipend if necessary)
- Redesign current space in the media center or computer lab to serve as the Writing Center
- Design supervision plan leveraging available resources
- Utilize writing center to explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.
- Research associated data and instructional strategies with the National Writing Project
- Train student tutors as a component of peer-assisted learning
- Provide opportunity for educators/tutors to engage in observations of other students/conference attendance
- Determine course sequencing for tutors and supervision of students and develop framework for training tutors
- Obtain resources (books and resources for tutors, printers) for Writing Center
- Develop/adopt a school-wide writing rubric to ensure consistent expectations for writing across all content areas.
- To prevent the loss in continuity of instruction and to continue students’ access to text resources, portable hotspots will be researched as a solution for students’, particularly lower income students, internet accessibility barriers.

**Sustainability:**
After initial space, resources, and training are secured, the infrastructure for the Writing Center can then continued easily. Tutors and P-20 partners will be able to engage in the training of subsequent tutors. Once the portable hotspots are initially purchased, the system can continue to utilize that equipment and provide those services to students.
**Measurable Outcomes:**
- Usage statistics of the Writing Center; Surveys of tutors, students, and teachers on the effectiveness of the Writing Center; Student scores on ELA Milestones Composition requirements; Monitoring usage of school-wide writing rubric and content area writing requirement through classroom observation and curriculum mapping


<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Building Block 3: Ongoing Formative and Summative Assessments** | ● All classroom teachers integrate vocabulary in common assessments  
● Varied assessment styles  
● Common summative assessments exist in many courses | ● EOCs are the only formal vocabulary assessment  
● Consistency in common assessment strategies  
● Formative assessments not consistently utilized  
● Limited perceptions and understanding of formative/summative assessment |
| **Overarching District Needs #1, 4, 5** | | |

**Concern:** Teachers do not consistently analyze data to refine teaching practices and improve student learning outcomes.

**Root Causes:**
1) While teachers have been trained on content-area strategies, many lack professional learning in how to move from reviewing data to prescribing and delivering effective, explicit instruction for all learners, particularly in the area of literacy.
2) Little time is provided for concentrated data analysis in the current schedule.

**Current Practices:** Common classroom-based assessments in all academic content classes provide ongoing data throughout the school year. EOC Milestones data is analyzed to evaluate instructional effectiveness by teachers and administrative staff, and curriculum maps in all subjects outline common assessments, core instructional strategies, and differentiation.

**Action Steps:**
- Implement a universal screener and train all relevant faculty on its use
- Research various diagnostics and formative practices
- Designate time to analyze data to make necessary adjustments to instructional practices, with a focus on Tier I strategies
- Provide professional learning to help teachers analyze various assessment data sources and implement targeted and timely intervention strategies
- Continue refining curriculum maps to embed literacy instruction
**Sustainability:**
Curriculum maps are living documents. Though they have already been developed for all courses, they are continually refined through a collaborative process. After necessary training on assessment types and data analysis, the curriculum maps will continue to hone instructional paths, which will incorporate various assessment types with specific learning targets for each course.

**Measurable Outcome:**
- Student Assessment Data; Collaborative planning documentation; Curriculum maps for all content areas

**Building Block Three Research Base (see Appendix A for full reference list):** ("The What," 2012; Hamilton et al., 2009; Furtak et al., 2016; Marzano, 2017; “The How,” 2010)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 4: Best Practices in Literacy Instruction | - Explicit vocabulary instruction PLC focus  
- Vocabulary taught in context via texts and Newsela  
- Faculty has received some Lexile training  
- Multi-genre writing instruction occurs within all ELA classrooms | - Reading and vocabulary performance has weakened on EOC  
- Lack of “canned” vocabulary has deemphasized the value of learning new words  
- Inconsistent content-area implementation of literacy Instructional strategies  
- Few resources for foundational reading remediation  
- No current incentives exist for increasing school-wide reading. |
| Overarching District Need #1, 2, 4 | |

**Concern:** A lack of consistent Tier I instructional practices has resulted in a population of students who experience difficulty in reading, comprehending, and writing across the disciplines. These struggles are especially pronounced in the economically disadvantaged subgroup and the male population.

**Root Causes:**
1) Faculty at the secondary level have customarily not received training on literacy instruction.
2) Few leveled resources for direct literacy instruction appropriate for the secondary level are currently available for teachers, especially for content-area faculty.

**Current Practices:** The majority of literacy instruction is left to the 85 minute ELA block, which
students have one semester due to block scheduling. Content area teachers focus on their subject matter, but PLCs have helped to increase awareness and implementation of literacy practices. If students are identified as needing assistance, few to no resources exist for remediation and/or the development of missing fundamental literacy skills.

**Action Steps:**
- Provide incentives for vocabulary acquisition and reading outside the classroom.
- Ensure that collaborative meetings are occurring between teachers in all content areas to implement evidence-based literacy instruction.
- Explore and implement evidence-based practices to increase student literacy scores for all student populations.
- Research and obtain resources for students receiving level 4 special education services.
- Develop and engage a community infrastructure/P-20 partnership to develop and support an engaged culture of literacy.
- Implement universal screeners and diagnostics to identify students in need of remediation, and determine how levels of proficiency will be evaluated.
- Continue to focus proactively on issues that may be impacting student literacy, such as mental health, homelessness, and poor attendance rates.

**Sustainability:** Once faculty engage in quality professional learning and initial resources are purchased, practices can continue through redelivery.

**Measurable Outcomes:**
- Student Assessment Data; Resource inventory; Literacy Instruction Observation Checklist (9-12)


<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 5: System of Tiered Intervention (MTSS) for All Students | - MTSS protocols are in place, updated annually, and available to all staff members.  
- District level MTSS involvement provides additional implementation support. | - The lack of implementation of effective Tier I strategies with fidelity affects student placement in higher tiers.  
- Teachers struggle implementing Tier II/III strategies to address deficits.  
- Lack of meaningful data to diagnosis specific literacy deficits  
- FLEX time is not optimized to implement targeted interventions. |
| Overarching District Needs #1, 2, 5 | | |

**Concern:** MTSS is not implemented with fidelity, and teachers struggle with implementing Tier
II/III interventions. Students are entering ninth grade with literacy deficits that are difficult to address at the high school level. Approximately 90% of our students identified as struggling learners in Tier II are male, and 65% of those identified at Tier III (including 504) are male. This data is wildly disproportionate to the student body as a whole, which has a slightly higher percentage of female students. FCHS has attempted to provide interventions before and/or after school, but the students most in need of intervention support tend to have inconsistent attendance.

**Root Cause:** Classroom instruction is content specific, and teachers struggle with blending MTSS instruction into their daily practice. Quality core literacy instruction in all content areas is hindered by a lack of research-based strategies to address struggling readers and disengaged students.

**Current Practices:** Rising freshmen are universally screened to identify struggling readers. These students are placed in inclusion classes where teachers adapt the curriculum to address low performance and missing skills. Struggling ninth grade students use the SRA Reading Laboratory to help address literacy deficits. FLEX is a requirement for students with a grade below 74 and/or attendance issues. Some teachers use FLEX time to reinforce and practice literacy skills.

**Action Steps:**
- Improve Tier I instruction through professional learning focused on scaffolding, supporting, and enriching grade-level literacy expectations identified in the GSE for all learners.
- Implement evidence-based strategies for effective Tier I instruction.
- Use data to determine materials and supports needed to improve instruction for all tiers of instruction and student subgroups.
- Develop specific curriculum resources to address achievement gaps.
- Improve the efficiency of FLEX (extended learning time) instruction to target learning deficits.

**Sustainability:**
- Utilize learning management program to maintain consistent records for MTSS monitoring.
- Curriculum resources to supplement and build targeted Tier II/III interventions

**Measurable Outcomes:**
- Student Assessment Data; Revised MTSS Protocols in place; Percentage of students who demonstrate positive tier movement

**Building Block Five Research Base (see Appendix A for full reference list):** (Brown-Chidsey & Steege, 2005; Schaffer, 2017; Wright, 2007)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Building Block 6:**  
**Improved Instruction through Professional Learning**  
**Overarching District Needs #1, 2, 4, 5**

- PLCs with a school-wide focus on literacy established with monthly meeting dates.  
- A mentorship program is required of new teachers.  
- Teachers attend targeted off-site professional learning aligned to the SIP.  
- Some professional development provided to classified staff.

- Professional learning availability and opportunity are limited for secondary literacy instruction.  
- Few (3) teachers at the high school possess a reading endorsement.  
- No evidence-based practices for students in poverty in effect.  
- P-20 partnership with the University of North Georgia has not been utilized.

**Concern:** Poverty data and correlating student performance indicators show that teachers are not successfully identifying the gaps and scaffolding instruction to attain proficiency with our economically disadvantaged population. With over half of the student body identified as economically disadvantaged, the data reveals that current instructional practices are not being particularly effective for this subgroup.

**Root Causes:**  
1) Faculty at the secondary level have customarily not received training on literacy instruction.  
2) Professional learning focused on building relationships, student engagement, and responding to poverty has been very limited in the past.

**Current Practices:** Faculty currently meet on a monthly basis in PLCs (communities are organized across all content areas based on planning block) to research, discuss, and implement literacy strategies. Faculty also attend external conferences and training, and these are used as a basis for faculty-led rotations on designated PL days.

**Action Steps:**

- Cultivate an environment of high expectations among faculty, where all faculty members can serve as role models for literacy engagement.  
- Engage P-20 research-practitioner partnership for professional learning opportunities, strategies, partnerships, and discussion of expectations and gaps in performance  
- Provide professional learning of evidence-based literacy practices to faculty and staff in all content areas. These practices can include but are not limited to  
  - Explicit vocabulary (and academic vocabulary) instruction, Explicit Comprehension instruction (strong evidence), Opportunities from extended discussion of text meaning and interpretation (moderate evidence)  
  - Small-group reading interventions (strong evidence)  
  - Writing instruction (narrative, informational, and argumentative)  
  - Discipline-specific text structures and genres/Project-based learning  
- Provide professional learning to faculty and staff for student engagement and building relationships, with particular emphasis on effective strategies to influence economically-disadvantaged students and male students.  
- Provide professional learning to faculty and staff on synthesizing findings from data sources.
to articulate clear student-learning problems and the accompanying learning goal.

- Identify model classrooms and provide instructional coaching support as resources for certified and classified staff members.
- Integrate technology training with best practices in literacy instruction to support digital learners to faculty and staff.

**Sustainability:** After faculty and staff are initially trained and those professional learning resources are added to the school’s coffers, then new faculty can be trained through a process of redelivery and yearly review. Faculty will continue to be surveyed regarding professional learning needs so that practice can continually be adjusted to best meet student needs.

**Measurable Outcomes:**
- Student Assessment Data; Professional Learning Logs; Faculty PL Surveys; Literacy Instruction Observation Checklist (9-12); TKES Observations and Evaluations


---

**FCHS School Plan Timeline**

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>● FCHS LLT formulates needs</td>
<td>● L4 Summer Institute</td>
<td>● Train tutors</td>
<td>● Prepare Year Two Budget</td>
</tr>
<tr>
<td>● Identify tutors for 2018/19</td>
<td>● Finalize Year One Budget/Plan</td>
<td>● Begin Writing Center Operation/ student conferences</td>
<td>● Identify tutors for 2019/20</td>
</tr>
<tr>
<td>● Designate plan for Writing Center</td>
<td>● Prepare Writing Center space (SPLOST)</td>
<td>● Educate faculty on Writing Center uses</td>
<td>● Examine Master Schedule</td>
</tr>
<tr>
<td>● Establish plan with UNG Partners</td>
<td>● Research and purchase resources</td>
<td>● Train faculty on new assessments</td>
<td>● Purchase resources and materials</td>
</tr>
<tr>
<td>● Examine Master Schedule</td>
<td>● Review student schedules for balanced literacy</td>
<td>● Administer RI/analyze data</td>
<td>● Evaluate programming effectiveness and refine</td>
</tr>
<tr>
<td>● Educate faculty on all elements of grant</td>
<td>● Purchase RI and secure training</td>
<td>● Review/Refine MTSS protocols</td>
<td></td>
</tr>
</tbody>
</table>

**Ongoing Professional Learning:** Literacy Instruction, Tier I instruction, Relationship, Poverty Strategies; PLCs continue regular meetings

**Ongoing Data Analysis:** Administration, faculty, and LLT meet regularly and review/analyze data to determine needs/goals/PL/resources
School History
Currently, the county has two preschool classrooms, which are housed in two separate facilities. In 2017, the county received its first state-funded Pre-Kindergarten program, which is currently located at Blue Ridge Elementary School, which is a Title I elementary school in Blue Ridge, Georgia. This classroom currently serves 22 age four students; this program utilizes the Department of Early Care and Learning’s (DECAL) Bright from the Start Curriculum. Due to their location on the Blue Ridge campus, this preschool utilizes the gym, cafeteria, media center, and STEM labs as a part of its programming. This location’s free and reduced lunch percentage is currently at 64.45.

Since the origins of what has now become the Individuals with Disabilities Education Act (IDEA), Fannin County ensured that children with disabilities receive a free, appropriate public education, from the age of three. The special education preschool classroom was established over 30 years ago. The special education preschool is hosted by the Ninth District Opportunity Head Start in Mineral Bluff, Georgia, and 63.64% of these students receive free and reduced lunch.

Administrative and Teacher Leadership Team
Shannon Miller, Director of Student Services, is the Director of Pre-K for the entire county; she also serves as the principal for the special education preschool classroom, and she serves on the District Literacy Leadership Team. April Hodges is the principal for the state-funded preschool at Blue Ridge Elementary, and she also serves on the district team.

At Blue Ridge Elementary, the preschool teacher serves on the School Improvement Team and takes part in monthly meetings where the emphasis is to review data and to support curriculum goals, quality of instruction, and overall student success. She also serves on the Literacy Leadership Team for the school, which is comprised of the administrative team, academic coach, teacher leaders from each grade level, and paraprofessionals.

Current Instructional Initiatives
Fannin County continues to strive for excellence in its instructional practices with the belief that students ages birth to five need a strong foundation in literacy and language in order to be successful throughout their educational careers. To support this belief, the Blue Ridge Elementary Preschool classroom supports Georgia’s Early Learning Development Standards (GELDS) and ensures fidelity to the Georgia Pre-K program model through consistent monitoring and evaluation. The special education classroom also supports GELDS, and includes adapted goals per student IEPs.

We are also currently working to become a Get Georgia Reading Community, through which we intend to change the discourse to one of community engagement as we work to impact early learning and literacy as a unified group.

Individual school professional learning needs
- Current research-based instructional strategies across all content areas for the inclusion of balanced literacy practices in early stages of learning.
- Flexible evidence-based instructional models to support early literacy and preschool reading and writing skills.
- Behavioral interventions and research-based strategies
- Coaching for certified and classified preschool personnel to support literacy development.
- Data analysis
- Oral language development
Fannin County: Fannin County Birth-to-Five Initiative

- Assessment Training (Peabody Picture Vocabulary Test (PPVT IV), PALS (Phonological Awareness Literacy Screening)
- Developmentally appropriate MTSS Strategies for academics
- Continued professional learning with Work Sampling Online
- GKIDS Readiness Check - Kindergarten teachers

**Need for an L4GA Project**
The primary focus for our birth-to-five program is the development of foundational skills. Reading and writing are fundamental skills that must be developed in order for students to be successful in all content areas and reach their highest academic potential. Early learning research indicates that the acquisition of literacy skills is most crucial in the early stages of a student’s educational career, and preschool programs positively impact cognitive outcomes (Camilli, 2010). Currently, Fannin County is only servicing the two classrooms. At this time, no other elementary schools in Fannin County host Pre-K classrooms, which serves as a barrier to some families accessing early learning opportunities for their children. The chart below is from the Annie Casey Foundation, 2018.

**Children Primed for School**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Year</th>
<th>Fannin Number</th>
<th>Fannin Rate</th>
<th>Georgia Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children enrolled in the Georgia Pre-K program</td>
<td>2017</td>
<td>105</td>
<td>51.7%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Children enrolled in the Georgia Pre-K program from low-income families</td>
<td>2017</td>
<td>80</td>
<td>76.2%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Children not attending pre-school, ages 3 to 4</td>
<td>2016</td>
<td>136</td>
<td>32.5%</td>
<td>50.3%</td>
</tr>
<tr>
<td>Centers and family child care homes rated in Quality Rated</td>
<td>2017</td>
<td>3</td>
<td>75.0%</td>
<td>27.0%</td>
</tr>
<tr>
<td>Babies born to mothers with less than 12 years of education</td>
<td>2016</td>
<td>31</td>
<td>17.6%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

Considering the community as a whole, only 51.7% of eligible children are enrolled in the Georgia Pre-K program; 76.2% of the students enrolled come from a low-income family. However, not all children in the community are able to attend early learning centers. Approximately 32.5% of children ages 3 to 4 are not attending or are not currently enrolled in preschool. A great need exists to expand the Pre-K offerings in Fannin County Schools in order to increase the number of students who are given the opportunity to access literacy skills early in their educational development. By reaching more students through a preschool experience, the system can better prepare children with foundational literacy skills that can assist them in later success across all content areas. Furthermore, no consolidated community efforts have been made to conduct literacy outreach to families who might benefit. Though it is heartbreaking, we know that we have families who work hard to pay their bills and to provide housing, heat, and food for their families. However, sometimes, they might not be able to even afford all of those necessities, which leaves very little to purchase books or resources for their small children. We know that these children are an investment in our future, and we feel that we must take on this responsibility.

**Needs Assessment, Root Cause Analysis, and Concerns**
The Georgia Literacy Needs Assessment Survey for Birth-to-Five was administered to teachers and paraprofessionals. Those results were then reviewed by the District Literacy Leadership Team.

**Birth-to-Five Literacy Needs Assessment Survey Data (see GA DOE for survey questions)**
NA = Not addressed, EM = Emergent, O = Operational, FO = Fully Operation, DN = Did not apply

<table>
<thead>
<tr>
<th>1A</th>
<th>2A</th>
<th>2B</th>
<th>2C</th>
<th>2D</th>
<th>2E</th>
<th>3A</th>
<th>3B</th>
</tr>
</thead>
</table>

**Fannin County: Fannin County Birth-to-Five Initiative**

<table>
<thead>
<tr>
<th>PREK</th>
<th>0</th>
<th>FO</th>
<th>0</th>
<th>O</th>
<th>0</th>
<th>O</th>
<th>FO*</th>
<th>FO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3C</td>
<td>3D</td>
<td>4A</td>
<td>4B</td>
<td>4C</td>
<td>5A</td>
<td>6A</td>
<td>6B</td>
</tr>
</tbody>
</table>

*The survey data indicates that the school is operational or better at this level; however, the District Literacy Leadership Team feels that this is inaccurate, particularly concerning the community outreach efforts thus far. Due to the exceptionally small number of associated surveys with two classrooms of teachers and paraprofessionals, and the misconceptions that exist with a fragmented system, the District Literacy Leadership Team felt that this was simply inaccurate.

**Building Block 1. Engaged Leadership**

*Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Literacy Leadership Team has been established (&quot;The What,&quot; 2012)</td>
<td>Limited leadership infrastructure is in place due to the small size of the program.</td>
</tr>
<tr>
<td>A community literacy coalition was formed with identified stakeholders and now is planning a B-5 Literacy Outreach Program (&quot;The How,&quot; 2012).</td>
<td></td>
</tr>
</tbody>
</table>

**Overarching District Literacy Need Connection: #1**

**Concern:** Results from the survey demonstrate the need for planned leadership with opportunities for organizing, implementing, and sustaining an effective approach for B-5 literacy.

**Root Cause:** The small size of the Georgia Preschool programming in Fannin County has not required a structured leadership arrangement until last year with the addition of the second classroom.

**Current Practices:** A District Literacy Leadership Team has been established to communicate literacy needs and analyze community and school data for children from B-5. The Board of Education began voicing a desire in spring 2017 to reach out to community members to address the lack of B-5 foundational skills.

**Action Plan:**
- Establish a Birth-to-Five Literacy Team that will meet regularly and whose goal is to evaluate current early learning programming and data analysis to make instructional decisions.
- Develop a variety of experiences as well as resources to share with parents and with the community to help further literacy development from birth to five.
- Arrange release time opportunities for preschool teachers to collaborate on a regular basis.
### Building Block One Research Base (see Appendix A for full reference list):


### Building Block 2. Continuity of Care and Instruction

**A. An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The literacy outreach partnership has been established with regularly scheduled meetings with stakeholders from various community organizations.</td>
<td>• The literacy outreach partnership is in its infancy with a limited number of stakeholders.</td>
</tr>
<tr>
<td>• Very limited cooperative professional learning opportunities exist.</td>
<td>• Very limited cooperative professional learning opportunities exist.</td>
</tr>
</tbody>
</table>

**B. A plan is in place to ensure smooth transitions from one school or agency to another.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Structured plans exist to provide smooth transitions into the elementary schools from early learning facilities</td>
<td>• No current process for reaching students who do not attend a Pre-K program until kindergarten registration.</td>
</tr>
<tr>
<td>• Protocols exist for transferring special education students from Babies Can’t Wait into the special education preschool into the appropriate educational setting for kindergarten based on IEP recommendations.</td>
<td>• No current process for reaching students who do not attend a Pre-K program until kindergarten registration.</td>
</tr>
</tbody>
</table>

**C. A plan is in place to connect families to schools and childcare entities.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some community organizations assist families with resources available to them</td>
<td>• No concrete plan exists to connect families to schools and childcare entities.</td>
</tr>
</tbody>
</table>

**D. A plan is in place to connect communities to schools.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recent establishment of a coalition team that includes community stakeholders (particularly from the healthcare fields and family/community services)</td>
<td>• The Limited number of students being served in the system's Georgia Pre-K classrooms limits the opportunity to serve children.</td>
</tr>
<tr>
<td>• Community awareness of research and local strengths and needs is increasing.</td>
<td>• Not all available community assets are being leveraged under the current plan.</td>
</tr>
</tbody>
</table>
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.

### Strengths
- Through an effort led by the school district, Literacy Outreach Program has been developed and approved to deliver resources to families at the hospital (birth), pediatricians (age three checkpoint), and DFACS/Family Connections.
- Developing social media presence provides quick dissemination of information and the promotion of early literacy resources (e.g. links to Ready4KGA to receive free weekly texts)

### Weaknesses
- The plan has been developed and approved, but materials still need to be purchased, and the Literacy Outreach Program will need to be refined and tweaked as we engage in the process.
- All eligible students in the county are not receiving resources (e.g. FERST Foundation is currently serving 420 of 1209 children)

### Overarching District Literacy Need Connection: #3

**Concern:** Many children from birth-to-five in Fannin County do not experience rich language nutrition or access to print as a result of circumstances beyond their control, and these deficits of language will continually impact the lives of these children.

**Root Cause:** In Fannin County, approximately 60% of all students are eligible for free and reduced lunch, which can indicate a lack of resources as well as experiences, and these factors could contribute to a delay of cognitive, social, and/or communication development.

(Chart from Language Nutrition, 2016)

**Current Practices:** A community coalition has been established; a concrete plan has been developed for a Literacy Outreach Program. The Board of Education allocated a small amount of funding to support the start of this outreach initiative. Transitions into kindergarten are provided through the following: visits by principals, academic coaches, and parent liaisons to early learning centers and preschools; kindergarten registration day in April; and kindergarten tour day in May. Transition meetings are held with parents and case managers to help transition students with an Individual Education Plan (IEP) into the appropriate educational setting.

**Action Plan:**
- Price and secure supplies for Literacy Outreach Kits (books, resources, dvds - to record modeling of read aloud strategies, etc. through a collaboration with the early learning pathway and the high school audio visual department)
- Investigate various sources of funding to sustain the Literacy Outreach Program
• Finalize points of contact for distribution
• Determine more ways to provide parents with accessibility to resources and information about the benefits of literacy development through Pre-K
• Advertise timeline for transition activities and enrollment possibilities to increase exposure to early learning opportunities, which research shows can be more significant to low-income children
• Consider adding a community/P-20 representative to expand perspective and possible collaboration


Building Block Three: Ongoing Formative and Summative Assessments

A. The infrastructure is in place for full implementation of screening and diagnostic assessments.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preschool Language Screener (5th ed.) is used to screen every student at Head Start and the Preschool (as well as offered to all county daycares and private preschools)</td>
<td>• No other screenings/diagnostic assessments are currently in use.</td>
</tr>
</tbody>
</table>

B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Constant formative assessments are given for teachers to evaluate student progress.</td>
<td>• No formal protocol exists for using formative assessments or analyzing the data.</td>
</tr>
</tbody>
</table>

C. Summative assessments are used to determine effectiveness of interventions or instructional programs.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Program practices are shared with parents to help foster continuity between home and school learning experiences</td>
<td>• GKIDS summative assessment is not completed until the end of the kindergarten year, so data to drive instruction at the Pre-K level is delayed. • Reflective instructional adjustment is limited by the Pre-K’s two-year life span.</td>
</tr>
</tbody>
</table>

D. Literacy screenings are used to assess readiness of individual children for reading and writing.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
Fannin County: Fannin County Birth-to-Five Initiative

- Data is gathered through the Work Sampling Online (WSO) system.
- Literacy screenings are utilized at the local Head Start, and some of those results are then incorporated into the special education preschool classroom.
- No additional literacy screenings are utilized across the district.

**Overarching District Literacy Need Connection: #5**

**Concern:** Literacy screenings are utilized as part of the tiered intervention process for students identified to enter the special education preschool class via coordination with Head Start and Babies Can’t Wait. However, no literacy screenings are currently utilized in our Bright from the Start Preschool class located in BRES. Data from GKIDS is not available until the end of the following year, and results from the elementary schools demonstrate a distinct need for writing.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
<th>ELA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge Elementary</td>
<td>69.4</td>
<td>60.8</td>
<td>80.3</td>
<td>70.9</td>
<td>69.4</td>
</tr>
<tr>
<td>East Fannin Elementary</td>
<td>79.8</td>
<td>39.7</td>
<td>94.0</td>
<td>69.0</td>
<td>72.8</td>
</tr>
<tr>
<td>West Fannin Elementary</td>
<td>76.5</td>
<td>60.9</td>
<td>77.1</td>
<td>71.0</td>
<td>72.7</td>
</tr>
</tbody>
</table>

**2016 Georgia Kindergarten Inventory of Developing Skills (GKIDS) Data**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
<th>ELA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge Elementary</td>
<td>71.4</td>
<td>56.3</td>
<td>92.4</td>
<td>73.9</td>
<td>70.2</td>
</tr>
<tr>
<td>East Fannin Elementary</td>
<td>82.9</td>
<td>44.2</td>
<td>90.9</td>
<td>78.9</td>
<td>76.8</td>
</tr>
<tr>
<td>West Fannin Elementary</td>
<td>70.6</td>
<td>58.6</td>
<td>75.0</td>
<td>68.0</td>
<td>68.4</td>
</tr>
</tbody>
</table>

**2015 Georgia Kindergarten Inventory of Developing Skills (GKIDS) Data**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
<th>ELA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge Elementary</td>
<td>82.8</td>
<td>58.5</td>
<td>93.2</td>
<td>78.1</td>
<td>78.7</td>
</tr>
<tr>
<td>East Fannin Elementary</td>
<td>80.9</td>
<td>38.0</td>
<td>95.1</td>
<td>80.6</td>
<td>75.8</td>
</tr>
<tr>
<td>West Fannin Elementary</td>
<td>80.0</td>
<td>66.5</td>
<td>86.3</td>
<td>80.2</td>
<td>78.6</td>
</tr>
</tbody>
</table>

**Root Cause:** The special education program has been well-established. Protocols have been fine-tuned through the years; however, the new preschool classroom has only been in existence for two years, and it has had a different teacher both years.

**Current Practices:** The Babies Can’t Wait liaison/speech pathologist administers language screeners. Teachers in Pre-K classrooms currently conduct lessons based on GELDS, and documentation of student performance is continually uploaded into WSO. Appropriate waivers from the Bright to the Start liaison have been obtained so that the county is eligible to utilize grant-required assessments in the preschool program.
Action Plan:

- Research screening and diagnostic instruments used to monitor growth and development and choose tools for possible related interventions
- Establish timeline for screeners and assessments
- Provide professional development on screening and diagnostic assessments
- Determine resources and professional learning needs on specific interventions as indicated by screenings
- Identify quality, research-based professional learning providers
- Design a data plan for analysis and secure professional learning on interpretation
- Utilize data to monitor students’ progress and adjust instructional plan as necessary
- Build technology capacity and instructional technology professional learning
- Implement a protocol for transferring data between schools


### Building Block 4. Best Practices in Literacy Instruction

**A. Instruction is clearly and consistently aligned with GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use the GELDS and student performance on assessments to drive instruction</td>
<td>More professional development for research-based, rigorous literacy instruction would be beneficial.</td>
</tr>
<tr>
<td>Blue Ridge Pre-K utilizes Bright from the Start Curriculum materials</td>
<td>Sparse collaboration/communication between the Blue Ridge Pre-K and Head Start/special education classroom.</td>
</tr>
<tr>
<td>Student progress is monitored for all GELDS, and parents are updated on the progress.</td>
<td></td>
</tr>
</tbody>
</table>

**B. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transparency in grade level expectations</td>
<td>More professional development needed for research-based instructional strategies, with a priority given to phonological awareness, writing, and oral language</td>
</tr>
<tr>
<td>District-wide collaboration about literacy needs</td>
<td>Sparse collaboration/communication between the Blue Ridge Pre-K and Head Start/special education classroom.</td>
</tr>
<tr>
<td>Bright from the Start curriculum integrates print concepts and phonemic awareness with social studies, math, science, and social development</td>
<td></td>
</tr>
</tbody>
</table>
**Fannin County: Fannin County Birth-to-Five Initiative**

- Dig Curriculum by Dr. Feldman and Off to a Good Start curriculum are utilized the first 6 weeks of school, integrating alphabet knowledge, writing, and oral language with the GELDS.

*C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.*

**Strengths**
- Administrators, teachers, and staff all have high expectations for students
- GELDS ensure developmentally-appropriate practice

**Weaknesses**
- Available resources limit student interest appeal
- The use of technology as a tool for student engagement is limited by the small number of iPads available to both programs (3 for a class of 22).
- No online resources with accounts/literacy games at appropriate developmental levels are currently available.

**Overarching District Literacy Need Connection: #1, 2, 4, 5**

**Concern:** Though both classrooms use GELDS, minimal student data analysis negatively impacts instruction.

**Root Cause:** Teachers have not received training on data analysis as a tool to drive instruction.

**Current Practices:** Teachers based lessons on mandated standards and curriculum and monitor student progress toward and mastery of goals. Teachers upload documentation into WSO on a regular basis, and results are shared with parents.

**Action Plan:**
- Provide professional learning for all faculty/staff in age-level standards, research-based strategies, and appropriate practices for differentiation/intervention
- Provide access to standards/curriculum resources to parents and community stakeholders
- Utilize tools to monitor the fidelity of implementation
- Procure differentiated, durable resources and print materials that will appeal to various interests
- Purchasing additional iPads for preschool classrooms
- Provide professional learning strategies related to improving outcomes for students in poverty
- Obtain subscription services that students can utilize at home and at school to provide continuous exposure to print and engagement with literacy

**Building Block Four Research Base (see Appendix A for full reference list):** "Georgia birth-to-age-five literacy plan: The how," 2012; Camilli, Vargas, Ryan, & Barnett, 2010; Keys et al. 2013; National Early Literacy Panel, 2008; Jensen, 2013)
### Building Block 5. System of Tiered Intervention

**A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strong language protocol</td>
<td>• No current protocols exist for academic tiered interventions and progress monitoring.</td>
</tr>
<tr>
<td>• Well-established relationship with Head Start and Babies Can't Wait to identify Tier IV placement</td>
<td>• The speech/language pathologist now completes all progress monitoring.</td>
</tr>
</tbody>
</table>

### Overarching District Literacy Need Connection: #5

**Concern:** Students are probably being missed at the Pre-K level who might benefit from tiered interventions early so that later academic performance impact is reduced.

**Root Cause:** The special education preschool has been in existence long enough that its referral and intervention system has been refined; however, due to the relatively new status of the lottery-funded preschool class housed at Blue Ridge, no real MTSS protocols, particularly for academic needs, are in effect.

**Current Practices:** When a student is identified via the Preschool Language Screener, the speech/language pathologist intervenes twice a month and conducts progress monitoring. If no improvement results, a comprehensive evaluation (motor, social/emotional, cognitive, adaptive, and communication) begins. Pending the results of the evaluation, students may be recommended for special education services, at which time an IEP meeting is arranged with the parents, teachers, and relevant professionals. The plan is formed, and students transition into the special education services.

**Action Plan:**
- Develop protocols for tiered interventions and the referral process
- Provide professional learning opportunities in Tier I research-based strategies
- Obtain resources for tiered intervention
- Utilize monitoring tools to ensure fidelity of implementation

**Building Block Five Research Base (see Appendix A for full reference list):** ("Georgia birth-to-age-five literacy plan: The how," 2012; Schaffer, 2017; “Georgia literacy plan birth-to-five: The what,” 2012)

### Building Block 6. Professional Learning and Resources

**A. Community partners receive professional learning in the development of early literacy.**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A coalition for community literacy outreach has been formed.</td>
<td>• No formal efforts have been made thus far to extend professional learning opportunities to the community at large.</td>
</tr>
</tbody>
</table>
Fannin County: Fannin County Birth-to-Five Initiative

B. In-service personnel receive professional learning in the development of early literacy.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BRES Pre-K participates in PLCs</td>
<td>• Only one elementary school gains the expertise of an early learning teacher in PLCs</td>
</tr>
<tr>
<td>• Bright from the Start Teacher Training</td>
<td>• No professional learning thus far on behavioral interventions and management strategies</td>
</tr>
<tr>
<td>• Mentor teachers provided to new teachers</td>
<td>• Does not currently leverage the professional learning experiences of other early learning providers (e.g. Head Start)</td>
</tr>
</tbody>
</table>

Overarching District Literacy Need Connection: #1, 2, 3, 4, 5

Concern: District early learning teachers and paraprofessionals are not receiving in-depth and sustained professional learning opportunities for curriculum, assessments, relationships, and developmental literacy expectations.

Root Cause: Preschool programming through the school system has been limited in years past, and professional learning was generally considered the domain of just system certified staff.

Current Practices: Teachers participate in curriculum-related professional learning through DECAL; the preschool teacher at Blue Ridge also participates in a school-based PLC.

Action Plan:

• Develop a community awareness campaign
• Survey community partners on topics for professional learning
• Leverage community and P-20 partnership professional learning capacity
• Provide family literacy opportunities
• Research and secure curated professional learning opportunities for research-based, developmentally appropriate early literacy strategies for certified and classified staff


<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment Data (GKIDS, PPVT IV, PALS, WSO)</td>
<td>The Board of Education and community have made B-5 outreach a priority and are committed to funding this effort moving forward. Ongoing job-embedded professional learning and collaboration will develop sustainably developed, rigorous preschool programs (Camilli, Vargas, Ryan, &amp; Barnett, 2010).</td>
</tr>
<tr>
<td>• Number of birth-to-five children served through Literacy Outreach Program</td>
<td></td>
</tr>
<tr>
<td>• Community Stakeholder Representation/Meeting Sign-ins and Agendas</td>
<td></td>
</tr>
<tr>
<td>• TKES Observations/PL Surveys</td>
<td></td>
</tr>
<tr>
<td>• Literacy Observation Checklists</td>
<td></td>
</tr>
</tbody>
</table>
School History

East Fannin Elementary School (EFES) has a rich history of serving the families and students of Fannin County in many capacities. Located in the rural North Georgia Mountains, in the city of Morganton, Georgia, EFES was established as an elementary school in the fall of 1993. The building was originally constructed and operated as a high school from 1955 until 1976. In 1976, East Fannin became a junior high school for 7th, 8th, and 9th graders and remained so until the late 80s. From 1989 to 1992, East Fannin Middle School served grades 6, 7, and 8, before becoming East Fannin Elementary School in 1993. Since that time, EFES has housed grades kindergarten through fifth in a building that many of our current students’ parents and grandparents attended.

The community and faculty surrounding EFES has a lot to be proud of. At the beginning of the 2017-2018 school year, East Fannin was one of only five schools in the state recognized as a Georgia Family-Friendly Partnership School for our efforts in creating a supportive and welcoming environment for students and families. This combined with three consecutive years of earning a five-star CCRPI School Climate rating, and recognition as a PBIS Operational School, the culture and family atmosphere makes this school a pleasure for staff members and students to work and learn in.

East Fannin is one of three elementary schools in the Fannin County School District. We are classified as a Title I school, and serve the highest percentage of economically disadvantaged students, with a free and reduced lunch rate of 70.1%. The current student enrollment is approximately 390 students. Our student demographics include 93% white, 4% Hispanic or Latino, and 1% Asian, two or more races, and American Indian or Alaska Native. 11% of our student population qualifies for special education services, 6% are in the gifted program, and less than 5% receive ESOL support.

Administrative and Teacher Leadership Team

The administrative team at EFES includes the principal, Mr. Mathew Price, and assistant principal, Mrs. Andrea Crump. Operating under the mission “Developing Young Futures...Learning for Tomorrow, TODAY,” the administrative team is focused on supporting all staff members and students to achieve their highest potential. EFES takes pride in involving parents and community members, and valuing feedback received from all stakeholders through shared leadership responsibilities with school faculty and the School Governance Team (SGT).

EFES has several committees involved in decision-making efforts. The School Improvement Team (SIT) focuses on improvement planning through data analysis, goal setting, and collaborates with grade level teams to communicate and implement changes. The Literacy Team is comprised of general education teachers from each grade level, a special education teacher, the media specialist, the academic coach, and school administrators.

Community Assets

East Fannin utilizes many volunteer community members through efforts coordinated by our parent liaison and individual staff members. Special projects, monthly Club Day partners, grade level STEM activities, EFES Family Nights, and other events occur throughout the year drawing master gardeners, retired educators, Blue Ridge Kiwanis, Rotary dictionary donations, and other
involved community members. The Fannin County Recreation Department and Milestones Daycare provide transportation to offer after school care for our students. As a Charter System, EFES’s School Governance Team is also an active and vital partner for school advisory and decision-making.

**Past Instructional Initiatives**

In the past five years, EFES has consistently and successfully implemented district initiatives including PBIS, an increased focus on STEM projects, co-teacher academics, utilizing instructional technology, and applying for the GA Family-Friendly Partnership Award. Currently, professional learning communities are forming in response to the Georgia Professional Standards Commission (GaPSC) requirements for educator certification.

**Current Instructional Initiatives**

Improving foundational reading and numeracy skills have been a primary focus for the staff at EFES this school year. In kindergarten, first, and second grades, a new foundational core reading program has been implemented this school year. Phonological awareness and phonics deficits have been identified in grades K-3 using the Informal Decoding Inventory (Walpole, McKenna, & Philippakos, 2011). Small group differentiated resources and lessons from *How to Plan Differentiated Reading Instruction* (Walpole & McKenna, 2017) have been implemented to address these deficits. Diagnostic assessments in numeracy have also been utilized to plan instruction for students receiving interventions in mathematics, all of which align directly with the ELA and mathematics focus in East Fannin’s 2017-2018 School Improvement Plan (SIP).

**Individual school professional learning needs**

Review of multiple information sources provided a clear picture for the EFES Literacy Team to discuss and determine the professional learning needs for all certified and classified staff members. The following determinations were made using formative and summative student achievement data (e.g. GKIDS, GA Milestones, iReady reading and math, progress monitoring data, etc.), the GA Literacy Survey, EFES’s current School Improvement Plan (SIP), community statistics (e.g. poverty, abuse, homelessness), classroom observations, and CCRPI data.

Professional Learning Needs:

- Writing Development and Instruction (Gallagher, Woodworth, & Arshan, 2015)
- Disciplinary Literacy Practices (Shanahan & Shanahan, 2014)
- Building Foundational Reading Skills (Foorman, et al., 2016)
- Developing Family-School-Community Partnerships Focused on Academics (Sheldon, 2003)
- Social, Emotional, and Cognitive Development (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)
- Best Practices in Digital Literacy (Dooley, Ellison, Welch, Allen, & Bauer, 2016)
- Effective Professional Development and Professional Learning Communities (PLCs) (Darling-Hammond, Hyler, & Gardner, 2017)
East Fannin Elementary School (K-5) Literacy Plan

- Evidence-Based Practices for Reading Development (Pressley & Allington, 2015)

**Need for an L4GA Project**

The need for a L4GA Project at East Fannin was determined by a combination of multiple data sources. Our teachers and administrators responded to the Georgia Literacy Plan Needs Assessment survey, formative and summative student achievement data was reviewed, and the School Improvement Plan (SIP) in conjunction with the district's 2017-2018 Comprehensive Needs Assessment (CNA) were all considered when determining our strengths and areas for improvement. With this information our EFES Literacy Team identified root causes and current literacy practices before researching evidence based strategies to improve on each building block and overall literacy instruction.

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Building Block 1: Engaged Leadership** | - EFES has a newly developed Literacy Team with representatives from each grade level, as well as administration and support staff members.  
- Four of six grade levels currently have 90 minutes or longer for literacy instruction.  
- Grade levels meet often and communicate well as a team with administration through meeting minutes.  
- Personnel is utilized in all subject areas through paraprofessional support. | - EFES has a new administrative leadership, which has limited opportunities to participate in professional learning with the new school leaders.  
- English Language Arts (ELA) instructional minutes vary from grade level to grade level, leaving some grades with fewer than 90 minutes in literacy instruction.  
- Professional learning in disciplinary literacy practices were not evident and many teachers feel that the shared responsibility for literacy instruction is not currently pervasive in the school culture.  
- Effectively integrating literacy instruction in all content areas is an area where improvement is needed.  
- Community involvement does not currently focus on improving literacy skills. |

**Building Block 1: Engaged Leadership**

**Concern:** Instructional minutes and disciplinary literacy practices are inconsistent as a whole.
**Root Cause:** The school culture has not established the shared responsibility of literacy instruction from all faculty members.

**Current Practices:** The EFES Literacy Team is working to identify and address literacy concerns. Some professional learning opportunities have been offered to enhance instructional practices. Administrators and staff members regularly review student data and plan for improvement.

**Action Steps:**
- Provide professional learning for all staff members that develops consistent evidence based instructional practices in all areas of literacy instruction.
- Increase support through coaching and identifying teacher leaders to capitalize on staff members’ strengths.
- Increase instructional time in ELA and develop procedures to improve consistency within grade levels as well as vertically from K-5.
- Focus grade level, committee, and faculty discussions to reflect literacy goals and progress.
- Develop a plan to increase community involvement in school and district literacy efforts.

**Sustainability:** Utilizing job embedded professional learning, funding from L4GA, Title, and local sources, as well as building community partnerships, will help create a shared responsibility in which all stakeholders collaborate to improve literacy in the school and community.

**Measurable Outcomes:** Utilizing multiple formative and summative assessment data sources (e.g. Ga Milestones, DIBELS Next, Reading Inventory) will help EFES determine if an increased focus on community involvement and disciplinary literacy in all content areas is making a positive impact on student achievement.

**Building Block One Research Base (see Appendix A for full reference list):** (Morrow & Gambrell, 2015; Sheldon, 2003; Taylor, Pearson, Clark, & Walpole, 1999)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Block 2: <strong>Continuity of Instruction</strong></td>
<td>• An identified need to improve foundational reading skills initiated core curriculum changes in K-2 and the addition of supplemental needs based phonics instruction.</td>
<td>• Collaborative teams are often restricted to grade level meetings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A core reading program is not utilized in grades 3-5.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The K-2 core program has some identified gaps in instruction and standards alignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Outside agencies are not utilized for literacy efforts.</td>
</tr>
</tbody>
</table>

**Building Block 2: Continuity of Instruction**
**Concern:** The lack of a standards-based comprehensive core reading program in all grade levels develops inconsistencies in literacy strategies, expectations, and best practices for Tier I instruction. Georgia Milestones student performance data identifies vocabulary, comprehension, and written expression as the primary areas of concern.

**Root Cause:** Due to limited funds and time, teachers have few opportunities for vertical K-5 planning, consistent professional learning, and shared responsibilities for ELA instruction in all content areas.

**Current Practices:** Needs based instruction in literacy is provided in some content area classes, a foundational core reading program is in use, and funds are utilized for supplemental supports.

**Action Steps:**
- Extend professional learning opportunities for all content area teachers and support staff.
- Provide additional time for the development of Professional Learning Communities (PLCs) that focus on district and school literacy goals.
- Concentrate training on evidence-based practices over programs.
- Increase digital and print text availability for all subject areas and grade levels.
- Increase access to technology for research, composing writing, reading, and responding to text.
- Improve Tier I instruction through established grade level expectations and materials aligned to the rigor established in the Georgia Standards of Excellence (GSE).

**Sustainability:** Ongoing support from administrators and the school Literacy Team combined with job embedded professional learning and PLCs, will concentrate efforts in the areas where literacy reform is needed the most. Grant funds will be utilized to purchase engaging materials for literacy instruction, attend and contract L4GA training focused on research based strategies, and involving community partners to support literacy initiatives throughout the community.

**Measurable Outcomes:** EFES faculty will analyze student achievement data to determine the effectiveness of literacy efforts, communicate PLC topics through shared meeting minutes and redelivery of information to grade levels, and utilize observation tools for classroom instruction.

**Building Block Two Research Base (see Appendix A for full reference list):** (Darling-Hammond, Hyler, & Gardner 2017; Dooley, et al., 2016; Brock, Goatley, Raphael, Trost-Shahata, & Weber, 2014; “Elementary Writing Practice Guide,” 2012)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Formative and Summative Assessments</td>
<td>Common assessments in reading are given three times per year in grades K-5. Informal Decoding Inventories have been utilized as a diagnostic assessment for the identification of phonics deficits. Differentiated phonics</td>
<td>Georgia Milestones End of Grade assessments in 3-5 have identified a need for improvement in writing, vocabulary, and reading comprehension. Widespread deficits in foundational reading skills make it difficult for students to</td>
</tr>
</tbody>
</table>
### Building Block 3: Ongoing Formative and Summative Assessments

**Concern:** EFES utilizes assessment data to support student achievement, but lacks consistent protocols for data analysis and formative tools for assessing writing.

**Root Cause:** Time for data analysis is often limited to grade level teams and prevents problem solving and collaborative decision-making as a faculty.

**Current Practices:** EFES uses many tools for assessment. MAP and iReady online assessments provide universal screening, benchmarking, and progress monitoring for all students. The IDI and DIBELS Next progress monitoring in phoneme segmentation fluency, nonsense word fluency, and oral reading fluency are also utilized for MTSS students.

**Action Steps:**
- Develop evidence-based protocols for consistent analysis of student performance data and grading practices.
- Schedule time for school-wide data analysis.
- Provide professional learning support to train teachers and school leaders in the use of assessments to guide instructional decision-making and develop teacher-created assessments.
- Continue using a variety of assessments to inform instruction.
- Encourage students to set goals and take ownership of their individual progress.
- Communicate academic growth and achievement with parents and guardians.
- Students will set goals and conference with teachers about their progress.

**Sustainability:** Through the support of professional learning, established protocols for data review, and the utilization of grant funds to purchase assessment tools, EFES will develop a culture that is proactive in providing targeted support and enrichment for all students.

**Measurable Outcomes:** DIBELS Next, Reading Inventory, Georgia Milestones, writing screeners, and diagnostic assessment data will be used to plan effective instruction based on student needs and to support student mastery of the GSE for each grade level.
### Building Block Three Research Base (see Appendix A for full reference list): (Aptorp, Harlacher, Klute, & Reale, 2017; Hamilton, et al., 2009; Marzano, 2017)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 4: Best Practices in Literacy Instruction | - Implementation of a core ELA program in K-2  
- Student data is analyzed regularly to monitor progress and make instructional decisions.  
- Increased focus on providing professional learning in the areas of writing instruction and utilizing technology effectively  
- Increased literacy support in content area classes  
- Training classified personnel to provide instructional support | - Evidence-based literacy practices are not consistent in grades K-5  
- 3-5 teachers lack curricular materials to develop a vertical standards-aligned scope and sequence  
- Instructional literacy blocks are not long enough to support balanced literacy instruction in all grade levels.  
- Availability of text and digital resources limit student access to high-interest authentic reading materials. |

### Building Block 4: Best Practices in Literacy Instruction

**Concern:** The consistent implementation of best practices to support Tier I literacy instruction across all grades and content areas.

**Root Cause:** Historically professional learning has been centered around programs used in ELA classrooms. Teachers and support personnel have limited access to engaging text resources (e.g. book room, classroom libraries) and training experiences that focus on best-practices in literacy instruction.

**Current Practices:** Teachers in all grade levels utilize a variety of resources and text to provide literacy instruction to EFES students. A core program in K-2 creates a consistent framework for teaching foundational reading and writing skills. Students in MTSS received additional support in identified areas of need, and growth is monitored for intervention effectiveness.

**Action Steps:**
- Monitor and support the implementation of the core reading program in K-2.
- Provide evidence-based strategy training that supports Tier I practices in reading and writing instruction in all grade levels and across all content areas.
- Increase the volume of text availability for all students to support balanced literacy practices and support learning content area concepts.
- Improve instruction through the development of data analysis protocols to analyze student writing and reading achievement of grade-level GSE standards.
- Increase time in the ELA instructional block and support literacy practices in the content areas.
- Improve alignment and standards-based instruction in grades 3-5 with the implementation of a core ELA program.
**Sustainability:** Increasing time for explicit evidence-based literacy instruction in all grade levels, with an expanded focus on incorporating reading and writing in the content areas, will help students improve learning outcomes in all subjects. Ongoing job embedded professional learning for certified and classified staff members to sustain best practices for teaching and supporting literacy skills are essential for building success and continuing improvement. Purchasing quality reading materials, resources, and technology will also provide the necessary support for implementation.

**Measurable Outcomes:** By utilizing formative, summative, and diagnostic assessments student data and trends will be analyzed frequently to determine if learning outcomes are consistent with established literacy goals. Classroom observations, TKES evaluations, and resources utilized in classrooms will also help determine effectiveness.

**Building Block Four Research Base (see Appendix A for full reference list):** (Foorman, et al., 2016; Gallagher, Woodworth, & Arshan, 2015; Pressley & Allington, 2015; Taylor, Pearson, Clark, & Walpole, 1999; Walpole & McKenna, 2004)

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 5: System of Tiered Intervention (MTSS) for All Students | ● MTSS protocols are in place, updated annually, and available to all staff members.  
● Formative assessments and progress monitoring guide instruction and intervention selection.  
● District level MTSS involvement provides additional implementation support.  
● Instructional time and paraprofessional support are maximized to meet the needs of the most at-risk student populations.  
● Parents are well-informed and involved in decision making for students in the MTSS process.  
● Adequate staffing and support provides flexibility for Tier 4 instruction | ● Data teams are limited to grade level teams.  
● Over 20% of students are identified as struggling learners, and higher needs limit the impacts of interventions.  
● Tracking students in Early Intervention Program (EIP) classrooms and/or ability grouping concentrates at-risk populations making it difficult to maintain grade level expectations and provide necessary remediation.  
● Intervention support staff availability varies based on scheduling.  
● Tier 3 interventions are often limited in scope and implementation.  
● Special education and male students are identified as lower performing subgroups in ELA |

**Building Block 5: System of Tiered Intervention (MTSS) for All Students**

**Concern:** High numbers of students require additional remediation and support across grade levels. This makes it difficult for many students to understand grade level content and for teachers and
support staff to meet their growing needs in the area of literacy. High achieving students are often not provided the same level of support through enrichment as struggling students are through remediation. Students with disabilities, economically disadvantaged, and males have been identified as the most at-risk subgroups.

**EFES Georgia Milestones Grades 3-5 - ELA 2017**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>82</td>
</tr>
<tr>
<td>ED</td>
<td>88</td>
</tr>
<tr>
<td>Non ED</td>
<td>76</td>
</tr>
<tr>
<td>SWD</td>
<td>82</td>
</tr>
<tr>
<td>Non SWD</td>
<td>69</td>
</tr>
<tr>
<td>Males</td>
<td>81</td>
</tr>
<tr>
<td>Females</td>
<td>63</td>
</tr>
</tbody>
</table>

**Root Cause:** Tier I instruction is not currently effective in providing the support necessary for 80% of students to achieve grade level literacy expectations.

**Current Practices:** Students in the MTSS process are regularly progress monitored based on individual needs that align to the instructional interventions they receive. Many staff members are dedicated to providing needs based instruction for struggling readers.

**Action Steps:**

- Work collaboratively with community partners and parents to support the district’s Birth to Five initiative for kindergarten readiness.
- Identify students considered at-risk early and quickly remediate foundational reading skills.
- Provide professional learning to help teachers, paraprofessionals, and school leaders to diagnose and correct reading difficulties.
- Improve identification and remediation for struggling writers.
- Improve Tier I instruction through professional learning focused on scaffolding, supporting, and enriching grade-level literacy expectations identified in the GSE for all learners.
- Implement evidence-based strategies for effective Tier I instruction in all content areas.
- Use data to determine materials and supports needed to improve outcomes for all students and subgroups with specific needs.

**Sustainability:** Through professional learning opportunities, increased resources for literacy instruction, and utilizing community assets, EFES will strive to improve Tier I instruction in order to reduce the number of students who need intervention to remediate literacy skills. Working collaboratively with all instructional staff members will also allow targeted evidence-based strategies to provide a continuum of supports for Tier II, III, and IV students, addressing individual needs.

**Measurable Outcomes:** Improvements in the MTSS process will be directly monitored through student achievement as measured by ongoing comprehensive assessments. Observations will focus
East Fannin Elementary School (K-5) Literacy Plan

on the use of targeted strategies and explicit resources to remediate literacy deficits.

| Building Block Five Research Base (see Appendix A for full reference list): | (Brown-Chidsey & Steege, 2005; Foorman, et al., 2016; Gersten, et al., 2009; Shanahan & Shanahan, 2014; Wright, 2007) |

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Building Block 6: Improved Instruction through Professional Learning** | ● A mentor program is in place for new teacher support.  
● A variety of professional learning opportunities are available to certified staff members.  
● Classified staff members have worked in teams with the academic coach to provide professional learning in differentiated phonics instruction. | ● The majority of professional learning has been focused specifically on reading programs in place of practices.  
● Classified staff members need additional support to effectively assist teachers and provide remedial instruction for students.  
● Professional learning in the area of literacy has often been limited to ELA teachers.  
● Utilizing a wide range of core programs and supplemental supports in the school and across the district makes it difficult to provide professional learning that is relevant and effective for all staff members. |

**Building Block 6: Improved Instruction through Professional Learning**

**Concern:** Professional learning is inconsistent and becomes non-transferable as instructional programs change. Inconsistencies in instructional supports make it difficult to plan school and district learning experiences that will be implemented with fidelity.

**Root Cause:** Professional learning based solely on programs over best practices in literacy instruction lack sustainability. Certified and classified staff members need expanded learning opportunities to support all areas of literacy instruction. Limited funds make it difficult to provide the training necessary for all staff members to positively impact literacy instruction.

**Current Practices:** Teachers in K-2 are receiving coaching support through Superkids Reading. Scheduled Data Days allow teams to analyze practices and make adjustments based on student needs.

**Action Steps:**
● Seek quality professional learning opportunities that support evidence-based literacy instruction (e.g. L4GA Institutes, Comprehensive Reading Solutions, Disciplinary Literacy, literacy consultants).
● Identify model classrooms and provide instructional coaching support and resources for certified and classified staff members.
● Integrate technology training with best practices in literacy instruction to support digital learners.
● Provide disciplinary literacy professional learning to support literacy in all content areas.
● Utilize a wide range of online and face-to-face professional learning supports to provide relevant tiered professional learning that aligns with the School and District Literacy Plans, EFES School Improvement Plan, and District Comprehensive Needs Assessment.
● Engage in an ongoing analysis of professional learning needs through the analysis of student data, classroom observations, TKES standards, etc.

**Sustainability:** After the conclusion of the grant period, EFES will continue to utilize strategies gained through professional learning and resources purchased with L4GA funds. Other sources of funding (e.g. Title I and II-A, SPLOST, local, and state) will allow for new teacher training, assessment uses, replacing resources, and PLC goals and coaching support will remain focused on continuous improvements to literacy in all content areas.

**Measurable Outcomes:** Professional learning extended to all staff members and content area teachers will allow comprehensive changes in all areas of instruction. Literacy improvements will be evident throughout EFES by means of classroom observation, TKES data, CCRPI data, student achievement and growth in all subjects, surveys, and community involvement.

**Building Block Six Research Base (see Appendix A for full reference list):** (Darling-Hammond, et al., 2017; Durlack, et al., 2011; Gorski, 2013; Hierck & Williams, 2015; Jensen, 2013; Payne, 2010)
School History

Blue Ridge Elementary is located in Blue Ridge, Georgia, and is one of three elementary schools currently serving K-5 students in Fannin County. Established in 1893 by the Methodist Episcopal Church as The Blue Ridge Institute, the school operated as a three-year high school before closing in 1899. The school reopened in 1901 as Blue Ridge School, an independent public school, serving students from the city of Blue Ridge ages seven through seventeen. In 1955, the construction of two high schools in Fannin County allowed Blue Ridge School to begin operating as Blue Ridge Elementary. Additions to the facilities over the years include two classroom wings, a new lunchroom and gym, and a STEM lab. All were constructed to accommodate increased enrollment and allow Blue Ridge Elementary to continuously provide quality education for all students.

Blue Ridge Elementary is a Title I school and currently serves 449 K-5 students. 64% of Blue Ridge Elementary students receive free or reduced lunch. Blue Ridge Elementary also has the highest percentage of Fannin County elementary special-needs students with disabilities (SWD). The SWD population is served using a variety of self-contained, resource, and co-taught settings. Additional programs at Blue Ridge Elementary ensuring student success at all levels include Early Intervention (EIP), ESOL (English Language Learners), and ALPHA (gifted/advanced).

<table>
<thead>
<tr>
<th>Total # of Students</th>
<th>Male</th>
<th>Female</th>
<th>Gifted</th>
<th>SWD</th>
<th>EIP</th>
<th>ESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>449</td>
<td>232 (52%)</td>
<td>217 (48%)</td>
<td>27 (6%)</td>
<td>66 (15%)</td>
<td>45 (10%)</td>
<td>8 (2%)</td>
</tr>
</tbody>
</table>

In 2016, Blue Ridge Elementary became the first elementary school in Fannin County to house a state-funded Pre-Kindergarten program which presently serves 22 age-four children.

Administrative and Teacher Leadership Team

Led by a professional and qualified administrative team consisting of a principal and assistant principal, Blue Ridge Elementary maintains a 100% “Highly Qualified” status for 31 certified teachers and additional certified staff. The principal and assistant principal are instrumental in their support of all other leadership opportunities at Blue Ridge Elementary. The current BRE School Improvement Team is comprised of the administrative team, an academic coach, teacher leaders from each grade level, support personnel, paraprofessionals, and a parent representative. The school improvement team meets monthly to review current data and to support curriculum, quality of instruction, and overall student success.
A School Governance Team was put in place in 2015 to develop and encourage the involvement of community members as educational leaders and decision makers. In 2016, Blue Ridge Elementary expanded leadership opportunities for faculty to include school-wide vertical Professional Learning Communities which meet monthly with a collaborative goal to increase student achievement in every content area.

**Past Instructional Initiatives**

Blue Ridge Elementary has upheld a strong commitment to student achievement through collaboration of leadership and the use of instructional strategies and educational programs which support academic and personal growth. Blue Ridge Elementary instructional initiatives have included CCGPS instructional frameworks, academic coaching, augmented EIP models, the Pyramid of Intervention, a fundamental research-based K-5 program for reading instruction, Thinking Maps, and after-school tutoring in Math and ELA for 3-5 students. Educational software and programs also used include STAR Reading and Math, Accelerated Reader, Accelerated Math, AIMSweb, Education City (K-2), Reading Eggs (K), NewsELA (3-5), BrainPop, Teachtown, and the Georgia Online Assessment System. Blue Ridge Elementary also provides social, emotional, and behavioral support receiving a five-star CCRPI climate rating while functioning as a PBIS emerging or operational school for three academic years.

**Current Instructional Initiatives**

Blue Ridge Elementary continues to strive for excellence in instructional practices with the belief that students who learn to read in grades K-2 and read to learn in grades 3-5 will be successful in all content areas. To support this belief, several past initiatives have continued with the addition of current Georgia Standards of Excellence, *Daily 5* Balanced Literacy instruction in several classrooms, changes to MTSS interventions and progress monitoring strategies, and implementation of Professional Learning Communities for each discipline.

**Individual School Professional Learning Needs**

Blue Ridge Elementary is blessed with a wonderful faculty and staff who continuously support the individual needs of students in any way they can. At the beginning of the 2017-2018 school year, Professional Learning Communities in each content area completed a root/cause analysis and needs assessment regarding current instructional practices. PLC and BRE School Improvement teams reflected on these findings along with the analyzation of student data and the district Comprehensive Needs Assessment (CNA) to determine school-wide improvement goals. Continual discussions among administration and further reflection among grade-level teams indicated the need for specific school-wide literacy goals and professional development in literacy to support the following:
• Current evidence-based instructional strategies across all content areas for the inclusion of balanced literacy practices.
• Flexible, evidence-based instructional models to support K-5 reading and writing skills.
• Coaching for certified and classified staff to sustain consistent literacy instruction.
• Analyzation of student data.
• Utilization of assessments and grading procedures.

Need for an L4GA Project

The primary focus of Blue Ridge Elementary School is the improvement of student learning. Reading and writing are fundamental skills that must be developed in order for students to be successful in all content areas and reach their highest academic potential. Close examination of BRES data by our various teams shows Blue Ridge Elementary students often demonstrate growth on classroom assessments and progress monitoring but have little or no achievement of reading and writing standards at grade level. Review of performance on Georgia Milestones EOG ELA assessments also shows a significant gap in the achievement of reading and writing skills for many students, including those receiving services through special education. We have a great need for consistent implementation of research-based literacy practices across content areas, as well as professional development opportunities which will assist teachers as they support all students and strive to increase confidence in reading and writing.

Needs Assessment, Root Cause Analysis, and Concerns

Certified staff members were asked by administrators to complete the electronic Georgia Literacy Plan Needs Assessment in order to assess the strengths and weaknesses of overarching literacy instruction at Blue Ridge Elementary School. The recently developed BRES Literacy team met after responses had been collected to analyze and discuss the outcomes of the six building blocks.

Blue Ridge Elementary Literacy Team

<table>
<thead>
<tr>
<th>April Hodges- Principal</th>
<th>Sarah Adams- Pre K Teacher</th>
<th>Capprice Young- 1st Grade Teacher</th>
<th>Kelly Castro- 5th Grade Social Studies Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gini Bell- Assistant Principal</td>
<td>Crystal Walden- Pre K Para</td>
<td>Ashley Tamberino-2nd Grade Teacher</td>
<td>Susan Carnahan- 5th Grade ELA Teacher</td>
</tr>
<tr>
<td>Ashley Brisbay- Sp. Ed.</td>
<td>Karen George- K Teacher</td>
<td>Emily Adams- 4th Grade ELA Teacher</td>
<td>Angie Whitener- Paraprofessional</td>
</tr>
</tbody>
</table>

School-wide literacy strategies and practices were also examined through additional review of content area root/cause analyses conducted by Professional Learning Communities. Based on the information received, the teams identified the following needs and concerns:
Building Block 1: Engaged Leadership

Overarching District Need #1

<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 1: Engaged Leadership | ● Administrators seek out, research, and secure professional learning opportunities in literacy for certified faculty.  
● A literacy leadership team has been formed with scheduled meeting dates set.  
● A daily literacy schedule has been solidified for each grade level.  
● Administration seeks literacy participation through community opportunities. | ● Professional learning opportunities are not currently extended to classified staff.  
● A leadership team has been formed but has yet to effect change regarding evidence-based literacy practices.  
● Disciplinary literacy instruction does not occur across each content area.  
● There is inconsistent delivery of GSE and balanced-literacy instruction. |

Concern: Results show that Blue Ridge Elementary faculty have an understanding of GSE but do not have a shared approach for consistent use of best practices.

Root Cause: Literacy instruction is not optimized in all content areas to promote reading comprehension, writing competency, and communication skills.

Current Practices: A K-5 Literacy Team has been established to assess school needs, determine instructional priorities, and support a vision for lifelong learning through literacy.

Action Steps:
● Provide ongoing professional development for the Literacy Team and increase coaching for teachers to support evidence-based instructional methods across all content areas.
● Examine current literacy practices to ensure school-wide utilization of evidence-based strategies and programs which align with GSE.

Sustainability:
● Professional development and coaching in all areas of study to support evidence-based literacy inclusion through grade-level unit mapping and literacy mini-lessons.
● Adjustment of administrator walkthrough template to ensure literacy practices are evident in all content areas and reinforce student development of literacy skills.

Measurable Outcomes:
● Unit maps that include evidence-based literacy instruction, GSE-aligned formative and summative assessments, and data-reflection instruments.
● Literacy data from administrator walkthroughs shared with staff each quarter.

Building Block One Research Base (see Appendix A for full reference list): (“What is Evidence-Based,” 2018; “Roles and Responsibilities,” 2018; Foorman, Kosanovich, & Smith, 2017; Morrow & Gambrell, 2015)
### Building Block 2: Continuity of Instruction

**Concern:** 2017 GA Milestones assessment data indicate a significant gap between reading and writing achievement with many 3rd-5th grade students demonstrating marginal growth in the domains of language and writing.

<table>
<thead>
<tr>
<th></th>
<th>Grade 3 69 students tested</th>
<th>Grade 4 73 students tested</th>
<th>Grade 5 66 students tested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Status-</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below Grade Level</td>
<td>24 students (35%)</td>
<td>25 students (34%)</td>
<td>16 students (24%)</td>
</tr>
<tr>
<td>Reading/Vocabulary -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remediate</td>
<td>38 students (55%)</td>
<td>37 students (50%)</td>
<td>35 students (53%)</td>
</tr>
<tr>
<td>Writing/Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Remediate</td>
<td>41 students (59%)</td>
<td>50 students (68%)</td>
<td>46 students (69%)</td>
</tr>
<tr>
<td>Narrative Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-0 points</td>
<td>8 students (12%)</td>
<td>7 students (8%)</td>
<td>7 students (11%)</td>
</tr>
<tr>
<td>Narrative Writing-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>point</td>
<td>42 students (60%)</td>
<td>40 students (55%)</td>
<td>41 students (62%)</td>
</tr>
<tr>
<td>Extended Writing-0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>points</td>
<td>9 students (13%)</td>
<td>4 students (5%)</td>
<td>0 students (0%)</td>
</tr>
<tr>
<td>Extended Writing-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>point</td>
<td>11 students (15%)</td>
<td>13 students (18%)</td>
<td>15 students (23%)</td>
</tr>
</tbody>
</table>
Building Block 2: *Continuity of Instruction (continued)*

**Root Cause:** Limited joint reading and writing instruction fostered by a literacy-rich environment encouraging a connection between concepts of print, effective writing skills, and college/career readiness.

**Current Practices:** Implementation of various literary, informational, and foundational tasks and processes centered on K-5 English Language Arts GSE.

**Action Steps:**
- Explore evidence-based language arts programs and methodology which support the correlation between reading and writing skills.
- Develop common expectations across all content areas regarding student proficiency of literacy skills.
- Increase stakeholder participation in literacy activities designed to encourage lifelong learning through family involvement, connections to early learning providers, and community partnerships.

**Sustainability:**
- Implement weekly writing-across-the-curriculum opportunities using a balanced-literacy instructional design to engage students in making literacy connections.
- Celebrate student success in a variety of ways which engage stakeholder support of literacy instruction and achievement.
- Implement a school-wide continuum to increase language and writing proficiency and ensure common expectations.

**Measurable Outcomes:**
- Master schedule supporting a balanced-literacy instructional design in K-5 ELA classrooms.
- Grade-level schedule demonstrating weekly writing opportunities across the curriculum.
- School calendar inclusive of student celebrations for literacy achievement.
- Record of stakeholder and community involvement and support for literacy initiatives.
- School-wide literacy continuum.

**Building Block Two Research Base (see Appendix A for full reference list):** ("Elementary Writing Practice Guide," 2012; Bolinger et al., 2012; Brock, Goatley, Raphael, Trost-Shahata, & Weber, 2014; Kiefer, LeCourt, Reid, & Wyric, 2018)
## Building Block 3: Ongoing Formative and Summative Assessments

### Overarching District Needs #1, 5B

#### Concern:
Results show that Blue Ridge Elementary lacks consistent balanced-literacy assessment strategies and cohesive school-wide expectations.

#### Root Cause:
A variety of measures are used by grade-levels teams, but a balance of formative and summative assessments is not evident across all content areas.

#### Current Practices:
Blue Ridge Elementary currently utilizes the Fannin County district-wide grading policy.

#### Action Steps:
- Examine evidence-based formative and summative balanced-literacy assessment strategies.
- Develop and implement consistent school-wide grading procedures and literacy assessments designed to improve student learning and drive instruction.
- Provide training for staff members on the role of assessment in learning, the creation of balanced-literacy assessments, as well as application of data to inform and guide literary teaching practices.

#### Sustainability:
- Ongoing coaching for all staff to increase use of balanced-literacy assessments and ensure assessment data is applied when planning literacy instruction.
- Refine school-wide grading procedures in Professional Learning Community meetings which reflect the district grading policy.
- Scheduled collaboration for all grade levels to support the examination and implementation of evidence-based literacy assessment strategies.

#### Measurable Outcomes:
- Two opportunities per school year for classified and certified staff development or collaborative planning in the area of formative and summative literacy assessment.
- Student growth on end-of-year benchmarks as outlined by district reading assessments, as well as student growth in grades 4-5 on GA Milestone EOG ELA assessment.

---

**Building Block Three Research Base (see Appendix A for full reference list):** Apthorp, Harlacher, Klute, & Reale, 2017; Hamilton et al., 2009; Marzano, 2006; Marzano, 2017)
<table>
<thead>
<tr>
<th>Topic and Need</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Building Block 4: Best Practices in Literacy Instruction                       | ● All students receive literacy instruction through reading/language arts GSE.  
● All students participate in a scheduled daily ELA block.  
● Teachers work to maintain interest and engagement as students progress through the day. | ● Literacy instruction rarely moves beyond GSE to encourage achievement at higher levels.  
● There is a lack of explicit vocabulary instruction and of writing experiences.  
● Professional learning opportunities are needed for collaboration among general-education teachers, special-education teachers, and paraprofessionals. |

| Overarching District Needs # 1, 2, 4                                           | K-2  
75 minutes                                                                 | 3-5  
50 minutes                                                                 |

**Building Block 4: Best Practices in Literacy Instruction**

**Concern:** Instructional tasks are designed to meet GSE with little emphasis placed on daily vocabulary and writing for all students or a challenging learning environment directed toward all readers and writers.

**Root Cause:** Not all grade level ELA blocks have 90-120 minutes devoted to balanced-literacy instruction.

**Current Practices:** All students participate in a minimum of 50 minutes of reading and language arts instruction each school day provided in the least restrictive environment.

**Action Steps:**

- Conduct collaborative peer reviews of instructional lessons and tasks to ensure reading, writing, vocabulary development, and critical thinking are evident in all content areas and are appropriate for all student levels.
- Elicit student and stakeholder support in the development of school-wide literacy goals that are audible and visible in the school environment.

**Sustainability:**

- Increase the amount of cross-curricular exposure dedicated to literacy instruction.
- Provide gifted certification opportunities to enhance instruction for advanced students.
- Examine the literacy needs of all learners during monthly PLC to provide optimal support.

**Measurable Outcomes:**

- Master schedule supporting 90-120 minutes of balanced-literacy instruction.
- Additional minutes added to teacher planning schedule for bi-weekly collaborative review.

**Building Block Four Research Base (see Appendix A for full reference list):** (Boushey & Moser, 2014; Callison et al., 2010; Foorman, 2016)
### Building Block 5: System of Tiered Intervention (MTSS) for All Students

**Concern:** Review of MTSS data is frequently conducted by leadership, but teacher involvement in data analysis, intervention decisions, and progress monitoring techniques are often limited.

**Root Cause:** Blue Ridge Elementary does not have a schedule for review of MTSS data, and a core MTSS team has not been determined.

**Current Practices:** Teachers and staff follow MTSS guidelines provided in district and school protocols. All students participate in formative screenings three times per year.

**Action Steps:**
- Solidify an MTSS team which includes a variety of representatives.
- Establish a consistent schedule for review of data to make informed decisions regarding instructional interventions and to evaluate student progress within each tier of support.

**Sustainability:**
- Utilize a system that includes recurrent data review by an established MTSS team.
- Implement data-review schedule by grade level teams for daily planning of Tier I literacy instruction and interventions.
- Build Tier II and Tier III strategies to supplement intervention resources and programs.

**Measurable Outcomes:**
- Decrease the percentage of students in MTSS through fluid movement between Tiers.
- Student growth on K-5 ELA district benchmarks and 3-5 GA ELA Milestones achievement.

**Building Block Five Research Base (see Appendix A for full reference list):** (Compton et al., 2009; Dombeck, Foorman, Garcia, & Smith, 2016; Schaffer, 2017)
### Building Block 6: Improved Instruction through Professional Learning

**Overarching District Needs #1, 2, 3, 4, 5**

- District and school-wide mentoring programs support new teachers.
- Professional development opportunities are provided for all certified staff.

**Weaknesses**

- Certified staff receive little or no support beyond instructional programs coaching to develop a “tool box” of disciplinary literacy strategies.
- Classified staff have minimal opportunities to participate in literacy professional development.

---

**Concern:** Certified staff participate in professional development opportunities each year, but not all are literacy based or provide balanced support for teachers who struggle with ELA content and literacy implementation.

**Root Cause:** Minimal funds are available for literacy coaching and quality literacy consultants.

**Current Practices:** Certified staff are required to participate in at least one or more individual professional development opportunities each school year. School-wide development is also provided.

**Action Steps:**

- Conduct separate needs-assessment surveys for certified and classified staff to establish areas of need for professional development in literacy.
- Discuss results of certified and classified staff surveys with PLC teams and prepare a professional development timeline based on the greatest areas of need.
- Provide ongoing professional development promoting quality, rigorous literacy instruction for all levels of learners.
- Initiate school-wide dialogue regarding the effects of student attendance and how to engage students living in poverty.

**Sustainability:**

- Literacy-based professional development and balanced support for all staff regarding ELA content and literacy implementation to ensure school-wide utilization of evidence-based strategies and programs aligned with GSE.

**Measurable Outcomes:**

- School, district, and state student assessment data.
- PL logs reflecting opportunities for all staff to participate in literacy learning.
- PLC agendas and minutes documenting attendance and student poverty discussions.

**Building Block Six Research Base (see Appendix A for full reference list):** (Gorski, 2013; Hierck & Williams, 2015; Jensen, 2013)