

Application: Troup County The West End Center B5

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000117
Last submitted: Feb 10 2020 04:05 PM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Troup County School System

District Contact Information

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

Grant Fiscal Agent MOU

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

[TroupCountyFiscalAgentMOU.pdf](#)

Filename: TroupCountyFiscalAgentMOU.pdf **Size:** 441.1 kB

GaDOE Conflict of Interest and Disclosure Policy

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

[TroupCountyGaDoeConflictofInterestandDisclosurePolicy.pdf](#)

Filename: TroupCountyGaDoeConflictofInterestandDisclosurePolicy.pdf **Size:** 1.8 MB

Previous Grantee

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

L4GA - Year 2 of implementation

Growing Readers

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

yes

Get Georgia Reading

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

L4GA 2019 Full Application

Completed - Feb 10 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

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

All files uploaded files should be .pdf.

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

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

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

15 Points

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

[TroupCountyNarrative.pdf](#)

Filename: TroupCountyNarrative.pdf **Size:** 471.3 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

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

10 points

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

LEA office support for grant management.

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

Ability of the LEA to adequately administer the funding.

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

Controls for spending should be pointed out.

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

[TroupCountyMgmtPlan.pdf](#)

Filename: TroupCountyMgmtPlan.pdf **Size:** 276.2 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

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

10 points

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

B-5

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

Analysis of:

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

K-12

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

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[TroupCountyNeedsRoot.pdf](#)

Filename: TroupCountyNeedsRoot.pdf **Size:** 1.2 MB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[TroupCountyProjGoals.pdf](#)

Filename: TroupCountyProjGoals.pdf **Size:** 3.9 MB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

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

10 points

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

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

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

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

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

[TroupCountyDataAnalysis.pdf](#)

Filename: TroupCountyDataAnalysis.pdf **Size:** 822.2 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyPL.pdf, ex.

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

10 points

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

Plan for engaging LEA-Partners with Professional Learning offerings:

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

[TroupCountyPL.docx.pdf](#)

Filename: TroupCountyPL.docx.pdf **Size:** 74.5 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

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

10 points

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

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

Notes:

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

Examples of strategies, human resources, or instructional resources:

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

[TroupCountyResources.pdf](#)

Filename: TroupCountyResources.pdf **Size:** 64.8 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

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

unscored

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

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

Notes:

Unallowable Expenditures

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

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

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

[TroupCountyBudget.pdf](#)

Filename: TroupCountyBudget.pdf **Size:** 60.0 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[TroupCountyAppendix2.pdf](#)

Filename: TroupCountyAppendix2.pdf **Size:** 778.8 kB

[TroupCountyApendix1.pdf](#)

Filename: TroupCountyApendix1.pdf **Size:** 774.1 kB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	West End Learning Center
System ID	741
School ID	0001

Non-traditional Grade Configuration

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

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

No

Level

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

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

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

Number of Certified Teachers in School

1

Number of Paraprofessionals or Teaching Assistants in School

5

Principal or Director

Name	Oberian Geter
Position	Owner/Director
Email	oberian@bellsouth.net
Phone	706-637-0401

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[TroupCountyTheWestEndCenterLitPlan](#)

Filename: TroupCountyTheWestEndCenterLitPlan.pdf **Size:** 109.9 kB

Center Literacy Plan for The West End Center

School History

The West End Center opened in 1973 serving children ages 6 months to 7 years; offering care to infants, toddlers, preschool age children, and elementary after-school students. The center is in the process of becoming Quality Rated as a commitment to continuous improvement in the quality of care given to children and families. The goal of The West End Center is to provide children a safe environment to thrive and grow in by establishing enrichment and development projects and programs between the youth and the community.

The West End Center provides care for approximately 24 children and is open Monday-Friday from 6:00 AM to 5:30 PM. Focusing on the mission to create lasting, positive change in the lives of the children and families in the Hogansville community and surrounding area is a top priority. The center is credited with consistently having children ready for school.

Leadership and Literacy Teams

West End Center Literacy Team	
Name	Position
Oberian Geter	Owner, Director
Betty Brown	3-5 YR old teacher
Mavis Chapman	Center Board Member
Christa Perry	TCSS, Coordinator of Elem. Ed.
Kim White	Director of PK-12 Curriculum

PK-5 Literacy Team Coordination of Comprehensive Literacy Instruction

The Literacy Team at The West End Center will meet twice a month to evaluate attendance, behavior, and other data and make decisions that will impact the growth of each child while encouraging a partnership with families. The team will also communicate literacy initiatives and goals and work to ensure all staff members have the materials needed to implement the GELDS effectively. Establishing and communicating the literacy vision of the center is a critical goal of this team. Through the shared decision-making process, the team and staff will work to enhance the language and literacy growth of children and families which will impact all learning outcomes.

The Literacy Team will also work to coordinate targeted professional learning and/or coaching. This will begin with ensuring there is a full understanding of the GELDS and how they support children's individual rates of development and approaches to learning. This practice will also guide teachers in providing quality learning experiences and create a universal language for all stakeholders in regards to the learning and development of children.

Coordination of Community Activities

Promoting early learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders; learning sessions and events will be scheduled to support language and literacy in the home. Hogansville Elementary, Georgia Foster Grandparents Program, and Troup County School System collaborate with The West End Center in an effort to support the literacy initiative and growth of the whole child. Continuing these and building other community partnerships through United Way, Success By Six, and Get Troup Reading will

enable consistent instructional practices, expectations, and language in all aspects of a child's life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as PALS and PPVT4 will be used to launch, monitor, and improve implementation of the L4GA Grant. These measurement tools will be used to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the centers's needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Instructional resources and support services will also be evaluated to ensure the needs of all students are met in an effort to improve school readiness. Students who need literacy interventions or acceleration, will then be identified based on data gathered. It is critical that we strengthen processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by center and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of instructional feedback will also be utilized in the monitoring process.

Current Instructional Initiatives

- Using GELDS to drive instruction

School Professional Learning Needs

- Social Emotional and behavior support
- Evidence based delivery strategies
- Language Nutrition
- SEE-KS Training

Need for L4GA Funding

- Literacy Facilitator to support teachers with program implementation
- Professional learning to strengthen implementation of current and future literacy initiatives
- Wrap around support services for students
- Materials and resources to enhance language and literacy (digital and print)
- Technology for after-school program
- Enrichment opportunities for students

- Parent Resource Center

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

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

c. **Remedies for Nondisclosure**

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

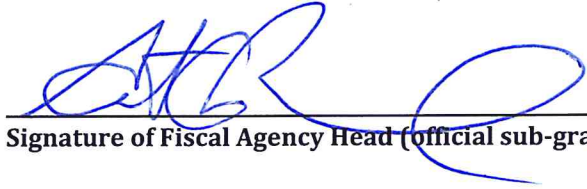
If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action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

III. **Incorporation of Clauses**

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

Conflict of Interest & Disclosure Policy

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



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


Scott A. Burckbuchler, PhD., Chief Financial Officer
Typed Name of Fiscal Agency Head and Position Title

February 10, 2020
Date

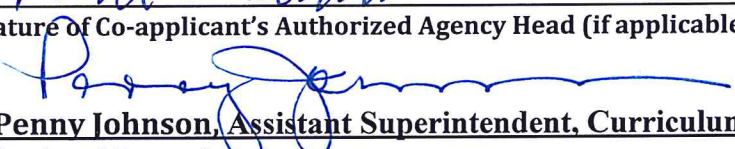
Signature of Applicant's Authorized Agency Head (required)

Dr. Brian Shumate, Superintendent of Troup County School System
Typed Name of Applicant's Authorized Agency Head and Position Title

February 10, 2020
Date



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



Dr. Penny Johnson, Assistant Superintendent, Curriculum Instruction and Professional Learning
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

February 10, 2020
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Tracie Hill


Position/Title of Fiscal Agent's Contact Person: Accounting Coordinator

Address: 100 N. Davis Rd, Building C

City: LaGrange, GA Zip: 30241

Telephone: (706) 812-7900 Fax: (706) 883-1534

E-mail: hillta@troup.org


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

Scott A. Burckbuchler, Ph. D

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

February 10, 2020

Date (required)

Professional Learning Needs

Professional development plays a critical role in the sustainability of instruction. Teachers in Troup County School System are experiencing the impact of students’ inability to read on grade level and access standards at an appropriate level. The success of any intervention and implementation of a program is ongoing professional learning.

The objectives of professional learning will be to improve student achievement by supporting teachers in utilizing evidence-based literacy practices and how to create and sustain a collaborative professional learning environment that fosters student achievement. Troup County’s professional development will equip teachers to assist students in meeting and exceeding proficiency in each content area through cross curricular literacy skills. Training will include teachers, administrators, paraprofessionals, and, if appropriate, pupil services personnel, parents, and community partners.

Professional Learning Plan for B-12					
Aligned Professional Development	Outputs/Outcomes	Student Population	Evidence Base	Monitoring	Supports Needed
Utilizing data to drive instruction and intervention	Improve teacher's ability to identify the specific instructional focus to meet individual student needs. Improve the selection of instructional strategies and improvement in student progress. (formative and summative assessment data, Assesslets, Reading Inventory)	PreK-12	https://files.eric.ed.gov/fulltext/ED506645.pdf	Building level leadership, Elementary and Secondary Grant Administration, School Literacy Team	On-site Coaching, Mentoring

Troup County School System: Professional Learning Strategies Identified on the Basis of Documented Need

<p>Provide training and coaching support for teachers on using texts in ELA and disciplinary areas to include: building wide knowledge and vocabulary, designing text sets, supporting readers with grade level texts, high quality discussions, text based writing, and research in content areas.</p>	<p>Improve teacher instructional strategies and student learning outcomes. (student achievement data, graduation/retention rates, observation notes, consultant feedback, and TKES)</p>	<p>3-12</p>	<p>Cracking the Common Core: Choosing and using texts in grades 6-12</p>	<p>Project Director, Elementary and Secondary Coordinators, Birth to 12 Literacy Facilitators, School Literacy Team, building administrators</p>	<p>GaDOE, West Georgia RESA, hired consultants</p>
<p>PLCs (utilizing DuFour strategies)</p>	<p>Ensure student learning, creating a school culture that is focused on collaboration, and a school wide commitment to student success. (Collaborative Planning Notes, student formative and summative data, lesson plans)</p>	<p>K-12</p>	<p>http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx</p>	<p>Building level leadership, Elementary and Secondary Grant Administration, School Literacy Team</p>	<p>Hired consultant, On-site Coaching, Mentoring</p>
<p>Recruit and employ three literacy facilitators (birth to 5,</p>	<p>Improve teacher instructional strategies and student learning outcomes (student achievement data, graduation/retention rates, consultant</p>	<p>Birth to Grade 12</p>	<p>http://getgeorgiareading.org/four-pillar-framework/teacher-preparation-effectiveness/</p>	<p>Project Director, Elementary and Secondary Coordinators, C and I Directors, Literacy facilitators, school</p>	<p>Success by Six, DECAL, Quality Care for Children, Get Troup Reading,</p>

Troup County School System: Professional Learning Strategies Identified on the Basis of Documented Need

<p>K-5, and 6-12) to provide training, coaching support, modeling, and instructional resources for Birth-12 teachers.</p>	<p>feedback, observation notes, TKES)</p>			<p>administrators and school literacy teams.</p>	<p>GaDOE, West Georgia RESA</p>
<p>Standard deconstruction and backwards design planning</p>	<p>Improved planning and standards alignment for more rigorous and relevant instructional strategies. Improved development of district and building level common assessments. (achievement data, TKES, observation notes)</p>	<p>K-12</p>	<p>https://files.eric.ed.gov/fulltext/EJ795704.pdf</p>	<p>Building level leadership, Elementary and Secondary Grant Administration, School Literacy Team</p>	<p>On-site Coaching, District Curriculum Coordinators</p>
<p>Continue teacher training around literacy instruction to include: phonological awareness, phonics, differentiated reading, shared reading, interactive read-alouds, writing, and disciplinary literacy</p>	<p>Improve teaching strategies for teachers and learning outcomes for students (achievement data, consultant feedback, observation notes, TKES)</p>	<p>K-5</p>	<p>http://getgeorgiareading.org/four-pillar-framework/teacher-preparation-effectiveness/</p>	<p>Project Director, Elementary and Secondary Coordinators, Literacy Facilitator (K-5), school based administrators, school literacy teams</p>	<p>West Georgia RESA, GaDOE</p>
<p>Provide LETRS training for teachers</p>	<p>Improve teacher instructional strategies and student learning outcomes. (student achievement data,</p>	<p>B-5 (all teachers), B-12 (Exceptional Ed. and</p>	<p>http://www.keystoliteracy.com/wp-content/pdfs/orc-genlit/Knowledge%20of%20foundations%20for%20teaching.pdf</p>	<p>Project Director, Elementary and Secondary Coordinators, Birth to 12 Literacy</p>	<p>Hired consultants, District Curriculum Coordinators</p>

Troup County School System: Professional Learning Strategies Identified on the Basis of Documented Need

<p>that would provide them with background knowledge about the science of reading, in order to fully support literacy instruction, language development, and provide individualized support for students who struggle with learning to read.</p>	<p>graduation/retention rates, observation notes, consultant feedback, and TKES)</p>	<p>Intervention Teachers)</p>		<p>Facilitators, School Literacy Teams, building administrators</p>	
--	--	-------------------------------	--	---	--

Professional development will be provided through contracted services in order to ensure proper implementation of new curriculum and evidence based instructional strategies. In order to help build sustainability within the district, content/grade level trained teachers will re-deliver training to new staff members as part of the new teacher mentoring program. The training with external providers also serves to equip instructional specialists, assistant principals, and principals with the skills necessary to monitor teacher progress and program implementation Purposeful monitoring and intentional planning will allow the district to sustain funding benefits through district and school based leadership.

Professional Learning Communities and content collaborative teams will meet weekly to evaluate and discuss formative and summative academic data. Vertical planning teams, will meet quarterly within their schools, to discuss and ensure that planned instructional strategies correspond with standard alignment. These teams will utilize student data to make instructional decisions that will improve the academic success of students. In addition, these teams will also dialogue about their progress with new evidence- based instructional strategies and work to ensure all team members have the knowledge needed to implement the curriculum effectively.

Section 5- Assessment Data

Troup County Assessment Data Analysis Plan PK-12					
Assessment	Grade Level	Purpose/Administration	Skill/Content Area	Frequency	Analysis
PALS	Pre-K	Purpose: Screener to assess foundational reading skills Administration: One-on-one	Foundational Reading Skills	Three times per year	Teachers and data teams analyze data to determine students' specific areas of instructional need. This information drives instruction.
PPVT4	Pre-K	Purpose: To identify possible learning disabilities Administration: Elementary and Secondary Coordinator, school administrators	Receptive language, verbal abilities	Two times per year	Results are analyzed by teachers and data teams to inform instruction and determine interventions. Data is used to ensure our language deficient students are provided language rich experiences.
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	Kindergarten	Purpose: To provide ongoing diagnostic information about students' developing skills Administration: Teacher observation or assessment activity	Seven domains of learning: ELA, math, social studies, science, approaches to learning, personal/social development, motor skills	Throughout the year	Teachers use GKIDS as a formative and summative tool to assess learning. It is one tool used by teachers to determine 1st grade readiness. Teachers collaborate in teams and with administrators to differentiate instruction and support student learning.
Dibels Next	K-3rd	Purpose: A set of measures designed to assess the acquisition of early literacy and reading skills. The measures are used to measure literacy development, but can also be utilized as a predictor of later reading proficiency. Administration: Online or paper/pencil as needed	Phonics, reading	Three times per year	Data is analyzed by teachers, data teams, and school administrators to inform instruction. Specific areas of need are determined so that differentiated groups and interventions can be targeted to better meet the needs of students. District leaders analyze data for patterns to determine curriculum and/or professional learning needs of the district.
HMH Reading Inventory	K-12th	Purpose: A reading inventory to assess foundational reading skills (phonological awareness, letter-word identification, word attack skills) and reading comprehension (Lexile level) Administration: Online administration	Reading	Three times per year	Results are analyzed by the district leadership, school leadership, school content teams, and individual teachers. Analysis includes proficiency, growth, demographic proficiency, and demographic growth at the classroom, grade level, school, and district level. This data is also shared with Get Troup Reading! Leadership and data team members track growth and brainstorm strategies to strengthen grade level reading.

Troup County School System: Assessment/Data Analysis Plan

Assesslets	3rd-5th, 6th-9th	Purpose: To determine content mastery Administration: Online, paper/pencil as needed	3-8 Math, Writing; 9th Literature and American Literature	Writing- two times per year Math-once per year	Teachers and data teams analyze data to determine students' specific areas of instructional need and to determine if they are reaching mastery. This information drives instruction.
Georgia Alternate Assessment (GAA)	K-8th and 11th: students with significant cognitive disabilities	Purpose: Alternate assessment used to show growth throughout the year Administration: Portfolios of student work are assembled by teacher and scored by rubric	ELA, math, science, social studies- depending on grade level	Throughout the year	Exceptional Education teachers, building level administrators, and district level administrators collaborate to review students' portfolios during the year before final submission.
ACCESS (ELL only)	K-12th students who have been identified as English Language Learners (ELLs)	Purpose: Screener to monitor students' progress in acquiring academic English Administration: Paper test for Kindergarten students, online or paper for 1st-12th graders	English/Language Proficiency Levels (listening, speaking, reading, writing)	Annually	EL teachers use the ACCESS results to monitor progress and determine student eligibility for English language support programs. EL teachers collaborate with grade level teachers, teams, and administrators in analyzing student progress from year to year.
Common Assessments	1st-12th	Purpose: Benchmark/Outcome Administration: Online, with the exception of 1st and 2nd grade	1st and 2nd: ELA, math 3rd-12th: ELA, math, science, social studies	Quarterly	Common assessment data is analyzed at the classroom, school, and district level. Reports include standard analysis, item analysis, standard progression, performance data, and other custom reports as needed. Teachers, grade level teams, and administrators use data to measure students' understanding of essential standards to help guide instruction.
Georgia Milestones Assessment System (GMAS)	3rd-12th	Purpose: Outcome & Diagnostic Administration: Online or paper/pencil as needed	3rd, 4th, 6th, 7th : ELA, math 5th and 8th: ELA, math, science, social studies 9th-12th- EOC courses: 9th grade Lit, American Lit, Algebra, Geometry, Biology, Physical Science, US History, Economics	3rd-8th: Annually 9th-12th: at the completion of each of the 8 EOC courses	GMAS data is analyzed at the teacher, grade level, school, and district level. Data is disaggregated by demographic, special program, SES sub-groups, as well as by school and teacher. Multi -year data is analyzed to determine trends and cohort performance.
PSAT	Optional: 7th, 8th, 9th, 11th, ALL 10th	Purpose: Screener & Diagnostic Administration: Online or paper/pencil as needed	Critical reading, math, writing skills	1 time per year	Scores are reported to the TCSS and shared with families.

Troup County School System: Assessment/Data Analysis Plan

Accuplacer	9th-12th	<p>Purpose: Placement into college level classes for Move On When Ready</p> <p>Administration: Online or paper/pencil as needed</p>	Reading, math, writing	Throughout the year as needed	Scores are analyzed by college level administrators to determine acceptance into college level courses.
AP (Advanced Placement Exams)	9th-12th	<p>Purpose: Obtaining college credits</p> <p>Administration: Online or paper/pencil as needed</p>	Variety of high school courses	Once per year per course	This data is analyzed by teacher, by school, and at the district level.

Data Analysis Plan:

Teachers and administrators need to be trained to determine patterns of student achievement and how to apply research based strategies for differentiation and interventions, address subgroup performance rates, and refine curriculum misalignment issues. Tier IV teams need to learn how to utilize assessment results to write accommodations for students' individualized learning plans that allow students to access grade level curriculum, unless adaptive curriculum is appropriate.

Data that supports Academic Success:

- Attendance and behavior data is collected and analyzed monthly at the district and school level. This data is shared with community agencies through the Troup County Juvenile Justice System.
- Community promoted vision/hearing screeners are used in an effort to better meet the needs of students and detect vision and hearing issues. The district works with the Rotary Club, United Way, Troup County Strategic Planning, and Star Pupil to implement vision screenings for Pre-K and second grade students.
- Language, Dyslexia, and Social/Emotional Engagement Screeners will be utilized to identify potential reading, language, and engagement issues. This will be done in an effort to intervene before achievement and behavior issues become detrimental to children.

Resources to Support Academic Success

- **Babies Can't Wait** works collaboratively with TCSS to identify and serve children in the community before they enter school.
- **Preschool Multi-Tiered System of Support (MTSS)** is currently being evaluated and re-designed. Student referrals for the MTSS process are based on teacher input and student screeners. Early intervention is critical to becoming proactive with student needs.

Resources Lacking in the Community:

- **Transportation-** Troup County does not have a public transportation system. This is problematic for economically disadvantaged families.
- **Mental health resources-** A district coordinator for Social/Emotional Health was hired 18 months ago to assist with supporting families with mental health care needs. She works with local agencies to provide therapy to students. However, there are not enough mental health providers to meet the needs of TCSS students.

- **Housing-** There are not adequate housing options available for the range of family incomes. Several community groups work collectively to address these concerns, however, more support is needed for families in need of housing.
- **Respite Care-** Troup County, currently, has no respite care facilities to accommodate families with special needs children and aging adults.
- **Foster Family Services-** Troup County is in dire need of foster families to provide care to children who have been removed from their homes.

Data Related to Other Outcomes and School Readiness:

Foundations of School Success	Not Yet Assessed		Not Yet Demonstrated		Emerging		Developing		Demonstrating		Exceeding	
	SY19	SY20	SY19	SY20	SY19	SY20	SY19	SY20	SY19	SY20	SY19	SY20
Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	3%	0%	11%	12%	15%	17%	28%	25%	44%	46%	**	**
Engages in independent activities and continues tasks over a period of time.	2%	0%	5%	4%	16%	22%	31%	30%	46%	44%	**	**
Uses senses to observe, classify, and learn about objects and environment.	3%	0%	10%	7%	**	**	38%	43%	49%	49%	**	**
Performs fine motor tasks that require small-muscle strength and control.	3%	0%	8%	4%	**	**	34%	35%	56%	61%	**	**
Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	2%	0%	6%	7%	**	**	39%	30%	52%	63%	**	**
Independently follows rules and routines.	2%	0%	8%	8%	**	**	42%	39%	48%	53%	**	**
Plays cooperatively with a few peers for a sustained period of time.	3%	0%	4%	5%	**	**	33%	26%	61%	69%	**	**

English Language Arts	Not Yet Assessed		Not Yet Demonstrated		Emerging		Developing		Demonstrating		Exceeding	
	SY19	SY20	SY19	SY20	SY19	SY20	SY19	SY20	SY19	SY20	SY19	SY20
Listens and differentiates between sounds that are the same and different.	3%	0%	9%	9%	10%	17%	22%	21%	57%	53%	**	**
Recognizes and names some upper case letters of the alphabet.	2%	0%	7%	12%	16%	16%	15%	16%	22%	20%	38%	35%
Recognizes and names some lowercase letters of the alphabet.	2%	0%	8%	13%	15%	17%	18%	17%	22%	18%	35%	35%
Tracks words from left to right, top to bottom, and page to page.	3%	0%	12%	16%	18%	20%	25%	24%	43%	40%	**	**
Draws pictures and copies letters and/or numbers to communicate.	3%	0%	17%	9%	**	**	41%	42%	39%	49%	**	**
Listens to and follows multi-step directions.	3%	0%	7%	7%	18%	16%	31%	34%	41%	42%	**	**
Uses spoken language that can be understood with ease.	3%	0%	4%	3%	5%	6%	29%	20%	58%	70%	**	**
Uses writing tools.	3%	0%	5%	5%	**	**	33%	28%	58%	67%	**	**

Birth to Five Needs

Developmentally Appropriate Curriculum and Instruction	PL Provided to Teachers and Directors	Family Engagement Strategies	Leadership Effectiveness	Other Whole Child Supports	Coordination with K-12
<p>There are no adopted curriculums for birth to Pre-K for the daycare centers. TCSS uses Creative Curriculum for Pre-K. The program is so old that many parts are missing. All B-5 locations use the GELDS to drive instruction in their classrooms.</p>	<p>Tiny Treasures day care reported that teachers have participated in a great deal of PL through a previous DECAL grant to train teachers on enhancing language skills and early literacy. West End Daycare PL has been limited. PL is an on-going effort of TCSS. More coaching and support is needed in Pre-K, as well as in their infant and toddler rooms to assist teachers with literacy instruction, language nutrition, behavior modification, and family supports.</p>	<p>This is an area of weakness for all birth to five environments. There are few resources in the center. There are some supports for parents with small lending libraries and parent liaisons in the elementary schools. However, funds are needed to support family engagement to include a need to use the internet for job applications, tax returns, etc. Families also need initial/additional access to therapy services.</p>	<p>The leader skills vary widely from center to center and school to school. Continued professional learning is needed to support early reading skills and behavior modification for students.</p>	<p>Funds are needed to support some extra-curricular activities such as fine arts, sports, and interest clubs. Support is also needed in the area of behavior, especially the PK students.</p>	<p>Day care centers currently coordinate with Franklin Forest and Ethel Kight, current L4GA schools in the Lagrange High zone. The day care centers also coordinate with Hogansville, Clearview, and Callaway Elementary. The TCSS Transportation Department provides transportation to and from both Callaway zone daycares and they both work with the schools to ensure that students are ready for PK and K.</p> <p>The TCSS PK program works in conjunction with the K-5 programs in the elementary schools. Joint professional learning experiences, vertical and horizontal planning, and data analysis helps to ensure the coordination between PK and kindergarten to first grade specifically. The language and early reading experiences in PK help students to be more prepared to enter kindergarten.</p>

K-12 Needs:

3rd Grade ELA - Proficient and Above			
	16-17	17-18	18-19
Troup County School System	24%	26%	35%
Berta Weathersbee Elementary	11%	2%	5%
Callaway Elementary	26%	24%	26%
Clearview Elementary	17%	15%	15%
Hogansville Elementary	13%	13%	28%
West Point Elementary	9%	20%	35%

4th Grade ELA - Proficient and Above			
	16-17	17-18	18-19
Troup County School System	33%	32%	33%
Berta Weathersbee Elementary	7%	8%	9%
Callaway Elementary	27%	41%	31%
Clearview Elementary	14%	20%	27%
Hogansville Elementary	21%	16%	6%
West Point Elementary	30%	19%	32%

5th Grade ELA - Proficient and Above			
	16-17	17-18	18-19
Troup County School System	30%	32%	38%
Berta Weathersbee Elementary	2%	15%	10%
Callaway Elementary	27%	28%	44%
Clearview Elementary	23%	17%	18%
Hogansville Elementary	30%	25%	25%
West Point Elementary	33%	34%	33%

6th Grade ELA- Proficient and Above			
	16-17	17-18	18-19
Troup County School System	28%	25%	32%
Callaway Middle School	27%	23%	28%
Long Cane Middle School	29%	29%	32%

7th Grade ELA - Proficient and Above			
	16-17	17-18	18-19
Troup County School System	25%	24%	25%
Callaway Middle School	20%	20%	23%
Long Cane Middle School	25%	23%	27%

8th Grade ELA - Proficient and Above			
	16-17	17-18	18-19
Troup County School System	33%	30%	34%
Callaway Middle School	30%	17%	31%
Long Cane Middle School	36%	36%	39%

9th Grade Literature - Proficient and Above			
	16-17	17-18	18-19
Troup County School System	44%	40%	55%
Callaway High School	40%	41%	54%

American Literature - Proficient and Above			
	16-17	17-18	18-19
Troup County School System	41%	33%	33%
Callaway High School	26%	30%	35%

Overall, district ELA scores continue to lag behind the state average and have remained generally stagnant over three years, with the exception of third and fifth grade. For every gain, there is a loss. The glaring issue is the gap between economically disadvantaged and economically advantaged subgroup data which also divides the district racially. Subgroup data for exceptional education students reflects the same gap in achievement. English Learner scores are dependent on the school. Gifted students are performing about the same as their same aged peers.

Past Instructional Initiatives:

- Rigor, Relevance, and Relationships
- District curriculum maps, pacing guides, and benchmark assessments
- Phonics with Purpose Program
- Accelerated Reader
- Academic coaches

Current Instructional Initiatives

- Read 180 and System 44
- Differentiated reading framework, materials, and coaching for K-5
- Foundations Phonics and decodable readers with professional learning
- Phonological awareness curriculum
- Professional learning to scaffold grade level access to texts
- Growing Readers and Reading Endorsement cohorts through West Georgia RESA (PK-12).
- Summer/Saturday/after school and Performance Learning Center for grade band transitions, remediation, credit recovery, and test preparation

Identification of Students for Intervention

Students are identified for interventions based on the following data sets:

- The Reading Inventory
- The Phonics Inventory
- The Foundational Reading Assessment
- Foundations Unit Assessments
- Running Reading Records
- Assesslets for Writing
- GRASP for literacy
- Oral Reading Fluency Assessment (DIBELS)
- Word Knowledge Inventory
- Report card/progress reports
- Graduation progress
- Phonological Awareness Skills Test (PAST)

<u>Root Causes:</u>
The root cause of limited literacy progress:
· Incoherent curriculum for Tier I instruction
· Limited teacher knowledge on strategies for scaffolding student access to grade level texts
· Ineffective interventions and resources in Tiers II-IV
· Incoherent curriculum for gifted learners
· Lack of curriculum for special education students.
· Limited exposure to grade level curriculum for special education students (more co-teaching is needed)
· Inconsistent instruction across schools for EL students
· Ineffective strategies for working with economically disadvantaged and minority students
· Lack of phonics instruction for multiple years
· Inefficient strategies for dealing with behavior issues
· Undiagnosed language and reading issues resulting in behavior issues
· Persistent frustrations from reading “dysteachia” experienced by students
· Insufficient instructional strategies for supporting disciplinary literacy instruction
· Inefficient unwrapping of Georgia Standards of Excellence
· Lack of knowledge around Georgia Milestones Assessment System construction and requirements
· Inconsistent understanding of teaching to mastery and the level of rigor required by the standards

Efforts have been made over the last two years to address the root causes addressed above. The current system L4GA grant has allowed for the collaboration between the community and school district to support birth to five programs in area day care centers. Several community groups are working to coordinate efforts under the Get Troup Reading Campaign. As a result, community members, the school system, and local day care centers participated in a Get Troup Reading Summit on February 8, 2020. These efforts began a larger conversation within in the community on how to support children and families, especially birth to three, with language nutrition, knowledge and vocabulary access, and quality early learning programs. Much work is needed to address the needs of the community’s young children.

The TCSS Pre-K program has focused more on early reading skills such as phonological awareness and preparation for reading. For the last year, the district has partnered with Emory Autism Center and local mental health care providers to assist with behavior modification strategies and to provide therapy for students and families. A large portion of the behavior modification training has been focused on Pre-K and K teachers and students. Behavioral problems are the most reported issues from the elementary schools and day care centers.

Troup County School System: Establish Need

Language deficits in young children may be at the root of those complaints. There needs to be conversation around those topics and intervention strategies.

For K-2 curriculum, a new phonics program, Foundations, has been adopted with an expected extension into third grade next year to add morphology study. Foundations teaches encoding, decoding, spelling, handwriting, and vocabulary. The district paired the program with decodable readers that follow the scope and sequence of Foundations for first grade, but there are more resources needed for kindergarten and second grade. The district has also worked to train teachers on building wide knowledge and vocabulary. Much training and work is needed to fill in the gaps at all levels of the Tiers.

Work has begun to improve outcomes for middle and high school through professional learning around text sets and building disciplinary knowledge, vocabulary and writing skills, but there are many needs to be addressed for students to achieve college and career proficiency. There is a great need to expand the work that has begun across the district.

Coordination with Community Organizations

- KIA Motors Manufacturing Georgia- provides A World In Motion (AWIM)
- Troup County Center for Strategic Planning- supports literacy and work force development.
- Troup Family Connection Authority- leads Troup Get Reading
- United Way of West Georgia- provides books to birth to five students.
- Rotary Club- provides books to TCSS Pre-K classrooms
- Juvenile Court- supports student literacy within the district
- LaGrange College and Point University- provide interns to schools
- West Georgia Technical College- collaborates with high schools on dual enrollment
- Communities in Schools- partners with TCSS to support literacy.
- Boys & Girls Club of West Georgia- provides after school care and literacy support for students
- Get Troup Reading!- coordinates the birth to eight initiatives in Troup County
- Star Pupils- provides vision screenings for Pre-K students

Implementation Plan Proposed for Funding

Efforts have been made over the last two years to address the root causes outlined in section 3. The current system L4GA grant has allowed for the collaboration between the community and school district to support birth to five programs in area day care centers. Several community groups are working to coordinate efforts under the Get Troup Reading Campaign. As a result, community members, the school system, and local day care centers participated in a Get Troup Reading Summit on February 8, 2020. These efforts began a larger conversation within in the community on how to support children and families, especially birth to three, with language nutrition, literacy access, and quality early learning programs. A more concerted effort on the part of the school district and community will be made to provide training to early learning centers and families on preparing students for school. In addition, the district and community will collaborate to improve access to needed basic care services such as health care, food, and housing. Additional collaboration and coordination among the various community resources is needed to identify missing and overlapping services for children and families.

The TCSS Pre-K program has begun to focus on early reading skills such as phonological awareness needed in preparation for reading. For the last year, the district has partnered with Emory Autism Center and several mental health providers to assist with behavior modification strategies and provide therapy for students and families. A large portion of the training has been focused on Pre-K and K teachers and students. The system is planning to utilize language, dyslexia, and social/emotional engagement screeners to identify students that need interventions prior to entering kindergarten. These screeners and interventions will also be used to determine possible root causes of student behavior issues. The district is looking to merge services to support students with unidentified disorders and/or social-emotional engagement issues with the current behavior modification efforts.

In SY13 approximately 16% of Troup County's kindergarten and first graders were retained in grades K-1. The rationale for the large retention rate was that students come to school unprepared to learn to read. The gap begins at birth with nutrition, healthcare, and birth weight, and widens by age three around language development. By age five, a huge gap exists between economically disadvantaged students and their same age peers. Limited print exposure, vocabulary development, and unsuccessful intervention attempts, along with disruptive behaviors caused by possibly unidentified language, engagement, and reading issues cause many of those same students to drop out at 16. Children living in poverty come to school behind yet are expected to

obtain an equivalent level of literacy proficiency as their same aged peers who come to school ready to learn. The gap between those students and non-economically disadvantaged students, also mimics the divide between minority and white subgroups.

The cries of their teachers are heartfelt. “Another year will help them catch up” is the common belief in early childhood circles. Yet, in SY17, the average percentage of previously retained third grade students comprised 25% of their third grade test takers. Of the retained students tested in these schools, 85% of them scored below proficient with 49% of those students scoring at the beginning level. It is evident from this data alone that high retention rates are not helping students reach grade level proficiency by third grade in Troup County. These percentages closely align with poverty rates. The gap continues to exacerbate as students matriculate to other grade levels, and high school teachers often express frustration of supporting “nearly illiterate” students in learning disciplinary specific, grade level texts and skills. The absence of resources that students in poverty face is another layer of the divide between the “haves” and the “have nots” and adds to their growing disadvantages over time.

The problem also extends beyond the poverty line to all students. Educators are dealing with 21st Century learners who are difficult to engage as students receive and process information differently than even ten years ago. Many students are operating smartphones while in diapers and come to school never having used a computer mouse. Language at home is many times limited as families are often on their latest device. This lack of human engagement and language nutrition results in difficulty learning to read and write.

District Implementation Plan for Birth to Five

Prioritized Strategies for Improvement	Outputs/Outcomes	Student Population	Evidence Base	Monitoring	Supports Needed
Identify and implement an early learning curriculum that establishes daily schedules and routines, provide teachers with lesson planning support, and ensures a language rich environment for birth to Pre-K age children.	Increase the level of child engagement to increase language and early reading skills (GKIDS readiness assessments, GELDS, anecdotal/discipline records, observations, and DECAL monitoring reports)	Birth to 5	http://getgeorgiareading.org/wp-content/uploads/2016/09/Early-Learning-Climate-Infographics-for-Teachers-and-Administrators.pdf	DECAL, Project Director, Elementary and Secondary Coordinators, Literacy Facilitator, Quality Care for Children Early Care and Education Specialist	Success by Six weekly readers, DECAL, Quality Care for Children
Provide materials and supplies needed for whole child, age appropriate, and safe early learning environments	Attain and/or increase Quality Care Rating for early learning centers (daycare licensing and monitoring visit documentation, Quality Rating scale)	Birth to 5	http://getgeorgiareading.org/wp-content/uploads/2016/09/Early-Learning-Climate-Infographics-for-Teachers-and-Administrators.pdf	DECAL, Project Director, Elementary and Secondary Coordinators, Literacy Facilitator, Quality Care for Children Early Care and Education Specialist	Success by Six, DECAL, Quality Care for Children

Troup County School System: Project Goals, Objectives, Outputs, Outcomes, and Supports Needed

<p>Utilize language, vision, and dyslexia screeners to identify early reading and possible root causes of behavior. If issues are identified, early intervention strategies will be implemented.</p>	<p>Improved school readiness, student behavior and/or language deficits through early identification and intervention efforts (Assessment documentation, GKIDS readiness assessments, GELDS, anecdotal/discipline records, observation notes)</p>	<p>Birth to 5</p>	<p>http://getgeorgiareading.org/wp-content/uploads/2016/09/Early-Learning-Climate-Infographics-for-Teachers-and-Administrators.pdf</p>	<p>DECAL, Project Director, Elementary and Secondary Coordinators, Literacy Facilitator, Quality Care for Children Early Care and Education Specialist, Community Supports</p>	<p>Star Pupils, Marcus and Emory Autism Centers, Get Georgia Reading Campaign, Troup County Juvenile Court System</p>
<p>Train early learning centers and PK teachers on early learning curriculum and strengthening pre-reading skills</p>	<p>Improved school readiness skills, student behavior, and language nutrition (GKIDS readiness assessments, GELDS, anecdotal/discipline records, observations)</p>	<p>Birth to 5</p>	<p>http://getgeorgiareading.org/four-pillar-framework/teacher-preparation-effectiveness/</p>	<p>DECAL, Project Director, Elementary and Secondary Coordinators, Literacy Facilitator, Quality Care for Children Early Care and Education Specialist</p>	<p>Success by Six, DECAL, Quality Care for Children, Get Troup Reading</p>
<p>Train early learning centers and PK teachers on early learning curriculum and strengthening pre-reading skills</p>	<p>Improved school readiness skills, student behavior, and language nutrition (GKIDS readiness assessments, GELDS, anecdotal/discipline records, observations)</p>	<p>Birth to 5</p>	<p>http://getgeorgiareading.org/four-pillar-framework/teacher-preparation-effectiveness/</p>	<p>DECAL, Project Director, Elementary and Secondary Coordinators, Literacy Facilitator, Quality Care for Children Early Care and Education Specialist</p>	<p>Success by Six, DECAL, Quality Care for Children, Get Troup Reading</p>

Troup County School System: Project Goals, Objectives, Outputs, Outcomes, and Supports Needed

District Implementation Plan K-5

Prioritized Strategies for Improvement	Outputs/Outcomes	Student Population	Evidence Base	Monitoring	Supports Needed
Continue teacher training around literacy instruction to include: phonological awareness, phonics, differentiated reading, shared reading, interactive read alouds, writing, and disciplinary literacy	Improve teaching strategies for teachers and learning outcomes for students (achievement data, consultant feedback, observation notes, TKES)	Birth to 5th grade	http://getgeorgiareading.org/four-pillar-framework/teacher-preparation-effectiveness/	Project Director, Elementary and Secondary Coordinators, Literacy Facilitators (B-5 and K-5), school based administrators, school literacy teams	West Georgia RESA, GaDOE, Lagrange College, West Point University
Secure instructional resources to support literacy to include: teacher guides, classroom and disciplinary based libraries, decodable readers, books for shared, guided, and interactive read alouds.	Improve teaching strategies for teachers and learning outcomes for students (observation notes, TKES, student assessments)	Birth to 5th grade	http://getgeorgiareading.org/four-pillar-framework/teacher-preparation-effectiveness/	Project Director, Elementary and Secondary Coordinators, Literacy Facilitators (B-5 and K-5), school based administrators, school literacy teams	West Georgia RESA, GaDOE, Lagrange College, West Point University

District Implementation Plan Multiple Grade Bands

Prioritized Strategies for Improvement	Outputs/Outcomes	Student Population	Evidence Base	Monitoring	Supports Needed
<p>Provide training and coaching support for teachers on using texts in ELA and disciplinary areas to include: building wide knowledge and vocabulary, designing text sets, supporting readers with grade level texts, high quality discussions, text based writing, and research in content areas.</p>	<p>Improve teacher instructional strategies and student learning outcomes. (student achievement data, graduation/retention rates, observation notes, consultant feedback, and TKES)</p>	<p>Birth to Grade 12, as appropriate</p>	<p>Cracking the Common Core: Choosing and using texts in grades 6-12</p>	<p>Project Director, Elementary and Secondary Coordinators, Birth to 12 Literacy Facilitators, School Literacy Team, building administrators</p>	<p>GaDOE, West Georgia RESA, hired consultants, Lagrange College, Point University</p>
<p>Provide instructional materials for teachers and students on ELA and disciplinary content to include digital and print resources, teachers guides, and materials to increase student engagement</p>	<p>Improve instructional resources for teachers and learning for students (student achievement data, observation notes, TKES)</p>	<p>Birth to Grade 12, as appropriate</p>	<p>Cracking the Common Core: Choosing and using texts in grades 6-12</p>	<p>Project Director, Elementary and Secondary Coordinators, K-5 Literacy Facilitator</p>	<p>GaDOE, West Georgia RESA</p>
<p>Engage families through increased support and training options to build parenting capacity.</p>	<p>Increase family participation in school events and interactions with their children.</p>	<p>Birth to Grade 12</p>	<p>https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Engagement-Program.aspx</p>	<p>DECAL, Project Director, Elementary and Secondary Coordinators, Literacy Facilitator, Quality Care for Children Early Care and Education Specialist</p>	<p>Success by Six, DECAL, Quality Care for Children, Troup Family Connections, RESA, GaDOE, Lagrange College, Point University, Get Troup Reading</p>

<p>Engage families by increasing access to resources for whole child support services. For example, GED and job attainment, health care to include mental health access, and securing community resources needed for providing basic needs.</p>	<p>Improve student achievement outcomes, student behavior, and positive interactions between families and children. (achievement data, anecdotal/discipline records, observations)</p>	<p>Birth to Grade 12</p>	<p>https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Engagement-Program.aspx</p>	<p>Project Director, Title I Director and Family Engagement Coordinator, Elementary and Secondary Coordinators, Birth to Grade 12 Literacy Facilitators, School Literacy Teams</p>	<p>Success by Six, DECAL, Quality Care for Children, Get Troup Reading, Troup Family Connections, GaDOE, West Georgia RESA, local health care providers</p>
<p>Recruit and employ three literacy facilitators (birth to 5, K, 5, and 6-12) to provide training, coaching support, modeling, and instructional resources for Birth-12 teachers.</p>	<p>Improve teacher instructional strategies and student learning outcomes (student achievement data, graduation/retention rates, consultant feedback, observation notes, TKES)</p>	<p>Birth to Grade 12</p>	<p>http://getgeorgiareading.org/four-pillar-framework/teacher-preparation-effectiveness/</p>	<p>Project Director, Elementary and Secondary Coordinators, C and I Directors, Literacy facilitators, school administrators and school literacy teams.</p>	<p>Success by Six, DECAL, Quality Care for Children, Get Troup Reading, GaDOE, West Georgia RESA</p>
<p>Provide extended learning opportunities for students (after/Saturday/summer school) to include summer bridge programs for rising K, 6, and 9th grade students</p>	<p>Improve student achievement outcomes (achievement data, graduation/retention rates, observation notes)</p>	<p>K-12</p>	<p>https://www.nwea.org/blog/2018/summer-learning-loss-what-we-know-what-were-learning/</p>	<p>Project Director, Elementary and Secondary Coordinators, C and I Directors</p>	<p>Get Troup Reading, GaDOE, West Georgia RESA, Boys and Girls Club, Communities in Schools, Lagrange College, and Point University</p>

<p>Identify and purchase Tier I curriculum resources for all subgroups: gifted, EL, special education, and economically disadvantaged students.</p>	<p>Improve teacher instructional strategies and student learning outcomes (student achievement data, observation notes, TKES)</p>	<p>K-12</p>	<p>http://www.ascd.org/publications/curriculum-handbook/398/chapters/Thinking-About-Curriculum.aspx</p>	<p>Project Director, Elementary and Secondary Coordinators, C and I Directors, Literacy facilitators</p>	<p>Get Troup Reading, GaDOE, West Georgia RESA, Boys and Girls Club, Communities in Schools,</p>
<p>Implement One Book, One School at each L4GA site.</p>	<p>Improve student achievement outcomes by building vocabulary and wide knowledge and school climate by creating shared experiences between students and adults (achievement data, graduation/retention rates, observation notes)</p>	<p>Birth to Grade 12</p>	<p>https://readtothem.org/programs/one-school-one-book/</p>	<p>Project Director, Elementary and Secondary Coordinators, C and I Directors, Literacy facilitators</p>	<p>Get Troup Reading</p>
<p>Utilize language, vision/hearing, school engagement, language and dyslexia screeners to identify root causes of reading and behavior issues. If issues are found, intervention strategies will be implemented. Screeners will be used as early as possible to enable early intervention.</p>	<p>Improve student achievement, behavior, and interventions (assessments, discipline data, observation notes, anecdotal records)</p>	<p>Birth to Grade 12</p>	<p>https://www.gadoe.org/schoolsafetyclimate/Documents/Language%20Missing%20Link.pdf https://www.cdl.org/wp-content/uploads/2020/02/Screening-for-Early-Literacy-Milestones-and-Reading-Disabilities-The-Why-When-Whom-How-and-Where.pdf</p>	<p>Project Director, Elementary and Secondary Coordinators, Literacy Facilitators (Birth to Grade 12), school based administrators, Social/Emotional Coordinator, School Literacy Teams.</p>	<p>Rotary Club, Troup County Strategic Planning, Emory and Marcus Autism Centers, Get Georgia Reading, Get Troup Reading, United Way, local mental health care resources, Troup County Juvenile Court, Babies Can't Wait</p>

<p>Identify and secure consultant services as needed to conduct professional learning and assist with monitoring and program implementation.</p>	<p>Improve student achievement, behavior, and interventions (assessments, discipline data, observation notes, anecdotal records)</p>	<p>Birth to Grade 12</p>		<p>Project Director, Elementary and Secondary Coordinators, Literacy Facilitators (Birth to Grade 12), school based administrators, Social/Emotional Coordinator, School Literacy Teams.</p>	<p>Emory and Marcus Autism Centers, Get Georgia Reading, Get Troup Reading, United Way, local mental health care resources , Troup County Juvenile Court, Babies Can't Wait</p>
--	--	--------------------------	--	--	---

Identification of the community served by the Feeder System

All feeder sites are located in Troup County, Georgia. Troup County is comprised of three cities: Hogansville, Lagrange, and West Point. The schools applying in this feeder pattern are the following: Callaway High, Callaway Middle, Long Cane Middle, Callaway Elementary, Hogansville Elementary, Berta Weathersbee Elementary, Clearview Elementary, West Point Elementary, Tiny Treasures Learning Center, and The West End Center.

Identification of all LEA-Partnership partners:

The following LEA partners have been established by the school district.

- KIA Motors Manufacturing Georgia- sponsors A World In Motion (AWIM) projects for elementary and middle school students annually. Contact information: Joann Mabry, KIA Public Relations, (706) 902-7777
- Troup County Center for Strategic Planning- is a non-profit organization comprised of various community leaders including the TCCSS school superintendent, mayors for all three cities, and directors of local businesses and non-profit organizations. The main purpose of this group is to create a framework to promote and maintain community development. One of the main focus areas for the group has been to promote student literacy and work force development. Contact information: Kathy Tilley, Director, ktalley@troupc.org
- Troup Family Connection Authority-works on a consistent basis with school system representatives to lead Get Troup Reading, which is the county’s initiative under the Get Georgia Reading campaign’s umbrella.
Contact information: Mandy Hill, Executive Director of Troup Family Connection, mandyhill@troupfamilyconnection.org
- United Way of West Georgia- works collaboratively with the school system on two community efforts to increase literacy and access to books for families. Those two programs are: The Pediatric Collaborative and The Jungle Bus. The Pediatric Collaborative provides books for local pediatrician waiting rooms and The Jungle Bus is a revitalized school bus that is used to distribute books in the community. These

initiatives are managed by a partnership between United Way and the Troup County School System.

Contact information: Patty Youngblood, President/CPO of United Way of West Georgia, Inc. / patty@unitedwaywga.org

- Rotary Club- purchases and delivers books to every TCSS Pre-K classroom in the fall of the school year. Rotarians distribute the books to over 500 Pre-K students annually across the county, and members read a book aloud to the class as part of the delivery process.

Contact: David Fowler, Rotary President, david@dafowlerlaw.com

- Juvenile Court's Trauma Project/ BELIEVE Initiative –supports the school system and county to provide guidance, education, and continued support to address the increasing amount of mental health concerns in the community. The Troup County Juvenile Court Judge and support staff lead this collaboration.

Contact information: Brenda Jones- Community Resource Coordinator-

bjones@troupc.org

- LaGrange College in LaGrange, GA - provides interns from the education departments in schools and collaboratively works with TCSS teachers to grow future teachers.

Contact information: Vicki Pheil, Assistant Professor, vpheil@lagrange.edu

- Point University in West Point, GA - provides interns from the education departments in schools and collaboratively works with TCSS teachers to grow future teachers.

Contact information: Dr. Jim Donovan, Student Teaching Supervisor,
Jim.Donovan@Point.edu

- West Georgia Technical College – collaborates with high school guidance counselors to provide dual enrollment opportunities for students.

Contact information: Kevin Cain, Director of High School Initiatives,

kevin.cain@westgatech.edu

- Communities in Schools - partners with the school system to provide support to students academically, socially, and emotionally.

Contact information: Tabitha Coverson, Executive Director, tcoverson@cisgeorgia.org

- Boys & Girls Club of West Georgia - works in coalition with schools to ensure The Boys & Girls Club mission of “enabling all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens”.
Contact information: Allison Hunn, Director, (706) 812-9698.
- Get Troup Reading- collaborates in a two-way partnership with the school system to provide community events and training for the community, including local birth to five center workers, to help increase literacy rates in Troup County.
Contact information: Mandy Hill, Nicole, Kennedy, and Patty Youngblood, board of directors. See Mandy Hill and Patty Youngblood’s contact information above. Nicole Kennedy- 706-812-7900

Brief description of Feeder System Identified and history of the LEA-Partnership

In its entirety, Troup County is 446 square miles and houses the cities of LaGrange (county seat), West Point and Hogansville. Troup County is about 45 miles south of Atlanta and rests on the Georgia and Alabama line. With a population of approximately 70,000 residents, Troup county hosts a diverse number of industries including Kia, Milliken, Jindal Films, Interface, and Great Wolf Lodge. Troup County provides convenient access to many state parks, campsites, boat ramps, and marinas along West Point lake.

Troup County has a variety of local community groups that support families and children. Troup County School System has many partners in education, including faith-based partners, who provide time and other resources to schools in an effort to improve outcomes for students. The Troup County Juvenile Court has taken a strong leadership and educational role in the community to increase awareness and sensitivity to the effects of trauma and language deficits to children. Twin Cedars Youth and Family Services, a non-profit agency, has many programs and services in place to benefit families. The Family Connection Authority meets regularly and continues to recruit active agencies that work to provide resources and strengthen families in the community.

In March of 2017, Troup County formed *Get Troup Reading* as an affiliate of *Get Georgia Reading* which is the statewide campaign to increase literacy rates and assist communities with increasing the number of students reading on grade level by third grade. Several community agencies joined together under this umbrella through leadership provided by Troup Family Connection Authority. The greater community values education and is willing to contribute in a variety of ways to increase literacy rates of students. School system achievement data is one way to attract new businesses, encourage residential, and develop the Troup County workforce.

Troup county is accessible from Interstate 85 and resides halfway between Atlanta, GA and Montgomery, AL. The easy access to I-85 and the proximity to the Atlanta airport make the three towns within Troup County (West Point, LaGrange, and Hogansville) prime locations for gang activity. Law enforcement reports increasing concerns about gang and drug activity, as well as sex trafficking in Troup County. Identified gangs include versions of the Bloods, the Crips, the Gangsta Disciples, Sur 13, and the Ghostface Gangsters. Students are identified and recruited by gang members in Troup County as early as second grade, by targeting students in need of appropriate clothing, housing, and utilities.

Troup County has some rather large pockets of poverty; the overall system poverty rate, based on free and reduced lunch rates, is about 68%. Of the chosen schools, four of the five elementary schools are Community Eligibility Provision (CEP) schools. The poverty rate of the eight Pre-K to 12 schools chosen for grant application is 81.4%. While there is generational wealth present in Troup County, that fact only makes the pockets of severe, generational poverty seem more hopeless. The large achievement gap between the “haves” and the “have nots” is glaringly evident in the TCSS data when comparing the economically disadvantaged students to their more affluent peers.

Troup County School System has nineteen campuses: three high schools, three middle schools, eleven elementary schools, one college and career academy program, and one alternative school. The district enrollment count is approximately 12,000 students in grades Pre-K

through 12. The feeder system chosen for the L4GA grant application consists of schools in all three Troup County cities. The eight Pre-K through 12 schools serve approximately 5,100 students. The two early learning centers chosen for the grant application serve approximately 80 children. The students served in the early learning centers currently attend three of the schools within the feeder pattern. Additionally, Tiny Treasures Learning Center also serves students from two of the elementary schools in the district's first L4GA cohort. Serving these two centers allows for district guided early intervention efforts in five elementary schools that serve high needs, low performing students.

The Troup County School System received a previous L4GA grant award that was implemented during the 2018-2019 school year. For the last two years, the grant award has allowed the school district to provide support and resources to five schools and a community day care center. As a result, scores have improved and the district is expecting more growth with some scheduling adjustments at the middle schools.

The district has enjoyed a good relationship with the L4GA State team. Their assistance and guidance has been invaluable with improving student outcomes and finding research based best practices. The initial L4GA grant has been the cornerstone of everything the district is currently moving toward with foundational reading skills, ELA curriculum, and disciplinarian literacy strategies and instruction. Troup County School System would literally not been able to fund the training and supports that are leading students to improved outcomes without L4GA.

Population demographics of the community

According to Kids Count data by county:

Economic Well-Being Indicators	Number/ Percentage
Households With Children Receiving Food Stamps (2018)	2,831
Children enrolled in WIC in 2018 (ages 1-4)	1,152
Children whose parents lack secure employment (2013-2017)	9.80%
Teen pregnancies ages 15-17, per 1,000 (2018)	24.70%
Babies born at low birthrate (2018)	13.50%
Children (birth-18) without health insurance (2013-2017)	6.50%
Children enrolled in Peachcare or Medicaid (2018)	9,647
Violent crime rate per 1000 (2017)	10.4
Crime, other, rate per 1000 (2017)	41.2

US Census Bureau Data	
Population Estimate Troup County, Georgia	70,034
White Population	59.00%
Black Population	36.60%
American Indian/Alaskan Native Population	0.40%
Asian Population	2.20%
Two or more Races Population	1.70%
Hispanic or Latino Population	3.70%
Median household Income	\$43,850
Per Capita Income in last 12 months	\$22,438
Persons in Poverty in Troup County	20.20%
Children Living in Poverty in Troup County	21.50%

Climate Ratings & PBIS Status of Implementation

School	2019 Star Rating	PBIS Status
Berta Weathersbee Elemementary	4	Year 5
Callaway Elementary	4	Year 4
Clearview Elementary	2	N/A
Hogansville Elementary School	4	Year 4
West Point Elementary School	4	N/A
Callaway Middle	4	Year 5
Long Cane Middle	4	Year 3
Callaway High	4	Year 4

Student Literacy/ELA Outcomes of feeder system

The following scores are elementary and middle school proficiency rates for ELA are according to Governor’s Office of Student Achievement (GOSA) data from GMAS reporting in from 2017-2019

GMAS Scores 2017-2019 TCSS Grades 3-5			
	2017	2018	2019
	Proficient or Above	Proficient or Above	Proficient or Above
TCSS	26.20%	26.40%	35.00%
Berta Weathersbee	2.00%	14.30%	12.00%
Callaway	26.80%	30.50%	33.20%
Clearview	14.40%	17.60%	19.80%
Hogansville	20.80%	17.40%	22.50%
Westpoint	23.30%	23.60%	34.10%

GMAS Scores 2017-2019 TCSS Grades 6-8			
	2017	2018	2019
	Proficient or Above	Proficient or Above	Proficient or Above
TCSS	33.70%	38.10%	33.50%
CMS	27.20%	20.20%	26.00%
LCM	32.70%	29.40%	30.00%

GMAS Scores 2017-2019 TCSS 9th Grade Lit			
	2017 Proficient or Above	2018 Proficient or Above	2019 Proficient or Above
TCSS	44%	40%	55%
Callaway High School	40%	41%	54%
GMAS Scores 2017-2019 American Lit			
	2017 Proficient or Above	2018 Proficient or Above	2019 Proficient or Above
TCSS	41%	33%	33%
Callaway High School	26%	41%	35%

Plan for routinely engaging early childhood education and care providers

Currently, there many ways that Troup County School System routinely engages early childhood education and care providers:

1. The Jungle Bus, a joint collaboration between the school system and United Way, visits early learning sites on a regular basis. The workers and volunteers engage with students to model good literacy practices for teachers.
2. Resources are shared with preschool sites through the school system’s Title I office. The Title I Family Engagement Coordinator routinely sends resource information to area day care centers. The Title I office holds community meetings, sends emails, and/or distributes flyer to early learner sites in an effort to build capacity for families and prepare students for school.
3. School system representatives also attend “Troup County School Readiness Team” meetings four times a year (quarterly) at the United Way office. These meetings are

comprised of a variety of care provider directors, representatives from teacher preparatory programs at local colleges, as well as other agencies that focus on birth to age five in the community. The meetings provide opportunities to share resources, network, and brainstorm ways to strengthen early learning.

4. The Troup County School System (TCSS) and United Way's, Success by Six (SBS) program have worked closely to strengthen early learning in the community. This partnership has resulted in a project to directly work with early learning centers called Be Quality Rated (BQR). BQR works closely with one preschool site per year providing technical assistance toward becoming quality rated.
5. The current L4GA funds in Troup County provide resources for one local early childhood center to ensure that students have safe, appropriate equipment and supplies for learning, and teachers have professional development opportunities. If granted this additional application, the district will be able to assist two other centers. The district also invites all daycare teachers to attend training offered to district Pre-K teachers.
6. The district supports the "Get Troup Reading!" campaign through providing funds and volunteers to assist with community training summits on literacy. These events are free and open to the entire community. The local childcare centers participate in training to offset some of the cost of required professional learning for day care providers.

Plan for routinely engaging community-organization partners

Currently, there are several ways that we routinely engage community organization partners:

1. A representative from Troup County Schools serves on the leadership and steering committees for Get Troup Reading, the community's campaign in the *Get Georgia Reading* campaign. Those committees also include a representative from United Way, Troup Family Connections, and Troup County Center for Strategic Planning. Regularly scheduled committee meetings routinely engage the partnerships among the groups. The *Get Troup Reading* leadership committee has expanded membership and activities. L4GA through TCSS, Get Troup Reading, United Way, Troup Family Connection, and Strategic Planning recently conducted a community reading summit that to community members and early learning providers on the pillars of literacy and aligning community resources.

2. The TCSS superintendent serves on the Troup County Center for Strategic Planning board and attends regular meetings to provide updates on the school system. The superintendent is also a member of Rotary. TCSS system literacy goals and plans are reviewed regularly at these meetings and updates are shared.
3. A representative from Troup County Schools attends the monthly scheduled Troup Family Connections Authority meeting to speak on behalf of the school system and to gather information from other agencies in the community that work with families. The TCSS representative is listed on each meeting's agenda to share updates and progress about *Get Troup Reading!*
4. Pediatric Community Collaborative delivers books and parenting brochures to pediatric offices, WIC, & Babies Can't Wait with the focus on 3, 4, and 5 year olds.
5. Annually, TCSS participates in the Family Expo. Approximately 30 vendors set up booths with resources for families. For the past several years, TCSS has provided a booth to provide information to families. Beginning in the spring of 2018, THE JUNGLE BUS will be at the Family Expo to share information about TCSS and a book for every family.

Plan for routinely engaging P-20 research-practitioner partnerships and literacy faculty as part of the community coalition

1. P-20 Collaborative meetings are attended by TCSS representative twice a year (fall and spring). The district works closely with Lagrange College and Point University to prepare preservice teachers. The district has worked closely with West Georgia RESA over the last several years. West Georgia RESA provided training for over 50 teachers and school and district administrators to obtain reading endorsements, and there are three Growing Reader schools in Troup County. The district's intent is to work with the colleges and RESA to assist with grounding their trainings in current, best-practice research around foundational reading.
2. "School Readiness Team" meetings are held quarterly at the United Way office and attended by TCSS representatives. These meetings include representatives from teacher preparatory programs in local colleges, as well as other agencies that focus on birth to

age five in the community. The meetings provide opportunities to share resources, network, and brainstorm ways to strengthen early learning in the community.

3. *Get Troup Reading* leadership committee is working to expand the list of community members participating in the campaign to include literacy faculty from local colleges. As mentioned previously, the district is collaborated with Get Troup Reading to provide a reading summit to train community members, early learning providers, and local colleges on the pillars of literacy.

Section 2 – LEA Grant Management Plan

Area of Responsibility	Team Members
Project Oversight	Dr. Penny Johnson – Assistant Superintendent of Curriculum, Instruction, Professional Learning
Project Director – oversee the implementation and funding of the grant, approve purchase orders after initial approval by principals.	Kim White – Director of PK-12 Curriculum
District Literacy Team	Kim White – Director of PK-12 Curriculum
	Deana Brown- Director of Elementary Ed
	Adam Herring- Director of Secondary Ed
	Christa Perry- Elementary Coordinator
	Nichelle Wimbush- Secondary Coordinator
	Jay Ellis- Facilitator of Gifted Education
	Heather Wallace- Data Support Specialist
	Nicole Kennedy – Title I Family Engagement Coordinator
	TBD- L4GA Secondary Literacy Facilitator
	TBD- L4GA Elementary Literacy Facilitator
	TBD- L4GA B-5 Literacy Facilitator
	Participating School Principals/Designee
Business Partner(s)	
Grant Administrator – manage system level grant activities, coordinate professional learning, maintain budgets, and ensure all assessments are complete.	Christa Perry- Elementary Coordinator
	Nichelle Wimbush- Secondary Coordinator
Grant Administrator Support – complete bookkeeping and clerical duties in support of the grant accountability process.	Terrie Pope- PK-12 Curriculum Administrative Assistant

Finances – approve grant budgets, purchases, and complete/submit all state completion reports	Scott Burckbuchler, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payment, process grant travel reimbursements.	TCSS Finance Department
Payroll – issue stipends, execute payroll for grant administrator and support	TCSS Finance Department
Building Level Financial Administrators (Principals) – initiate school level purchase orders and manage school level grant activities.	Tiny Treasures Learning Center- Terry and Jackie Hood
	West End Day Care- Oberian Geter
	Hogansville Elementary School– Gina Turner
	Callaway Elementary School- Chris Grace
	West Point Elementary School- Jan Franks
	Clearview Elementary School- Debra Brock
	Berta Weathersbee Elementary School- Willie Cooks
	Callaway Middle School- Amy Thornton
	Long Cane Middle School- Whitney Glisson
	Callaway High School- Jonathan Laney
Supervision of B-5 Environments	Kim White- PK-12 Curriculum Director
	Christa Perry- Elementary Ed Coordinator
	Nicole Kennedy- – Title I Family Engagement Coordinator
	Kathy Tilley, Gail Gordon, and Patty Youngblood -Community Partners
Building Level Administrators – facilitate the day to day administration of the grant, monitor progress, and ensure implementation.	Tiny Treasures Day Care- Jackie and Terrie Hood
	West End Day Care- Oberian Geter

	Hogansville Elementary School– Gina Turner
	Callaway Elementary School- Chris Grace
	West Point Elementary School- Jan Franks
	Clearview Elementary School- Debra Brock
	Berta Weathersbee Elementary School- Willie Cooks
	Callaway Middle School- Amy Thornton
	Long Cane Middle School- Whitney Glisson
	Callaway High School- Jonathan Laney
Technology – organize technology purchases, installation, maintenance, infrastructure, and technology related training	Technology Coordinators (assigned by school)
Special Education – collaborate in the implementation of grant services to special populations.	Kitty Crawford, Director of Exceptional Education
	Exceptional Education Coordinators (assigned by school)
	RTI Facilitators (assigned by school)

District Strategic Plan

The TCSS District Improvement plan includes a focus on literacy and rigor. Recent and proposed purchases demonstrate a system commitment to the importance of reading and writing on grade level. The district has taken a distinct turn toward utilizing the science of learning to

read to drive curriculum decisions in K-3 and building vocabulary and wide knowledge across the discipline areas for PK-12.

- A system-wide purchase implementation of a targeted reading intervention blended learning program, Read 180 and System 44, is used to support struggling readers in grades 3-10.
- A differentiated reading framework for grades K-5 to include on-site consultant support.
- A systematic, explicit phonics program for grades K-2 with decodable readers to be used during differentiated reading; third grade will be added next year for morphology work.
- A comprehensive professional learning implementation plan to include training seven elementary administrators to coach for phonics which is to be extended in implementation year 2. (Wilson Foundations).
- An explicit phonological awareness curriculum implemented in Pre-K-5 (Heggerty's for PK and David Kilpatrick for K-5).
- Leveled libraries purchased to support differentiated reading (K-5).
- Professional learning on text sets, unwrapping standards, writing rubrics and scoring for GMAS (K-8).
- Summer professional learning institute (PK-5) focused on building wide knowledge, vocabulary, grade level fluency, and comprehension utilizing on grade level texts during shared reading and above grade level text during interactive read-alouds.
- Professional learning opportunities during pre-planning (PK-12).
- Reading Endorsement cohort for 50 teachers and administrators through West Georgia RESA (PK-12).
- An ELA adoption is in the works for SY2022 due to the state changing ELA standards in SY2020 (K-12). In addition to the change of standards, the program that seems most promising to fit district needs is expanding to include grades 6-8. Waiting a year allows the company to complete that work and be reviewed by EdReports and Achievement Partners.
- A comprehensive plan to utilize the strategies from Cracking the Common Core: Choosing and Using Texts in Grades 6-12 in ELA and disciplinary literacy.

- Growing Readers implementation in three elementary schools through West Georgia RESA (K-3).
- District and school level participation in reading specific conferences (Plain Talk and The Reading League).
- Summer/Saturday/after school for remediation, credit recovery, and test preparation (K-12).
- Performance Learning Center developed and expanded to support students who are not on track to graduate (9-12).
- Summer Bridge Programs for students matriculating from elementary to middle school and middle to high school.
- Partnership with Get Troup Reading to support birth to five teacher training and the Juvenile Justice System to utilize engagement and language screeners and supports.
- Wrap around services for the Callaway zone schools have been established.
- School Based Health Care Center for the Callaway zone schools is in development.
- District level social/emotional coordinator hired to secure resources for students suffering from the effects of adverse poverty and dysfunction at home.

Even with this level of support for literacy, there is much work to be done to counteract the effects of years of “dysteachia.” The L4GA funding from the current grant has been invaluable to the training of school and district level teachers and administrators. Receiving the new grant would allow the district to provide intensive support to 13 of the 19 schools with a focus on the highest needs schools. The grant would also allow us to work with alternative education teachers on engagement and language screeners and supports.

GRANT WORKFLOW

All school based requisitions are approved by the principal of the school, the curriculum director, the Assistant Superintendent for Curriculum and Instruction, for purchases over \$2,000, and the

TCSS Finance Department. The established procedures for internal control of grant funds will be followed. All school administrators and the grant administrators will meet monthly to discuss project implementation, vertical alignment, and progress.

PAST GRANT EXPERIENCE, AUDIT FINDINGS, and FINANCIAL CONTROLS

<u>Initiative</u>	<u>School Level Impact</u>	<u>Year</u>	<u>Funds</u>
Summer/Saturday/After School	All Levels	FY17-Present	\$500,000 per year- Elementary and Secondary Ed, Title IV-A, Title I
Read 180/System 44	All Levels	FY17-Present	\$ 545,250/\$545,250 donated by The Callaway Foundation
Wilson Foundations Phonics Implementation with Geodes Decodable Readers with professional learning and on-site coaching support	Elementary	FY20	\$500,000 – Elementary Ed, Title I, Title II-A, L4GA, Rural Resource Grant, Promise School, and Professional Learning funds
Differentiated Reading Training	Elementary	FY19-Present	\$50,000 – Elementary Ed, L4GA, Promise School, and Rural Resource Grant
Leveled Libraries and Training	Elementary	FY19-Present	\$100,000 Elementary Ed, L4GA, and Title I-A, Promise School, and Rural Resource grant funds.
EL Support (additional instructional paraprofessionals, family liaison, instructional materials and software)	All Levels	FY17- Present	\$100,000 Title V-B and Title III
PBIS Coordinator, Conferences, and Training	All Levels	FY19-Present	\$150,000 Title IV-A

THREE YEAR AUDIT FINDINGS		
<u>FISCAL YEAR</u>	<u>FINANCIAL FINDINGS</u>	<u>FEDERAL FINDINGS</u>
FY19	N/A	N/A
FY18	Financial Statements-significant deficiencies identified (School Nutrition and SPLOST accrued liabilities were not corrected prior to the audit)	N/A
FY17	N/A	N/A

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

- Early learning curriculum for birth to age five students
- Materials and supplies needed age appropriate and safe early learning environments that meet the needs of the whole child.
- Language, vision, social-emotional engagement, and dyslexia screeners
- Digital and print instructional resources to support literacy skills, wide knowledge, and vocabulary.
- Training and support for families to build capacity and improve whole child services
- Salary and benefits for three literacy facilitators (birth to 5, K-5, and 6-12) to provide training, coaching support, modeling, and instructional resources for Birth-12 teachers. These positions will be sustained through other funding sources at the end of the grant period.
- Extended learning opportunities for students (after/Saturday/summer school and summer bridge programs)
- Tier I curriculum resources for all subgroups: gifted, EL, special education, and economically disadvantaged students.
- Materials and resources to support One Book, One School at each L4GA site.
- Consultant services as needed to conduct professional learning and assist with monitoring program implementation.
- Materials, supplies, and food for Get Troup Reading initiatives
- Stipends for summer training for teachers.
- Conference and travel fees for literacy centered conferences
- Student transportation for participation in extended learning opportunities
- Substitute teacher funding for teacher participation in professional development occurring during the school day
- Materials, resources, and contracted services to support wraparound and whole child initiatives, to include healthcare, mental health access, and resources to assist with meeting basic needs.

Description of Process

Based upon needs assessments, current assessment data, and school literacy plans, schools identified targeted areas of need. The grant writing team compiled data and created a District Budget Summary to reflect collective and individual school's needs. Each category is outlined for how the budget will be allotted.

Summary of Budget Expenditures

Professional Development: A variety of professional development opportunities, including both on-site and off-site opportunities, will be provided to support district grant initiatives. Troup County Schools will contract experts to conduct professional development and assist with monitoring program implementation. Conferences, institutes, and workshops that support specific needs will be sought and attended by administrators and teachers. Registration and travel fees for literacy centered conferences will be funded, as well as funding substitutes for professional development training occurring during the school day. Salary and benefits will be provided for three literacy facilitators (birth to 5, K-5, and 6-12) to provide training, coaching support, modeling, and instructional resources for Birth-12 teachers. These positions will be sustained through other funding sources at the end of the grant period.

Materials and Resources to Support Literacy: A variety of materials and resources will be provided to support literacy implementation. Materials and supplies are needed for age appropriate and safe early learning environments that meet the needs of the whole child. Additionally, digital and print instructional resources will be provided to support literacy skills, wide knowledge, and vocabulary.

Technology: To access literacy support, core content, and intervention resources, technological equipment will be purchased. Any technology purchases will relate directly to literacy improvement.

Software: Required software and online licenses, such as PPVT4, PALS, and Dibels Next will be purchased. Additional literacy software and licenses may be purchased to support evidence-based instructional strategies.

Extended Learning Opportunities: Provide opportunities for students to remediate, enrich and extend their learning in an effort to improve student achievement outcomes. This will include after school, Saturday school, summer school, and summer bridge programs for rising K, 6th, and 9th grade students. Additional pay will be offered when teachers work beyond their regular contract--i.e. Summer Bridge, tutoring, etc.

Wraparound Services: Materials, resources, and contracted services are needed to support wraparound and whole child initiatives, to include healthcare, mental health access, and resources to assist with meeting basic needs. Support structures will be designed around the identification and intervention of language deficits, social emotional engagement, and reading difficulties.

Miscellaneous Expenses: Schools have designated funds for other expenses, such as dues and fees, tutors for various programs implemented using grant funds, and miscellaneous supplies. Funds will also be set aside for district literacy audit.

School Comprehensive Needs Analysis:

School Name: Berta Weathersbee Elementary School				
School Data				Summary of Data
1. Student Profile Data	2016-17	2017-18	2018-19	In 2018-2019, 293 students were enrolled in Berta Weathersbee; which is a decrease from prior years. Of those 293 students, 88% were African American with the remaining 12% being Hispanic, American Indian or Alaskan Native, White or Multi-Racial. Attendance has remained steady for 2 consecutive years with 41 missing 10 or more days of school during the last reported year. Disciplinary incidents have dropped significantly since the 2016-2017 school year with a slight increase in 2018-2019.
Total student enrollment	345	336	293	
Grade level enrollment				
Number of students in each subgroup (List applicable subgroups below.)				
Hispanic	16	9	10	
American Indian or Alaskan Native	0	0	1	
Asian	1	0	0	
Black	301	294	259	
White	16	20	14	
Multi-Racial	11	13	9	
Attendance %	5%	15%	14%	
Disciplinary Incidents	459	146	160	
2. Staff Profile Data	2019-20	Summary Data		
Current Principal Length of time in position	3	The principal is in his 3 rd year at Berta Weathersbee Elementary School.		
Teaching Staff Number of years' experience in profession		Data indicates that years' experience for teaching staff is spread evenly between the 1 to 10 year and the 11 to 21+ year bands with the highest number of certified staff in the 4 to 10 year band.		
1 to 3	5			
4-10 years	7			
11-20 years	6			
21+ years	6			

Troup County School System
L4GA Needs Analysis

Teaching Staff Percentage (%) of experience in the school				
1 to 3	21%			
4-10 years	29%			
11-20 years	25%			
21+ years	25%			

Teacher attendance rate	2018-2019						Data indicates that teachers had 107 total absences which shows that they were present for 96.53% of the school year.	
	96.53%							
Teacher evaluation data by levels (Level 4 is equivalent to Exemplary and Level 1 is equivalent to Ineffective on TKES)	2018-19						Data indicates that teachers consistently promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	
	Level 1: 0							
	Level 2: 0							
	Level 3: 24							
Level 4: 0								
GMAS ELA Data	2016-17		2017-18		2018-19		Summary Data	
% Reading In Grade Level Band	31		35		42		Data indicates that more students are within their grade level band but there are minimal students accessing the band at midpoint.	
All Students category	D +	P+	D +	P+	D +	P+	The number of students in the developing range has increased; however, the percentage of students reaching grade level proficiency has remained stagnant. Except for the ED subgroup, which has doubled its proficiency level since 2016-2017. Students with disabilities had a large increase in developing and above from 0% to 36%.	
	32%	7%	36%	9%	46%	8%		
	SWD –	0%	0%	0%	0%	36%		0%
	ED	32%	7%	36%	9%	46%		8%
EL – Too Few								

Troup County School System
L4GA Needs Analysis

GMAS Mathematics Data	2016-17		2017-18		2018-19		Summary Data
	D +	P+	D +	P+	D +	P+	
All Students category	40%	8%	61%	9%	58%	16%	Data indicates that the percentage of students in the developing and above ranges decreased slightly in the past year for all students and the subgroup, however, the percentage of students in the proficient and above range almost doubled last year. Students with disabilities entering the grade level band increased in 2018-2019 from the prior year.
SWD	36%	0%	7%	0%	36%	0%	
ED	40%	8%	61%	9%	58%	16%	
EL – Too Few							
GMAS Science Data	2016-17		2017-18		2018-19		Summary Data
	D +	P+	D +	P+	D +	P+	
All Students Category	26%	6%	29%	5%	18%	8%	Data indicates that the number of students accessing the grade level band has decreased while the number of students scoring at grade level and above has increased slightly in the 2018-2019 school year.
SWD –	N/A	N/A	0%	0%	0%	0%	
ED	26%	6%	29%	5%	18%	8%	
EL – Too Few							
GMAS Social Studies Data	2016-17		2017-18		2018-19		Summary Data
	D +	P+	D +	P+	D +	P+	
All Students Category	33%	0%	33%	2%	41%	2%	Data indicates that the number of students entering the grade level band has increased while the number of students at grade level and above has remained stagnant.
SWD	N/A	N/A	0%	0%	0%	0%	
ED	33%	0%	33%	2%	41%	2%	
EL – Too Few							
CCRPI	2016-17		2017-18		2018-19 (Predicted)		Summary Data

Troup County School System
L4GA Needs Analysis

Score:	47.3	64	69.4	Overall, CCRPI scores increased and ELA scores went up slightly in 2019, however the percentage of students reading at mid-band reduced by a predicted 1.74 points. While more students are moving into their grade level reading bands, fewer students are accessing the band at a level necessary for college and career readiness.
Achievement/Content Mastery	14.8	25.7	30.9	
Progress	28.7	91.7	90.9	
Gap	3.3	70.8	96.4	
Readiness	N/A	67.9	69.1	
El-ED-SWD/Exceeding the Bar	0.5	N/A	N/A	
School Climate and Culture	Summary			
School Safety	PBIS - With the implementation of PBIS, Berta is saving instructional hours otherwise lost to discipline. PBIS also allows Berta to apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. Through the evidence-based framework, Berta has designed effective environments and supports that, when implemented with fidelity, increase teaching and learning opportunities for all students.			
Student Health Services	School Nurse - Berta students are served by a part-time nurse that addresses the physical, mental, emotional, and health needs of students and supports their achievement in the learning process.			
Attendance Support	Family Liaison - Berta is served by a full-time Family Liaison that provides support to the instructional program by providing information on programs/services available to students and families, monitoring attendance, referring families to outside agencies as needed, and fostering an ongoing partnership between home and school.			
Social and Community Support	Community support is a critical component of Berta's school climate and culture. Organizations such as Troup Baptist and First Presbyterian purchase school supplies for students, provide meals for faculty and staff, and help fund literacy activities, tutoring, and the after-school program. The local businesses of Wal-Mart, Milliken, Duracell, and Track Mobile provide funds for teacher appreciation, field trips, and uniforms.			
Parental Support	Berta Weathersbee has a Parent Teacher Organization (PTO) that is run by teachers that are also parents. The organization encourages interactions between parents and school.			

Troup County School System
L4GA Needs Analysis

Rigorous Curriculum-Alignment of curriculum with state standards across grade levels	<p>Summary of existing status and current needs. Berta Weathersbee’s curriculum ensures that students have the opportunity to access the content and skills outlined in the Georgia Standards of Excellence in a Tier 1 setting. Students are also provided a block of fine arts instruction focusing on music and art, as well as, a physical education segment that is beneficial to the educational process. Gifted students are served by a full time gifted teacher that organizes and provides modified instructional strategies to meet the needs of high achieving students. Based on data, Berta is unable to reach content mastery with current intervention programs.</p>
Curriculum Intervention Programs	<ul style="list-style-type: none"> ● Read 180 ● System 44
Enrichment Programs	<ul style="list-style-type: none"> ● Fine Arts ● PE ● Gifted Teacher
Instructional Program	<p>Summary of existing status and current needs. Berta’s instructional program consists of research-based strategies that ensure student learning and the use of best practices by teachers. Students are provided whole and small group instruction that meets grade level standards and focuses on individual needs. Data is analyzed frequently and is used to inform planning and instruction in an effort to reach content mastery.</p>
Planning and implementation of research based instructional strategies	<ul style="list-style-type: none"> ● Guided Reading ● Shared Reading ● Interactive Read-Aloud ● Text Sets ● Integrated SCI and SS ● Inquiry-Based Science ● Phonics ● Phonemic Awareness ● Conceptually Based Math Instruction
Use of instructional technology (by students and teachers)	<ul style="list-style-type: none"> ● Grades 3-5 One-to-one Chromebooks ● Interactive Boards ● Google Classroom ● RAZ ● Science A-Z ● iRead ● Nearpod

Troup County School System
L4GA Needs Analysis

Use of data analysis to inform and differentiate instruction	<ul style="list-style-type: none"> ● formative assessments ● running records ● unit tests in phonics ● conferring ● Assesslets for writing and math
Number of minutes scheduled for core academic subjects	<ul style="list-style-type: none"> ● 2 hours, 45 minutes ELA with integrated social studies ● 1 hour Math ● 45 minutes science
Assessments	<p>Summary of existing status and current needs. Berta utilizes assessment tools at frequent, regular intervals throughout the school year to determine student mastery of academic concepts and content. This practice improves teaching and student achievement by providing data and tools to drive timely, evidence-based instruction that helps every student grow and achieve learning goals, regardless of where they started. Based on assessment data, Berta is in need of an intervention program that can target the specific needs of students and increase content mastery.</p>
Use of formative, interim, and summative assessments to measure student progress	<ul style="list-style-type: none"> ● Reading Inventory ● Phonics Inventory ● Foundational Reading Assessment ● Phonological Awareness Screening Test ● The San Diego Quick Assessment ● One Minute Reading Test ● Core Vocabulary Assessment ● GMAS
Timeline for reporting student progress to parents	<ul style="list-style-type: none"> ● Progress Reports at the mid-point of each 9 week period ● Report Card every 9 weeks
Parent and Community Support	<p>Summary of existing status and current needs.</p>
Social, health, and community services to students and families	<p>Meeting the social, health, and community service needs of students and parents initially begins with the school counselor. The counselor then establishes connections and communication, based on that need, to the appropriate organization. DFACS, Troup County Health Department, and Twin Cedars are a few of the agencies that support the development and success of Berta students and families.</p>

School Comprehensive Needs Analysis:

School Name: Callaway Elementary				
School Data				Summary of Data
1. Student Profile Data	2016-17	2017-18	2018-19	In 2018-2019, 680 students were enrolled at Callaway Elementary School. Out of those 680 students, 47% were African American, with the remaining 53% being Hispanic, Asian, White, or Multi-Racial. Attendance patterns demonstrate a decrease in the number of students missing 10 or more days of school. During the last reported year, there were 54 students who missed 10 or more days of school. Disciplinary incidents have not demonstrated a consistent pattern, however they did decrease considerably from 2016-2017. The number of incidents increased from 2017-2018-2018-2019.
Total student enrollment	861	824	680	
Grade level enrollment	Pre-K - 5th	Pre-K - 5th	Pre-K - 5th	
Number of students in each subgroup (List applicable subgroups below.)				
Hispanic	55	45	53	
American Indian or Alaskan Native				
Asian	64	51	28	
Black	429	413	320	
Native Hawaiian or Other Pacific Islander	2			
White	273	279	250	
Multi-Racial	38	37	30	
Attendance %	92.6	90.99	91.68	
Disciplinary Incidents	192	112	146	
2. Staff Profile Data	2019-20	Summary Data		
Current Principal Length of time in position	4	The principal is in her 2nd year at Callaway Elementary School.		
Teaching Staff Number of years' experience in profession		Data indicates that years' experience for teaching staff is relatively distributed among all bands. There are more teachers in the 4-10 years and 11-20 years bands. These two bands account for 57% of the certified staff.		
1 to 3	10			
4-10 years	15			
11-20 years	13			
21+ years	11			

Troup County School System
L4GA Application

Teaching Staff Percentage (%) of experience in the school						
1 to 3	20%					
4-10 years	31%					
11-20 years	27%					
21+ years	22%					
Subs Used to Date:	2018-2019					Data indicates that the sub to teacher ratio is 5:1.
	308					
Teacher evaluation data by levels (Level 4 is equivalent to Exemplary and Level 1 is equivalent to Ineffective on TKES)	2018-19					Data indicates that teachers consistently promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.
	Level 1: 0					
	Level 2: 1					
	Level 3: 48					
	Level 4: 0					
GMAS ELA Data	2016-17	2017-18	2018-19	Summary Data		
% Reading In Grade Level Band	61%	60%	62%	Data indicates a slight increase in the percentage of students reading at their grade level band from the 2016-2017 school year. The number of students accessing the band at midpoint has increased by 1% since the 2016-17 school year.		
All Students category	D +	P+	D +	P+	D +	P+
	64%	27%	60%	30%	66%	33%
SWD	23%	10%	27%	10%	42%	27%
ED	59%	20%	68%	32%	61%	25%
EL	85%	33%	80%	48%	74%	38%

Troup County School System
L4GA Application

GMAS Mathematics Data	2016-17		2017-18		2018-19		Summary Data
All Students category	D +	P+	D +	P+	D +	P+	Data indicates that the percentage of students in the developing and above range decreased in the past year for all students, as well as the ED & EL subgroups. SWD demonstrated an increase in the developing and above ranges in the past year. Data also indicates that the percentage of students in the proficient and above range remained relatively the same, with little to no change. This is a common trend with the ED group, whereas the EL group of students demonstrated a slight decrease and the SWD demonstrated a significant increase.
	77%	34%	79%	35%	69%	34%	
SWD	38%	9%	34%	10%	48%	24%	
ED	75%	26%	74%	27%	64%	26%	
EL	91%	67%	97%	68%	79%	63%	
GMAS Science Data	2016-17		2017-18		2018-19		Summary Data
	D +	P+	D +	P+	D +	P+	Data indicates that the number of students accessing the grade level band and the number of students proficient and above has decreased since the 2016-17 school year. This trend is indicative across all subgroups.
All Students Category	67%	32%	57%	24%	56%	21%	
SWD –	38%	23%	19%	13%	17%	17%	
ED	64%	27%	52%	19%	50%	15%	
EL	TF	TF	90%	50%	TF	TF	
GMAS Social Studies Data	2016-17		2017-18		2018-19		Summary Data
	D +	P+	D +	P+	D +	P+	Data indicates that the percentage of students in the developing and above range has remained relatively the same across multiple years. There has not been a significant increase or decrease in this band. The percentage of SWD students scoring at developing and above is representative of this trend as well, whereas the ED subgroup has decreased each year in the amount of students scoring in the developing and above range. The same trends are group of each subgroup for the proficient and above range as well.
All Students Category	72%	27%	69%	21%	70%	12%	
SWD	30%	15%	37%	6%	34%	17%	
ED	69%	22%	64%	15%	62%	10%	
EL	TF	TF	80%	40%	TF	TF	
CCRPI	2016-17		2017-18		2018-19		Summary Data
Score:	71		70.7		62.1		Trend data over the past three years indicates that the CCRPI scores have decreased each year. Achievement points increased significantly between

Troup County School System
L4GA Application

Achievement/Content Mastery	27.7	52.9	52.3	2016-2017, however there was a decrease in this area between 2017-2018 and 2018-2019. Similar trends are observed in the area of Progress and GAP. In terms of Readiness, there was virtually no change in the number of students at a level necessary for college and career readiness.
Progress	33.4	84.7	72.3	
Gap	6.7	64	36.4	
Readiness	N/A	78	78.1	
EI-ED-SWD/Exceeding the Bar	3.2	N/A	N/A	
School Climate and Culture	Summary			
School Safety	With the implementation of Positive Behavior Intervention Support (PBIS), Callaway Elementary School is able to promote positive and appropriate behavior through a multi-tiered system. By doing so, they are saving valuable instructional ours that may be otherwise lost to discipline. The school uses incentives to promote appropriate behavior, however, they also work collectively to set school-wide behavior goals and matrices. Through the evidence-based framework, Callaway Elementary School has designed effective environments and supports that, when implemented with fidelity, increase teaching and learning opportunities for all students. Safety practices and procedures in place not only provide a safe environment for students, both emotionally and physically, but it also protects time related to instructional objectives and learning. Furthermore, student safety is also reinforced and ensured through the use of safety drills. These drills and practice sessions ensure that all faculty and staff, as well as students, are well prepared in case of a safety emergency. In addition, the school staff is committed to keeping students safe by keeping locked classroom doors and having visitors sign in and present identification.			
Student Health Services	Callaway Elementary School students are served by a part-time nurse that addresses the physical, mental, emotional, and health needs of students. A school based therapist adds needed emotional and mental support to students once per week. Dental, vision, and hearing screenings are set up to determine if other areas of care are needed. In addition, a follow-up dental visit is scheduled to address students who require sealants. The school also employs on-site flu shots, hosts Growing Up classes, and disinfects the school regularly to ensure that students' health needs are being met. School faculty and staff are also trained regularly to respond to other health related issues, such as Code Valentine (non-responsive emergency) and Stop the Bleed training. In order to address students who may require deescalation, select faculty and staff members are trained in Mindset, a deescalation training course. These resources support student achievement in the learning process.			
Attendance Support	Callaway Elementary School is served by a full-time Family Liaison that provides support to the instructional program by providing information on programs and services available to students and families, monitoring attendance, referring families to outside agencies as needed, and fostering an ongoing partnership between home and school. The school counselor and teachers also communicate and follow up with parents regarding attendance issues. Quarterly incentives are used to promote daily attendance. Part of the school's initiative to address attendance issues is consistent review of attendance data and the development of a follow-up plan. The school recognizes the importance of attendance as related to instruction and academic gains, and therefore provides support to the family and community as a way of promoting high attendance.			
Social and Community Support	Community support is a critical component of Callaway Elementary's school climate and culture. Jackson Heating & Air, H & H Builders, First Franklin Financial and other faith-based organizations support the school by purchasing school supplies for students, help to stock the food and clothing pantries, and provide incentives for students and faculty/staff.			

Troup County School System
L4GA Application

Parental Support	Callaway Elementary School has a Parent Teacher Organization (PTO) and School Council. Both organizations encourage interactions between parents and school, provide volunteers for fundraising opportunities, and support staff and students in creating a community of learners. They have several parent volunteers who work tirelessly within the school to support student success, as well as support faculty and staff. The school works with families to receive input through surveys, family nights, curriculum nights, and receives input concerning the school/family compact each year. Family lunches and academic nights are provided to encourage parent participation. In addition, the school hosts K-5 Lunch and Learns where standards are presented, parents are given an opportunity to view student work and ask questions, and also work with their child to understand the current instructional objectives. Parent surveys and feedback are utilized on a continuous basis when making building based decisions. Additional activities that support parental support are Science Fairs, various curriculum nights, Spirit Nights, Basketball Games, Back to School Events, festivals, Career Week, and off-campus meet and greets.
Rigorous Curriculum-Alignment of curriculum with state standards across grade levels	<p>Summary of existing status and current needs. Callaway Elementary School’s curriculum ensures that students have the opportunity to access the content and skills outlined in the Georgia Standards of Excellence in a Tier 1 setting. Students are also provided a block of fine arts instruction focusing on music and art, as well as, a physical education segment that is beneficial to the educational process. Gifted students are served by a full time gifted teacher that organizes and provides modified instructional strategies to meet the needs of high achieving students. Based on data, Callaway is unable to successfully reach content mastery with current intervention programs and also needs additional support in content areas. Some specific areas of need include understanding of and alignment of standards in all content areas, strategies to build hands-on application in Science and Math, Literacy training in best practices and appropriate training and coaching on how to successfully incorporate literacy into all content areas. Gifted curriculum resources are also an area of need, which will continue to support a rigorous curriculum model and help to support rigor across all grade levels and content areas.</p>
Curriculum Intervention Programs	<ul style="list-style-type: none"> ● Read 180 ● System 44 ● Foundations ● Education Galaxy ● iRead
Enrichment Programs	<ul style="list-style-type: none"> ● Gifted (ELA) ● Talent Search ● JetToy AWIM club ● Advanced Art Club ● Broadcast Team ● Student Council volunteers ● Jr. Beta Club ● Drama Club ● MakerSpace
Instructional Program	<p>Summary of existing status and current needs. Callaway Elementary School’s instructional program consists of research-based strategies that ensure student learning and the use of best practices by teachers. Students are provided whole and small group instruction that meets grade level standards and focuses on individual needs. Data is analyzed frequently and is used to inform planning and instruction in an effort to reach content mastery. The research-based strategies, alignment of curriculum and resources, and the use of formative and summative assessments allows faculty and staff to make informed decisions on student’s needs.</p>

Troup County School System
L4GA Application

<p>Planning and implementation of research based instructional strategies</p>	<ul style="list-style-type: none"> ● Text sets ● Guided Reading ● Foundations/Phonics ● Deconstructing Priority Standards ● Integrated Science/SS ● Phonemic Awareness ● Standards based math instruction-current need ● Inquiry based Science ● Writing Across the Curriculum ● Eureka, but needs hands on learning for math
<p>Use of instructional technology (by students and teachers)</p>	<ul style="list-style-type: none"> ● Keyboarding Program ● RAZ Kids ● iRead ● Read 180/System 44 software ● Each classroom has a promethean board ● 3rd-5th grade one to one ● Document Cameras ● Flip Cameras ● Flipgrid ● Google classroom ● Nearpod ● ESpark ● Education Galaxy
<p>Use of data analysis to inform and differentiate instruction</p>	<ul style="list-style-type: none"> ● Incorporated PLC Model on a weekly basis (discuss current progress, but also long-term) ● Ongoing data spreadsheets for longitudinal viewing ● Common Assessments ● Reading Inventory (Lexile) ● FRA ● Attendance ● Prescriptive Small Groups for Math ● Monthly Data Day (by grade level and content) ● Use of data cards (whole child data review, attend., behavior, academics, etc.) ● GKIDS

Troup County School System
L4GA Application

<p>Number of minutes scheduled for core academic subjects</p>	<p>K-1 ELA with integrated Science/SS- 3 hours Math- 1.5 hours</p> <p>2nd ELA with integrated Science/SS 2.5 hours Math 1.5 hours Science/Social Studies 45 minutes</p> <p>3rd ELA 2.25 Math 1.75 Science/Social Studies 1.75</p> <p>4-5 Math 2 hours ELA 2 hours Science/SS 1 hour</p>
<p>Assessments</p>	<p>Callaway utilizes assessment tools at frequent, regular intervals throughout the school year to determine student mastery of academic concepts and content. This practice improves teaching and student achievement by providing data and tools to drive timely, evidence-based instruction that helps every student grow and achieve learning goals, regardless of where they started. Data Team Meetings, as well as ongoing data review are used to monitor data frequently. Based on assessment data, Callaway Elementary School is in need of various supports that can target specific needs and increase content mastery. Although data is reviewed to determine student’s needs, ongoing supports will allow teachers to further make informed decisions concerning interventions and instruction in an attempt to increase student learning and achievement.</p>
<p>Use of formative, interim, and summative assessments to measure student progress</p>	<ul style="list-style-type: none"> ● Running Records- GR ● PA ● GRASP ● FRA ● Assesslets- Math and ELA ● GMAS ● Fact fluency ● DIBELS Fluency ● Foundations unit assessments ● Reading Inventory- Lexile Comprehension ● Formative Assessment - created by teachers based on priority standards ● Quarterly assessments
<p>Timeline for reporting student progress to parents</p>	<ul style="list-style-type: none"> ● Quarterly ● Conferences PK-2 twice a year. 3rd-5th once a year ● Report Card ● Progress Report
<p>Parent and Community Support</p>	<p>Summary of existing status and current needs.</p>

Troup County School System
L4GA Application

Social, health, and community services to students and families	Callaway Elementary School works to ensure that the needs of the students and families are met in terms of the community, their health, and social well being. This initially begins with the school counselor, school nurse, and the school-based therapist. Administrative and other school-based teams work with health providers to ensure that families have appropriate community resources and assist with allocating those resources. Support personnel also works to establish connections and communication, based on specific needs, to the appropriate organization. DFACS and Troup County Health Department help to support support the development and success of students and families. Other outreach initiatives, such as faith-based programs, aid in providing community support as well. Law enforcement agencies also work to ensure that they can support families and the community through positive ways and provide proactive support.
--	--

School Comprehensive Needs Analysis:

School Name: Clearview Elementary				
School Data				Summary of Data
1. Student Profile Data	2016-17	2017-18	2018-19	16-17 and 17-18 data represents data from Whitesville Road which closed at the end of the 17-18 school year. Clearview Elementary opened in 18-19 in its place. Clearview’s enrollment grew by 180 students from the previous year. Of the 712 students, 64% were African American with the remaining 36% being Hispanic, Asian, White, and Multi-Racial. In 2018-19, the percentage of students missing less than 10% of enrolled days and the disciplinary incidents increased with the increase in enrollment.
Total student enrollment	542	532	712	
Grade level enrollment	Pre-K -5th	Pre-K -5th	Pre-K -5th	
Number of students in each subgroup (List applicable subgroups below.)				
Hispanic	54	47	53	
American Indian or Alaskan Native	3	1		
Asian	1	384	24	
Black	393	73	458	
White	63	73	146	
Multi-Racial	28	28	31	
Attendance %	86.7	84.35	87.00	
Disciplinary Incidents	248	213	279	
2. Staff Profile Data	2019-20	Summary Data		
Current Principal Length of time in position	9	The principal is in her 2nd year at Clearview Elementary. She was the principal for 4 years at Whitesville Road before opening Clearview, which replaced Whitesville Road.		
Teaching Staff Number of years’ experience in profession		Data indicates that years’ experience for teaching staff is more concentrated in the mid bands, with the highest percentage of certified staff having 11-20 years of experience.		
1 to 3	10			
4-10 years	15			
11-20 years	19			
21+ years	7			

Troup County School System
L4GA Application

Teaching Staff Percentage (%) of experience in the school							
1 to 3		20%					
4-10 years		30%					
11-20 years		37%					
21+ years		14%					
Subs Used to Date:	2018-2019					Data indicates a sub to teacher ratio of 6.6:1.	
	441						
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)	2018-19					Data indicates that teachers consistently promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	
	Level 1: 0						
	Level 2: 0						
	Level 3: 45						
	Level 4: 3						
GMAS ELA Data	2016-17	2017-18	2018-19	Summary Data			
% Reading In Grade Level Band	53%	45%	50%	Data indicates that the number of students reading within their grade level band has increased 5% since the 2017-18 school year. In 2018-2019, 30.62% of students were at the midpoint or above their grade level band (CCRPI Lexile Indicator)			
All Students category	D +	P+	D +	P+	D +	P+	The number of students in the developing and above range and the percentage of students reaching grade level proficiency has increased from the 2017-18 school year. The ED subgroup increased in the percentage of students in the developing and above range by 5%. The EL subgroup experienced larger gains with a 22% increase in the number of students reaching grade level proficiency.
	56%	17%	52%	18%	54%	21%	
SWD	7%	7%	0%	0%	6%	3%	
ED	51%	18%	44%	16%	49%	15%	
EL	81%	50%	70%	35%	70%	57%	

Troup County School System
L4GA Application

GMAS Mathematics Data	2016-17		2017-18		2018-19		Summary Data
All Students category	D +	P+	D +	P+	D +	P+	Data indicates that the percentage of students in the developing and above and grade level and above ranges has decreased each year for all students. Percentages for the EL subgroup scoring Proficient and above have remained stagnant, while the percentage entering the grade level band increased 15% for the 2018-19 school year.
	85%	39%	77%	33%	67%	25%	
SWD	40%	7%	19%	0%	15%	0%	
ED	84%	36%	77%	28%	63%	21%	
EL	94%	59%	76%	65%	91%	65%	
GMAS Science Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	Data indicates that the number of students accessing the grade level band has remained stagnant for the last two years, while the number of students proficient and above has increased since the 2017-18 school year. The number of ED students scoring proficient and higher has remained stagnant while the number of students entering the grade level band has decreased 6% since the prior year.
	51%	22%	27%	8%	27%	12%	
SWD	TF	TF	TF	TF	TF	TF	
ED	50%	0%	27%	8%	21%	9%	
EL	TF	TF	TF	TF	TF	TF	
GMAS Social Studies Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	Data indicates that the number of students entering the grade level band has decreased each year since 2016-17, while the number of students scoring proficient and above increased slightly for 2018-19 school year. The ED subgroup decreased 5% in the developing and above range while the percentage of students at proficient and above has remained stagnant since the 2017-18 school year.
	62%	15%	57%	6%	55%	8%	
SWD	TF	TF	TF	TF	TF	TF	
ED	62%	15%	55%	5%	50%	5%	
EL	TF	TF	TF	TF	TF	TF	
CCRPI	2016-17		2017-18		2018-19		Summary Data
Score:	69		54.4		55.2		Overall, CCRPI scores remain stagnant from the previous year. Points for progress decreased, while gap points increased due to

Troup County School System
L4GA Application

Achievement/Content Mastery	21.8	42.9	41.4	more student subgroups meeting their targets. More students are moving into their grade level reading bands; however, a low percentage of students are accessing the band at a level necessary for college and career readiness. Lexile Indicator for CCRPI (% of students reaching mid-point or higher in grade level band) 2017-2018: 41.60% 2018-2019: 30.62%
Progress	35.5	71.4	62.8	
Gap	6.7	17.5	42.5	
Readiness	N/A	69.7	72.1	
EI-ED-SWD/Exceeding the Bar	5	N/A	N/A	
School Climate and Culture	Summary			
School Safety	With the implementation of a school behavior management plan and Wolf Bucks Incentive Store, Clearview is working to save instructional hours otherwise lost to discipline. The management plan allows Clearview to apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. Through the evidence-based framework and Keys of Excellence as their guiding practices, Clearview has designed effective environments and supports that, when implemented with fidelity, increase teaching and learning opportunities for all students. Through the use of safety drills and Safety Patrol, a safe learning and working environment is ensured for all students and staff.			
Student Health Services	Clearview students are served by a part-time nurse that addresses the physical, mental, emotional, and health needs of students. A ½ time Health Aide assists the school nurse while a school based therapist adds needed emotional and mental support to students once per week. Dental, vision, and hearing screenings are set up to determine if other areas of care are needed. These resources support student achievement in the learning process.			
Attendance Support	Clearview is served by a full-time Family Liaison that provides support to the instructional program by providing information on programs/services available to students and families, monitoring attendance, referring families to outside agencies as needed, and fostering an ongoing partnership between home and school. The school counselor and teachers also communicate and follow up with parents regarding attendance issues. System attendance guidelines are followed diligently.			
Social and Community Support	Community support is a critical component of Clearview’s school climate and culture. Walmart Distribution, Publix, Caterpillar, Alpha Phi Fraternity, American Homeshield and local churches purchase school supplies for students and staff. Faith based partners also provide Dinner in a Box for needy families at Thanksgiving, support 50 children during the holiday season, provide nonperishable items to identified students each weekend through the Back Pack Program, donate items for Teacher Appreciation Week, stock and staff the Wolfbucks Store, and provide weekly mentors and tutors for students in an effort to support the whole child.			

Troup County School System
L4GA Application

Parental Support	Clearview parents serve on the Parent Advisory Council. This organization encourages interactions between parents and school. Academic family meetings are provided as a tool to make parents knowledgeable of curriculum and provide helpful tips. Parents are also encouraged to participate as room parents in the primary grades, share their heritage or culture, and read aloud to students.
Rigorous Curriculum-Alignment of curriculum with state standards across grade levels	<p>Summary of existing status and current needs.</p> <p>Clearview’s curriculum ensures that students have the opportunity to access the content and skills outlined in the Georgia Standards of Excellence in a Tier 1 setting. Students are also provided a block of fine arts instruction focusing on music and art, as well as, a physical education and health segment that is beneficial to the educational process. Gifted students are served by a full time gifted teacher that organizes and provides modified instructional strategies to meet the needs of high achieving students. 5th grade gifted and high achieving students are also served in a self-contained cluster model. Based on data, Although progress has been made, Clearview has not yet reached content mastery with current programs and strategies in place as it relates to CCRPI criteria.</p>
Curriculum Intervention Programs	<ul style="list-style-type: none"> ● Read 180 ● System 44 (2nd grade) ● Tier 3 interventions – designated students based on needs ● Orton-Gillingham ● Foundations
Enrichment Programs	<ul style="list-style-type: none"> ● Fine Arts ● PE ● JetToy AWIM Club ● 5th grade gifted cluster – self contained class ● 1st-5th gifted cluster groups ● After-school program focused on students who need to move from Proficient to Distinguished ● Activities that extend beyond the school day <ul style="list-style-type: none"> ○ Field trips (Washington DC, Sarenbe Farms, etc.) ○ family game night
Instructional Program	<p>Summary of existing status and current needs.</p> <p>Clearview’s instructional program consists of research-based strategies that ensure student learning and the use of best practices by teachers. Students are provided whole and small group instruction that meets grade level standards and focuses on individual needs. Data is analyzed frequently and is used to inform planning and instruction in an effort to reach content mastery.</p>

Troup County School System
L4GA Application

<p>Planning and implementation of research based instructional strategies</p>	<ul style="list-style-type: none"> ● Text sets ● Guided Reading ● Foundations/Phonics ● Integrated Science/SS ● Phonemic Awareness ● Conceptually Based Math Instruction ● Inquiry based Science ● Shared Reading ● Interactive Read Aloud
<p>Use of instructional technology (by students and teachers)</p>	<ul style="list-style-type: none"> ● 1st-5th grade one-to-one Chromebooks ● Interactive Boards/TV ● NewsELA ● Google Classroom ● RAZ Kids ● Zearn Math ● Star Math/Freckle Math ● ReadWorks ● iRead ● Nearpod
<p>Use of data analysis to inform and differentiate instruction</p>	<ul style="list-style-type: none"> ● Running Records ● DIBELS Fluency ● Foundations unit assessments ● Formative Assessments ● Grade level common assessments ● Reading Inventory ● Assesslets ● Conferring <p>Grade level PLC’s dissect and discuss data. The information is then used to inform instruction. Collaborative planning templates are completed at each meeting and all data is maintained and monitored in Google Drive. Quarterly data meetings are held with administrators, while Tier data meetings are held monthly, alternating between behavior and academic.</p>
<p>Number of minutes scheduled for core academic subjects</p>	<ul style="list-style-type: none"> ● 2 hours, 30 minutes ELA with integrated social studies ● 1 1/2 hours Math ● 45 minutes Science/Social Studies

Troup County School System
L4GA Application

<p>Assessments</p>	<p>Summary of existing status and current needs. Clearview utilizes assessment tools at frequent, regular intervals throughout the school year to determine student mastery of academic concepts and content. This practice improves teaching and student achievement by providing data and tools to drive timely, evidence-based instruction that helps every student grow and achieve learning goals, regardless of where they started. Professional Learning Communities, along with Google Drive, are utilized to consistently monitor data. Based on assessment data, Clearview is in need of supports that can target specific needs and increase content mastery.</p>
<p>Use of formative, interim, and summative assessments to measure student progress</p>	<ul style="list-style-type: none"> ● Reading Inventory ● Phonics Inventory ● Foundational Reading Assessment ● GMAS ● Assesslets ● GRASP ● Star Math
<p>Timeline for reporting student progress to parents</p>	<ul style="list-style-type: none"> ● Quarterly Report Card ● Progress Report at the midpoint of each 9 week period ● Conferences <ul style="list-style-type: none"> ○ PK-2 twice a year ○ 3rd-5th once a year
<p>Parent and Community Support</p>	<p>Summary of existing status and current needs.</p>
<p>Social, health, and community services to students and families</p>	<p>Meeting the social, health, and community service needs of students and parents initially begins with the school counselor. The counselor then establishes connections and communication, based on that need, to the appropriate organization. DFACS, Troup County Health Department, and Twin Cedars are a few of the agencies that support the development and success of Clearview students and families. A school based therapist is also available to support students and families one day a week.</p>

School Comprehensive Needs Analysis:

School Name: Hogansville Elementary				
School Data				Summary of Data
1. Student Profile Data	2016-17	2017-18	2018-19	In 2018-2019, 477 students were enrolled at Hogansville Elementary School. Out of those 477 students, 43% were African American, with the remaining 57% being Hispanic, Asian, American Indian, White, or Multi-Racial. Attendance patterns demonstrate a slight increase in the number of students missing 10 or more days of school, but the difference is not significant. During the last reported year, there were 81 students who missed 10 or more days of school. Disciplinary incidents have dropped considerably each reported year since the 2016-2017 school year.
Total student enrollment	545	500	477	
Grade level enrollment	Pre-K - 5th	Pre-K - 5th	Pre-K - 5th	
Number of students in each subgroup (List applicable subgroups below.)				
Hispanic	30	43	37	
American Indian or Alaskan Native		1	1	
Asian	3	1	1	
Black	188	171	163	
White	301	257	249	
Multi-Racial	23	28	27	
Attendance %	88.3	85.25	83.26	
Disciplinary Incidents	215	238	113	
2. Staff Profile Data	2019-20	Summary Data		
Current Principal Length of time in position	2	The principal is in her 2nd year at Hogansville Elementary School.		
Teaching Staff Number of years' experience in profession		Data indicates that years' experience for teaching staff is concentrated relatively evenly in the 1-3 years and 21+ years bands. These two bands account for 65% of the certified staff.		
1 to 3	13			
4-10 years	5			
11-20 years	8			
21+ years	11			
Teaching Staff Percentage (%) of experience in the school				

Troup County School System
L4GA Application

1 to 3	35%					
4-10 years	14%					
11-20 years	22%					
21+ years	29%					
Subs Used to Date:	2018-2019					Data indicates a sub to teacher ratio of 4.3:1.
	213					
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)	2018-19					Data indicates that teachers consistently promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.
	Level 1: 0					
	Level 2: 2					
	Level 3: 31					
	Level 4: 0					
GMAS ELA Data	2016-17	2017-18	2018-19	Summary Data		
% Reading In Grade Level Band	59%	52%	54%	Data indicates consistency in terms of students meeting their grade level band. There was a 7% decrease in the number of students meeting the grade level band from 2016-2017 to 2017-2018, however, there was a 2% increase in students meeting their grade level band from 2017-2018 to 2018-2019.		
All Students category	D +	P+	D +	P+	D +	P+
	57%	20%	50%	18%	57%	22%
SWD	28%	5%	15%	10%	22%	8%
ED	55%	16%	44%	16%	48%	15%
EL	TF	TF	50%	8%	55%	18%

Troup County School System
L4GA Application

GMAS Mathematics Data	2016-17		2017-18		2018-19		Summary Data
All Students category	D +	P+	D +	P+	D +	P+	Data indicates that the percentage of students in the developing and above range increased in the past year for all students, as well as the SWD & EL subgroups. The ED subgroup demonstrated little to no change in the developing and above range in the past year. Data also indicates that the percentage of students in the proficient and above range increased for all students in the past year. This is a common trend among all subgroups as well.
	75%	27%	63%	14%	69%	31%	
SWD	36%	9%	29%	10%	36%	15%	
ED	72%	24%	62%	10%	62%	25%	
EL	TF	TF	58%	16%	73%	18%	
GMAS Science Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	Data indicates that the number of students accessing the grade level band and the number of students proficient and above has decreased since the 2016-17 school year. This trend is indicative across all subgroups.
	68%	31%	41%	17%	39%	18%	
SWD	TF	TF	TF	TF	TF	TF	
ED	60%	28%	34%	11%	32%	11%	
EL	TF	TF	TF	TF	TF	TF	
GMAS Social Studies Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	Data indicates that the number of students accessing the grade level band and the number of students proficient and above has decreased since the 2016-17 school year. This trend is indicative across all subgroups.
	63%	18%	59%	12%	57%	7%	
SWD	TF	TF	TF	TF	TF	TF	
ED	57%	19%	53%	11%	49%	2%	
EL	TF	TF	TF	TF	TF	TF	
CCRPI	2016-17		2017-18		2018-19		Summary Data
Score:	56.9		47.6		71.3		Trend data over the past three years indicates that the CCRPI scores have been inconsistent, however there is a significant

Troup County School System
L4GA Application

Achievement/Content Mastery	24.9	37.4	44.5	increase since last year. Achievement points increased consistently over the past three years. The data also indicates that there has been a consistent increase in the area of Progress. In terms of Readiness, there was an increase in the number of students at a level necessary for college and career readiness.
Progress	26.5	59.3	89.8	
Gap	5	8.3	77.5	
Readiness	N/A	72.0	74.7	
EI-ED-SWD/Exceeding the Bar	.5	N/A	N/A	
School Climate and Culture	Summary			
School Safety	<p>With the implementation of Positive Behavior Intervention Support (PBIS), Hogansville Elementary School is able to promote positive and appropriate behavior through a multi-tiered system. By doing so, they are saving valuable instructional hours that may be otherwise lost to discipline. The school also effectively uses the Response to Intervention (RtI) procedures and policies to ensure that students are receiving individualized interventions in terms of behavior support. Faculty and staff utilize student safety plans if they feel that the student's behavior is such that a comprehensive plan is warranted. As part of the PBIS system, the faculty and staff teach appropriate behaviors through shared lesson plans, revisit routines and procedures, especially after a long break, and promote school wide incentives for positive choices. Aside from using incentives to promote appropriate behavior, they also work collectively to set school-wide behavior goals and matrices. Through the evidence-based framework, Hogansville Elementary School has designed effective environments and supports that, when implemented with fidelity, increase teaching and learning opportunities for all students. Safety practices and procedures in place not only provide a safe environment for students, both emotionally and physically, but it also protects time related to instructional objectives and learning. Furthermore, student safety is also reinforced and ensured through the use of safety drills. These drills and practice sessions ensure that all faculty and staff, as well as students, are well prepared in case of a safety emergency. In addition, the school staff is committed to keeping students safe by keeping locked classroom doors and having visitors sign in and present identification.</p>			
Student Health Services	<p>Hoganville Elementary School students are served by a part-time nurse that addresses the physical, mental, emotional, and health needs of students. Two school based therapists add needed emotional and mental support to students three times per week. Dental, vision, and hearing screenings are set up to determine if other areas of care are needed. In addition, a follow-up dental visit is scheduled to address students who require sealants. The school also hosts Growing Up classes as part of their initiative to meet the whole child's needs. School faculty and staff are also trained regularly to respond to other health related issues, such as Code Valentine (non-responsive emergency) and Stop the Bleed training. In order to address students who may require deescalation, select faculty and staff members</p>			

Troup County School System
L4GA Application

	<p>are trained in Mindset, a deescalation training course. These resources support student achievement in the learning process.</p>
<p>Attendance Support</p>	<p>Hogansville Elementary School is served by a full-time Family Liaison that provides support to the instructional program by providing information on programs and services available to students and families, monitoring attendance, referring families to outside agencies as needed, and fostering an ongoing partnership between home and school. The school counselor and teachers also communicate and follow up with parents regarding attendance issues. If needed, the administrative team is also involved in making contacts with parents. The school promotes attendance by hosting Year long attendance initiatives, with business and community support, as well as monthly and weekly attendance incentives. These are provided to individual students in the form of celebrations, but also to classrooms with the highest attendance. Another incentive that promotes appropriate attendance behavior is visual tracking for all classrooms, use of school-wide visuals, and social media to support the school-wide attendance goals. Part of the school's initiative to address attendance issues is consistent review of attendance data and the development of a follow-up plan. The plan may also include home visits for students with excessive absences. Weekly newsletter reminders are also sent to the parents in an attempt to promote positive attendance. The school recognizes the importance of attendance as related to instruction and academic gains, and therefore provides support to the family and community as a way of promoting high attendance.</p>
<p>Social and Community Support</p>	<p>Community support is a critical component of Hogansville Elementary's school climate and culture. Pedal Forward, the Hogansville Police Department, God's Bread Basket, Pilot Club, Foster Grandmother Supports, Georgia Power, 4-H, and other faith-based organizations support the school by purchasing school supplies for students, help to stock the food and clothing pantries, and provide incentives for students and faculty/staff. In addition, Hogansville Elementary is proud to have the support of other community resources and programs in the following ways:</p> <ul style="list-style-type: none"> ● Collaboration with Positive Fields (STEM based), Partners with Girls Who Code club to build a 3-D printing farm ● Collaboration with Elevation Youth Camp (after school program) ● AWIM(KIA)-Stem-based lessons ● Art and Chorus community shows ● Troup Reads at LaGrange Mall ● Certified Literate Community ● Troup County Literacy Warriors ● Jr. Deputy Safety Program ● National Night Out ● Student of the Month luncheon at Rogers BBQ

Troup County School System
L4GA Application

<p>Parental Support</p>	<p>Hogansville Elementary School currently has an inactive Parent Teacher Organization (PTO), however they are working tirelessly to grow this organization in an attempt to further connect the school with the community. The school works to encourage interactions between parents and school, provide volunteers for fundraising opportunities, and support staff and students in creating a community of learners. They have several parent volunteers who work tirelessly within the school to support student success, as well as support faculty and staff. The school works with families to receive input through surveys, family nights, curriculum nights, and receives input concerning the school/family compact each year. Family lunches and academic nights are provided to encourage parent participation. In addition, the school has the following in place to increase parental support: Literacy Tea, Representative on PAC Committee, National Night Out, Student-Led Conferences, Aspired IEP Meetings, and Home Visit Blitz. Parent surveys and feedback are utilized on a continuous basis when making building based decisions.</p>
<p>Rigorous Curriculum-Alignment of curriculum with state standards across grade levels</p>	<p>Summary of existing status and current needs. Hogansville Elementary School’s curriculum ensures that students have the opportunity to access the content and skills outlined in the Georgia Standards of Excellence in a Tier 1 setting. Students are also provided a block of fine arts instruction focusing on music and art, as well as, a physical education segment that is beneficial to the educational process. Gifted students are served by a full time gifted teacher that organizes and provides modified instructional strategies to meet the needs of high achieving students. Based on data, Hogansville Elementary School has put several new initiatives in place during the 2018-2019 school year in order to help all students work towards content mastery. However, additional resources, training, and funding are needed in order to ensure that all student needs are successfully met and that changes will be long term and systemic.</p> <p>Gifted curriculum resources are also an area of need, which will continue to support a rigorous curriculum model and help to support rigor across all grade levels and content areas.</p>
<p>Curriculum Intervention Programs</p>	<ul style="list-style-type: none"> ● F & P, LLI (Leveled Literacy Intervention) EIP ● Max Scholar, Tiers 2-4 ● EIP Push in Support 3-5 ● School Wide Fluency Interventions in Reading and Math ● Read 180 ● All-Stars 2-5 (after school, reading and math) ● Foster Grandparents ● Guided Math ● Summer School ● AIMS WEB

Troup County School System
L4GA Application

<p>Enrichment Programs</p>	<ul style="list-style-type: none"> ● Gifted Resource ● Talent Search ● JetToy AWIM club ● AWIM Hands-On ● Girls Who Code 4-5 ● Academic Team
<p>Instructional Program</p>	<p>Summary of existing status and current needs. Hogansville Elementary School’s instructional program consists of research-based strategies that ensure student learning and the use of best practices by teachers. Students are provided whole and small group instruction that meets grade level standards and focuses on individual needs. Data is analyzed frequently and is used to inform planning and instruction in an effort to reach content mastery. The research-based strategies, alignment of curriculum and resources, and the use of formative and summative assessments allows faculty and staff to make informed decisions on student’s needs.</p>
<p>Planning and implementation of research based instructional strategies</p>	<ul style="list-style-type: none"> ● Guided Reading K-5 ● F & P Grade Level Phonics, K-2 ● Integrated Science/SS ● Standards based math instruction based on GRASP data ● Inquiry based Science ● Eureka Math Kind - 5th ● Writing to Win on Demand ● Writing to Win Applied Grammar ● Writing to Win Paired Passages ● School wide fluency work ● Engage NY, 3-5 ELA ● Shared Reading K-2 ● Interactive Read-Aloud K-2
<p>Use of instructional technology (by students and teachers)</p>	<ul style="list-style-type: none"> ● Raz Kids ● Max Scholar ● Read180 ● E-Spark Learning ● Zearn (on grade level standards) ● Xtra Math (fluency) ● Splash Learn ● 1-1 Chromebooks 3-5 ● Promethean Boards for each classroom

Troup County School System
L4GA Application

	<ul style="list-style-type: none"> ● Chromebook carts ● Tablets/Ipads in some classes ● Prodigy ● IXL ● Read Theory ● Quizizz ● Iread ● IReady ● Teach Town
<p>Use of data analysis to inform and differentiate instruction</p>	<ul style="list-style-type: none"> ● Shared Assessment Spreadsheets (ongoing updates) ● Fluency Sheets (track bi-weekly for math and reading) ● Grade Level Meetings for decision making ● Use of data to determine flexible grouping placements ● Use of GRASP to determine fluid, instructional placement & supports ● Data is used to make decisions on academics, social/emotional, etc. support ● PBIS, monthly review of attendance and behavior ● RTI Data ● SMART Goals ● Bimonthly Tier 3 Meetings
<p>Number of minutes scheduled for core academic subjects</p>	<p>K-2: Math 90 min ELA 3 hours</p> <p>3-5: Math 80 ELA 160 Integrated Science and S.S.</p>
<p>Assessments</p>	<p>Summary of existing status and current needs. Hogansville Elementary School utilizes assessment tools at frequent, regular intervals throughout the school year to determine student mastery of academic concepts and content. This practice improves teaching and student achievement by providing data and tools to drive timely, evidence-based instruction that helps every student grow and achieve learning goals, regardless of where they started. Data Team Meetings, as well as ongoing data review are used to monitor data frequently. Based on assessment data, Hogansville Elementary School is in need of various supports that can target specific needs and increase content mastery. Although data is reviewed to determine student's needs, ongoing supports will allow teachers to further make informed decisions concerning interventions and</p>

Troup County School System
L4GA Application

	instruction in an attempt to increase student learning and achievement.
Use of formative, interim, and summative assessments to measure student progress	<ul style="list-style-type: none"> ● FRA ● Reading Inventory ● Sight Word Assessment ● PA Assessment ● GR Assessments ● Dibels ● Assesslet ● GRASP (Reading and Math) ● Formative Assessments to Drive Instruction ● mid-module, end of module assessments (Engage & Eureka) ● Exit tickets for Eureka math ● Bi-monthly fluency assessments ● Formative assessments on SMART goals
Timeline for reporting student progress to parents	<ul style="list-style-type: none"> ● Quarterly ● Conferences PK-2 twice a year. 3rd-5th once a year (student led for 3-5) ● Report Card ● Progress Report
Parent and Community Support	Summary of existing status and current needs.
Social, health, and community services to students and families	Hogansville Elementary School works to ensure that the needs of the students and families are met in terms of the community, their health, and social well being. This initially begins with the school counselor, school nurse, and the school-based therapists. Administrative and other school-based teams work with health providers to ensure that families have appropriate community resources and assist with allocating those resources. Support personnel also works to establish connections and communication, based on specific needs, to the appropriate organization. DFACS, Pathways, Kidzone, Grace Harbour and Troup County Health Department help to support the development and success of students and families. Other outreach initiatives, such as faith-based programs, aid in providing community support as well. Law enforcement agencies, such as the Hogansville Police Department, also work to ensure that they can support families and the community through positive ways and provide proactive support.

School Comprehensive Needs Analysis:

School Name: West Point Elementary				
School Data				Summary of Data
1. Student Profile Data	2016-17	2017-18	2018-19	<p>In 2018-2019, 407 students were enrolled in West Point Elementary. Of those 407 students, 62% were African American with the remaining 38% being Hispanic, Asian, White or Multi-Racial. Attendance has remained steady for 2 consecutive years, with 49 students missing 10 or more days of school during the last reported year. Disciplinary incidents have dropped considerably since the 2016-2017 school year.</p>
Total student enrollment	413	401	407	
Grade level enrollment	Pre-K- 5th	Pre-K- 5th	Pre-K- 5th	
Number of students in each subgroup (List applicable subgroups below.)				
Hispanic	11	15	10	
American Indian or Alaskan Native				
Asian	1	1	4	
Black	271	252	253	
Native Hawaiian or Other Pacific Islander	3	2		
White	112	105	126	
Multi-Racial	15	17	14	
Attendance %	88.3	86.89	88.43	
Disciplinary Incidents	111	76	63	
2. Staff Profile Data	2019-20	Summary Data		
Current Principal Length of time in position	12	The principal is in her 9th year at West Point Elementary.		
Teaching Staff Number of years' experience in profession		Data indicates that years' experience for teaching staff is concentrated evenly in the 11-20 years and 21+ years bands. These two bands account for 2/3 of the certified staff.		
1 to 3	5			
4-10 years	5			
11-20 years	10			
21+ years	11			

Troup County School System
L4GA Application

Teaching Staff Percentage (%) of experience in the school							
1 to 3		16%					
4-10 years		16%					
11-20 years		32%					
21+ years		35%					
Subs Used to Date:	2018-2019					Data indicates that the sub to teacher ratio is 5.2:1.	
	213						
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)	2018-19					Data indicates that teachers consistently promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	
	Level 1: 0						
	Level 2: 1						
	Level 3: 27						
	Level 4: 0						
GMAS ELA Data	2016-17	2017-18	2018-19	Summary Data			
% Reading In Grade Level Band	59%	55%	67%	Data indicates that more students are within their grade level band. The number of students accessing the band at midpoint has increased by 10% since the 2017-18 school year.			
All Students category	D +	P+	D +	P+	D +	P+	The number of students in the developing range and the percentage of students reaching grade level proficiency has increased from the 2016-17 school year. The SWD subgroup had slight increases in the percentage of students in the developing range and the number of students reaching grade level proficiency. The ED subgroup experienced larger gains in each range with a 16% increase in the developing range and 8% increase in students reaching grade level proficiency.
	65%	23%	59%	24%	71%	34%	
SWD	17%	0%	21%	4%	24%	6%	
ED	62%	17%	52%	20%	68%	28%	
EL	TF	TF	TF	TF	TF	TF	

Troup County School System
L4GA Application

GMAS Mathematics Data	2016-17		2017-18		2018-19		Summary Data
All Students category	D +	P+	D +	P+	D +	P+	Data indicates that the percentage of students in the developing and above ranges decreased in the past year for all students and the ED subgroup. Students with disabilities entering the grade level band increased in 2018-2019 from the prior year.
	76%	29%	75%	31%	67%	22%	
SWD	39%	0%	30%	13%	34%	3%	
ED	75%	21%	70%	24%	62%	18%	
EL	TF	TF	TF	TF	TF	TF	
GMAS Science Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	Data indicates that the number of students accessing the grade level band and the number of students proficient and above has decreased since the 2016-17 school year. However, the number of ED students scoring proficient and higher has increased slightly since last year.
	69%	43%	70%	36%	60%	24%	
SWD	TF	TF	TF	TF	30%	0%	
ED	72%	42%	56%	16%	57%	19%	
EL	TF	TF	TF	TF	TF	TF	
GMAS Social Studies Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	Data indicates that the number of students entering the grade level band has increased while the number of students at grade level and above has decreased. The percentage of ED students entering the grade level band and at the grade level band has increased since last year.
	74%	24%	74%	28%	79%	23%	
SWD	TF	TF	TF	TF	50%	0%	
ED	75%	16%	62%	12%	78%	21%	
EL	TF	TF	TF	TF	TF	TF	
CCRPI	2016-17		2017-18		2018-19		Summary Data
Score:	74.7		66.6		65.9		Overall, CCRPI scores remain stagnant from the previous year. Points for progress decreased, while gap points increased due to

Troup County School System
L4GA Application

Achievement/Content Mastery	25.9	52.1	51.6	more student subgroups meeting their targets. More students are moving into their grade level reading bands; however, a low percentage of students are accessing the band at a level necessary for college and career readiness. Lexile Indicator for CCRPI (% of students reaching mid-point or higher in grade level band) 2017-2018: 33.15% 2018-2019: 43.50%
Progress	36.7	87.7	82.5	
Gap	6.7	34.4	40.6	
Readiness	N/A	73.2	77.1	
EI-ED-SWD/Exceeding the Bar	3.3	N/A	N/A	
School Climate and Culture	Summary			
School Safety	With the implementation of Pawesome Behavior and Camp Bulldog, West Point is saving instructional hours otherwise lost to discipline. Pawesome Behavior and Camp Bulldog also allows West Point to apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. Through the evidence-based framework, West Point has designed effective environments and supports that, when implemented with fidelity, increase teaching and learning opportunities for all students. Safety drills involving first responder and law enforcement support ensure a safe learning and working environment for students and staff.			
Student Health Services	West Point students are served by a part-time nurse that addresses the physical, mental, emotional, and health needs of students. A school based therapist adds needed emotional and mental support to students once per week. Dental, vision, and hearing screenings are set up to determine if other areas of care are needed. These resources support student achievement in the learning process.			
Attendance Support	West Point is served by a full-time Family Liaison that provides support to the instructional program by providing information on programs/services available to students and families, monitoring attendance, referring families to outside agencies as needed, and fostering an ongoing partnership between home and school. The school counselor and teachers also communicate and follow up with parents regarding attendance issues. Quarterly incentives are used to promote daily attendance.			
Social and Community Support	Community support is a critical component of West Point's school climate and culture. Walmart Distribution, Publix, and local churches purchase school supplies for students. Faith based partners also provide meals for faculty and staff and supply a clothing closet for students. The City of West Point, based on city funds, supports the 8 week after school program.			
Parental Support	West Point has a Parent Teacher Organization (PTO) and School Council. Both organizations encourage interactions between parents and school, provide volunteers for fundraising opportunities, and support staff and students in creating a community of learners. Family lunches and academic nights are provided to encourage parent participation. Parent surveys and feedback are utilized when making building based decisions.			

Troup County School System
L4GA Application

<p>Rigorous Curriculum-Alignment of curriculum with state standards across grade levels</p>	<p>Summary of existing status and current needs. West Point’s curriculum ensures that students have the opportunity to access the content and skills outlined in the Georgia Standards of Excellence in a Tier 1 setting. Students are also provided a block of fine arts instruction focusing on music and art, as well as a physical education segment that is beneficial to the educational process. Gifted students are served by a full time gifted teacher that organizes and provides modified instructional strategies to meet the needs of high achieving students. Based on data, West Point is unable to reach content mastery with current intervention programs and also needs additional support in content areas.</p>
<p>Curriculum Intervention Programs</p>	<ul style="list-style-type: none"> ● Read 180 ● System 44 ● Foundations
<p>Enrichment Programs</p>	<ul style="list-style-type: none"> ● Fine Arts ● PE ● Gifted (ELA) ● Talent Search ● JetToy AWIM club ● Character Council ● Cello Club ● Character Chorus
<p>Instructional Program</p>	<p>Summary of existing status and current needs. West Point’s instructional program consists of research-based strategies that ensure student learning and the use of best practices by teachers. Students are provided whole and small group instruction that meets grade level standards and focuses on individual needs. Data is analyzed frequently and is used to inform planning and instruction in an effort to reach content mastery.</p>
<p>Planning and implementation of research based instructional strategies</p>	<ul style="list-style-type: none"> ● Text sets ● Guided Reading ● Foundations/Phonics ● Deconstructing Priority Standards ● Integrated Science/SS ● Phonemic Awareness ● Standards based math instruction: CSU CRMC Math collaborative support 3rd-5th ● Inquiry based Science ● Shared Reading ● Interactive Read Aloud

Troup County School System
L4GA Application

<p>Use of instructional technology (by students and teachers)</p>	<ul style="list-style-type: none"> ● 3rd-5th grade one-to-one Chromebooks ● Interactive Boards ● Flocabulary ● NewsELA ● Freckle Math and ELA ● Keyboarding Without Tears ● RAZ Kids ● iRead ● Nearpod ● Google Classroom
<p>Use of data analysis to inform and differentiate instruction</p>	<ul style="list-style-type: none"> ● Running Records ● GR Fact fluency ● DIBELS Fluency ● Foundations unit assessments ● Formative Assessment - created by teachers based on priority standards ● Quarterly assessments ● Conferring K-2 ● Students set and monitor their own data of these main assessments
<p>Number of minutes scheduled for core academic subjects</p>	<p>K-2: ELA with integrated Science/SS- 3 hours Math- 1.5 hours</p> <p>3-5: Math 1.5 hours ELA 2.5 hours Science/SS 30 minutes</p>
<p>Assessments</p>	<p>Summary of existing status and current needs. West Point utilizes assessment tools at frequent, regular intervals throughout the school year to determine student mastery of academic concepts and content. This practice improves teaching and student achievement by providing data and tools to drive timely, evidence-based instruction that helps every student grow and achieve learning goals, regardless of where they started. Data Team Meetings, along with Google Drive, are used to monitor data frequently. Based on assessment data, West Point is in need of instructional supports that can target specific needs and increase content mastery.</p>

Troup County School System
L4GA Application

<p>Use of formative, interim, and summative assessments to measure student progress</p>	<ul style="list-style-type: none"> ● Phonological Awareness Screening Test ● GRASP ● Foundational Reading Assessment ● Assesslets- Math and ELA ● GMAS ● Phonics Inventory ● Reading Inventory ● Quarterly Standards Assessments
<p>Timeline for reporting student progress to parents</p>	<ul style="list-style-type: none"> ● Quarterly Report Card ● Progress Report at the midpoint of each 9 week period ● Conferences <ul style="list-style-type: none"> ○ PK-2 twice a year ○ 3rd-5th once a year
<p>Parent and Community Support</p>	<p>Summary of existing status and current needs.</p>
<p>Social, health, and community services to students and families</p>	<p>Meeting the social, health, and community service needs of students and parents initially begins with the school counselor, school nurse, and/or school based therapist. The support personnel then establishes connections and communication, based on that need, to the appropriate organization. DFACS, Troup County Health Department, and Twin Cedars are a few of the agencies that support the development and success of West Point students and families. Point University Mentoring Program and the West Point Police Department Protect and Serve Breakfast also add additional support and guidance to West Point students.</p>

Troup County School System
L4GA Needs Analysis

Appendix A – Needs Assessment

School Comprehensive Needs Analysis: Callaway Middle School

School Name: Callaway Middle				
School Data				Summary of Data
Student Profile Data	2016-17	2017-18	2018-19	<p>In 2018-2019, Callaway Middle School had an enrollment of 737 students. This enrollment number is on trend with the steady increase in student enrollment numbers over the last three years. Of the 737 students that attended Callaway during 2018-2019, 50% were African American, 38% were White and the remaining 12% were Asian, Multi-Racial, American Indian, and Pacific Islander.</p> <p>In 2018-19, the percentage of students missing less than 10% of enrolled days and the disciplinary incidents decreased, although student enrollment increased by 31 students.</p>
Total student enrollment	653	706	737	
Grade level enrollment	6th-8th	6th-8th	6th-8th	
Number of students in each subgroup (List applicable subgroups below.)				
Hispanic	22	31	40	
American Indian or Alaskan Native	1	2	4	
Asian	15	16	13	
Black	315	352	368	
White	263	272	277	
Multi-Racial	37	33	35	
Attendance %	88.1	86.66	85.75	
Disciplinary Incidents	1050	806	738	
2. Staff Profile Data		2019-20	Summary of Data	
Current Principal	2	The principal has been at Callaway for two years. She has been a building leader for a total of twelve years.		
Length of time in position				
Teaching Staff		Data indicates that years' experience for teaching staff is more concentrated in the mid bands with the highest percentage of certified staff having 4-10 years of experience.		
Number of years' experience in the profession				
1 to 3	9			
4-10 years	18			
11-20 years	17			
21+ years	12			
Teaching Staff		Data indicates that years' experience for teaching staff is more concentrated in the mid bands with the highest percentage of certified staff having 4-10 years of experience		
Percentage (%) of experience in the school				
1 to 3	16%			
4-10 years	32%			
11-20 years	31%			
21+ years	21%			

Number of subs used to date	2018-2019						The data indicates that there is a sub to teacher ratio of 1:6.6.
	390						
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)	2018-19						Data indicates that teachers consistently promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key skills.
	Level 1: 0						
	Level 2: 0						
	Level 3: 48						
Level 4: 0							
GMAS ELA Data	2016-17		2017-18		2018-19		Summary Data
% Reading In Grade Level Band	61%		55%		56%		Data indicates a 5% decrease of student reading within or above grade level band on GMAS between 16-17 and 18-19. In 2018-2019, 45.03% of students met the midpoint or above (CCRPI Lexile Indicator) of their grade level band.
All Students category	D +	P+	D +	P+	D +	P+	The data indicates that students in the developing range and the percentage of students reaching grade-level proficiency has increased from the 2017-18 school year. The SWD subgroup increased in the percentage of students in the developing range by 5%, but the SWD subgroup reaching grade-level proficiency is stagnant. The ED subgroup also experienced gains in both the developing and proficiency ranges in 2018-2019.
	63%	26%	59%	20%	61%	27%	
SWD	31%	4%	17%	5%	23%	5%	
ED	58%	20%	54%	15%	56%	22%	
EL	TF	TF	60%	25%	74%	26%	
GMAS Mathematics Data	2016-17		2017-18		2018-19		Summary Data
All Students category	D +	P+	D +	P+	D +	P+	Data indicates a steady decline in the percent of students in the Developing and above achievement level (-13 %age points) as well as students meeting grade-level proficiency and above (-9 %age points) since 2016-2017. However, the EL subgroup continues to maintain higher achievement in this area.
	72%	27%	69%	25%	59%	18%	
SWD	42%	10%	33%	3%	20%	2%	
ED	67%	21%	63%	17%	55%	14%	
EL	100%	59%	81%	56%	90%	40%	
GMAS Science Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	Since 2016-2017, the percentage of students in the developing and above range had decreased by 21 percentage points. In 2018-2019 there was an increase of students reaching proficient and above. The ED students scoring proficient and higher has increased by 5 percentage points, while the number entering the grade level band has decreased since the prior year.
	60%	28%	39%	12%	39%	16%	
SWD	17%	6%	33%	0%	11%	11%	
ED	56%	26%	34%	8%	33%	13%	
EL	TF	TF	TF	TF	TF	TF	
GMAS Social Studies Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	Data indicates that the percentage of students in the proficient and above range increased by 4% in 2018-2019. while SWD made a significant decrease of 28% in the developing and above range in 2018-2019.
	66%	28%	56%	13%	52%	17%	
SWD	23%	6%	50%	17%	22%	11%	
ED	62%	23%	52%	10%	45%	12%	
EL	TF	TF	TF	TF	TF	TF	

CCRPI	2016-17	2017-18	2018-19	Summary Data
Score:	59.3	53.6	57.1	Overall, CCRPI scores remain stagnant from the previous year. Points for progress and gap points both increased due to more student subgroups meeting their targets. Students reaching the midpoint of Lexile band in 2017-2018 was 40.54% and last year there was a 5% increase in that number 2018-2019 - 45.03%.
Achievement/Content Mastery	26	42.6	43.0	
Progress	29.5	67.9	64.0	
Gap	3.3	13.6	43.8	
Readiness	N/A	74.9	76.3	
El-ED-SWD/Exceeding the Bar	0.5	N/A	N/A	
School Climate and Culture	Summary of existing status and current needs.			
School Safety	<p>Callaway is served by a full-time School Resource Officer (SRO). This officer helps to ensure the overall safety of the students and staff at the school. In addition to the SRO, Callaway Middle School recently received a new security system throughout the school, which includes a front door monitoring system that requires visitors to be buzzed into the front office.</p> <p>Within the last five year implementation of PBIS, Callaway has been working to save instructional hours otherwise lost to discipline. This framework allows Callaway to apply a more individualized approach to behavior intervention by using targeted discipline data and behavior analysis to develop individualized and school-wide interventions and supports to improve the overall school climate.</p>			
Student Health Services	Callaway students are served by a full-time nurse that addresses the physical and health concerns of students. There are two full-time counselors, a part-time community based mental health therapist, and a part-time social worker on campus weekly to help address students' social, emotional and mental concerns.			
Attendance Support	Callaway is served by a full-time Title I Family Liaison who works in conjunction with the school SST chair to provide support by tracking, monitoring attendance, and fostering an ongoing partnership between home and school. The school counselor and teachers also communicate and follow up with parents regarding attendance issues. System attendance guidelines are followed diligently.			
Social and Community Support	Callaway believes that a successful relationship with their community plays an integral part in the success of the school. A Communities and Schools Liaison has a satellite office on campus that is used to support parents and students by providing information on programs/services available to students and families, monitoring attendance, and referring families to outside agencies as needed. The local Boys and Girls Club facilitates an afterschool program to support students with their homework and providing soft skills support training to help students reach their full potential as productive, caring, and responsible citizens. Jackson Heating and Air, a local HVAC company, supports the students and the school by teaching the students financial literacy through helping students manage the school PBIS store.			
Parental Support	As a Title I School, Callaway hosts academic nights and parent conferences after the first nine weeks grading period. They communicate with parents about upcoming events and important reminders via their social media accounts, their website, phone calls and emails. Callaway also has an active Parent Teacher Organization that encourages interactions between parents and the school.			

Rigorous Curriculum-Alignment of the curriculum with state standards across grade levels	<p>Summary of existing status and current needs. Callaway’s curriculum ensures that all students have access to rigorous and appropriate grade-level content that has been outlined by the Georgia Standards of Excellence. Students have opportunities to engage in a more enriched curriculum through the Gifted Resource Course and Advanced ELA. Students have the opportunity to engage in rigorous STEM-based electives and courses offered in Career, Technical, and Agriculture Education. Students requiring Tier II interventions in reading have access to a Read180 course. Students are selected for these courses based upon their Reading Inventory data and GMAS scores from the previous year. Based on data, Callaway is unable to reach content mastery with current programs and strategies in place.</p>
Curriculum Intervention Programs	<p>Tier 2 Interventions</p> <ul style="list-style-type: none"> ● Read 180 ● Math Labs
Enrichment Programs	<ul style="list-style-type: none"> ● Gifted resources elective ● Accelerated math ● Advanced ELA ● Algebra 1 (High school) ● Physical Science (High School) ● AWIM
Instructional Program	<p>Summary of existing status and current needs. Callaway’s instructional program consists of content specific researched-based strategies that ensure that student learning needs are being met. Students are formatively assessed regularly to determine each student’s level of mastery for key academic content and state standards. Teachers utilize this data daily to inform planning and individual student instructional needs. Content teams meet weekly to examine common assessment data, and then discuss overall student achievement, mastery level, instructional strategies, interventions, and enrichment.</p>
Planning and implementation of research based instructional strategies	<ul style="list-style-type: none"> ● PLCs/ data teams ● Inquiry-Based teaching in science and social studies
Use of instructional technology (by students and teachers)	<ul style="list-style-type: none"> ● Google suites ● Smartboards ● Microsoft Office suites ● Nearpod ● USATestPrep ● Achieve 3000 (select Title I targeted students) ● Students are 1 to 1 with Chromebooks
Use of data analysis to inform and differentiate instruction	<ul style="list-style-type: none"> ● Teachers lack an understanding of the proper way to dissect data and utilize it to inform student-driven instruction ● PLC <ul style="list-style-type: none"> ○ Year 1 ○ Mondays- data review and professional learning ○ Thursdays- collaborative planning and instructional plans

Number of minutes scheduled for core academic subjects	<ul style="list-style-type: none"> ● 70 minutes
Assessments	<p>Summary of existing status and current needs. Callaway Middle utilizes a number of assessment tools throughout the year to measure student mastery of content outlined in the state standards. The data collected from these assessments is analyzed during Collaborative Content Meetings in order to ensure the usage of best instructional practices to maximize student achievement and meet individual student learning needs. Based on assessment data, Callaway is in need of researched-based instructional strategies and intervention programs that earmark specific student needs and significantly strengthen content prowess.</p>
Use of formative, interim, and summative assessments to measure student progress	<ul style="list-style-type: none"> ● The school has a subject and grade level meeting every Monday to discuss data analysis <ul style="list-style-type: none"> ○ these meetings are also used to provide professional learning on the different types of assessments and when they are appropriate ● Uses Cavalier Quiz <ul style="list-style-type: none"> ○ to demonstrate how data should be analyzed in order to identify student weaknesses and inform instruction
Timeline for reporting student progress to parents	<ul style="list-style-type: none"> ● Parents are informed of student progress in an official capacity every 4 ½ weeks. ● Unofficially teachers communicate with parents through Infinite Campus (grading portal) on a weekly basis ● Teachers also have the autonomy to provide emails and phones to update parents on the progress of students in their classrooms.
Parent and Community Support	<p>Summary of existing status and current needs. Meeting the social, health, and community service needs of students and parents initially begins with the school counselor. The counselor then establishes connections and communication, based on that need, to the appropriate organization. Grace Harbor, Georgia Division of Family and Children's Services, and Twin Cedars are a few of the agencies that support the development and success of Callaway's students and families. A part-time community-based therapist is also available to support students and families.</p>
Social, health, and community services to students and families	<ul style="list-style-type: none"> ● Handle with care <ul style="list-style-type: none"> ○ law enforcement will send an email to tell the administration to handle certain students with care due to an incident the day before ● Social worker ● Mental Health Professional <ul style="list-style-type: none"> ○ 2 days a week ○ Only sees certain students due to financial restrictions ● 3 Counselors

Troup County School System
L4GA Needs Analysis

Appendix A – Needs Assessment

School Comprehensive Needs Analysis: Long Cane Middle School

School Name: Long Cane Middle				
School Data				Summary of Data
1. Student Profile Data	2016-17	2017-18	2018-19	<p>In 2018-2019, Long Cane Middle School had an enrollment of 995 students. This enrollment number has remained steady in student enrollment numbers over the last three years. Of the 995 students that attended Callaway during 2018-2019, 37% were African American, 53% were White and the remaining 10% were Asian, Multi-Racial, American Indian, and Pacific Islander.</p> <p>In 2018-19, the percentage of students missing less than 10% of enrollment and the disciplinary incidents decreased, although student enrollment increased by 31 students.</p>
Total student enrollment	1003	1002	995	
Grade level enrollment	6th-8th	6th-8th	6th-8th	
The number of students in each subgroup (List applicable subgroups below.)				
Hispanic	39	39	40	
American Indian or Alaskan Native			3	
Asian	10	12	14	
Black	346	344	370	
Native Hawaiian or Other Pacific Islander	1	2	2	
White	566	569	523	
Multi-Racial	140	36	43	
Undefined	1			
Attendance %	84.3	82.29	80.54	
Disciplinary Incidents	1603	1090	1230	
2. Staff Profile Data	2019-20	Summary Data		
Current Principal Length of time in position	1	The principal is in her first year at Long Cane Middle School and her first year as a principal.		
Teaching Staff Number of years' experience in profession		Data indicates that Long Cane has a more experienced teaching staff with the highest percentage of certified staff having 11-20 years of experience.		
1 to 3	19			
4-10 years	14			
11-20 years	27			
21+ years	12			
Teaching Staff Percentage (%) of experience in the school		Data indicates that Long Cane has a more experienced teaching staff with the highest percentage of certified staff having 11-20 years of experience.		
1 to 3	26%			
4-10 years	19%			
11-20 years	38%			
21+ years	17%			

Troup County School System
L4GA Needs Analysis

Number of subs used to date	2018-2019						Data indicates a sub teacher ratio of 9:1
	668						
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)	2018-19						Data indicates that teachers consistently promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key skills.
	Level 1: 0						
	Level 2: 0						
	Level 3: 60						
Level 4: 0							
GMAS ELA Data	2016-17		2017-18		2018-19		Summary Data
% Reading In Grade Level Band	66%		62%		58%		Data indicates that the number of students reading within their grade level band has decreased by 4% since the 2017-2018 school year. The number of students accessing the band at midpoint has decreased by 8% since the 2016-17 school year.
All Students category	D +	P+	D +	P+	D +	P+	The data indicates that students in the developing range and the percentage of students reaching grade-level proficiency has decreased from the 2016-2017 school year. The EL subgroup increased the percentage of students in the proficient range by 23% during the same time period.
	69%	30%	66%	29%	63%	31%	
SWD	32%	8%	24%	1%	20%	3%	
ED	61%	20%	58%	21%	52%	19%	
EL	42%	0%	42%	26%	49%	23%	
GMAS Mathematics Data	2016-17		2017-18		2018-19		Summary Data
All Students category	D +	P+	D +	P+	D +	P+	Data indicates that the percentage of students in the proficient and above range decreased by 7% in 208-2019, while there was a 20% decrease in the developing and above range SWD students since 2017-2018.
	78%	35%	76%	35%	64%	28%	
SWD	44%	11%	42%	11%	22%	8%	
ED	79%	26%	71%	27%	55%	17%	
EL	46%	23%	74%	42%	55%	29%	
GMAS Science Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	The data designates that the percentage of students in the developing and above range decreased by 14% in 2018-2019. The ED subgroup made a significant decrease of 17% in the developing and above range in 2018-2019.
	66%	35%	55%	25%	41%	21%	
SWD	20%	10%	29%	13%	9%	0%	
ED	57%	26%	45%	17%	28%	12%	
EL	TF	TF	TF	TF	22%	0%	
GMAS Social Studies Data	2016-17		2017-18		2018-19		Summary Data
All Students Category	D +	P+	D +	P+	D +	P+	The number of students accessing the grade-level band has made a slight decrease while the number of students proficient and above has increased since the 2017-18 school year. The data for the SWD subgroup scoring in developing has decreased by 34% since 2017-2018.
	71%	31%	63%	19%	60%	25%	
SWD	35%	5%	42%	8%	8%	0%	
ED	61%	19%	52%	12%	49%	13%	

Troup County School System
L4GA Needs Analysis

EL	TF	TF	TF	TF	25%	4%	
CCRPI	2016-17		2017-18		2018-19		Summary Data
Score:	64.8		62.0		73.0		Overall, CCRPI scores have seen an 11% increase from the previous year. Points for achievement and content mastery have remained stagnant while progress and gap points increased due to more student subgroups meeting their targets. Data indicates that the number of students that are college and career ready have remained stagnant over the last two years.
Achievement/Content Mastery	28.2		53.7		56.5		
Progress	31.1		75.7		80.8		
Gap	5		27.1		82.7		
Readiness	N/A		76.6		76.7		
EL-ED-SWD/Exceeding the Bar	0.5		N/A		N/A		
School Climate and Culture	Summary of existing status						
School Safety	<p>Long Cane is served by a full time Resource Officer, SRO. This officer ensures helps to ensure the overall safety of the students and staff at the school. In addition to the SRO, the Long Cane recently received a new security system throughout the school.</p> <p>With the implementation of PBIS, Long Cane has been working to save instructional hours otherwise lost to discipline. This framework allows Long Cane to apply a more individualized approach to behavior intervention by using targeted discipline data and behavior analysis to develop individualized and school-wide interventions and supports to improve the overall school climate.</p>						
Student Health Services	Long Cane students are served by a full-time nurse that addresses the physical and health concerns of students. There are three full-time counselors, a part time community based mental health therapist, and a part-time social worker on campus weekly to help address student social, emotional and mental concerns.						
Attendance Support	Long Cane is served by a full-time Graduation Coach, that works in conjunction with the school Social worker, to provide support by tracking, monitoring attendance, and fostering an ongoing partnership between home and school. The school counselor and teachers also communicate and follow up with parents regarding attendance issues. System attendance guidelines are followed diligently.						
Social and Community Support	Long Cane believes that a successful relationship with their community plays an integral part in the success of the school. They receive support from several different community and faith based organizations, such as KIA Motors Manufacturing and Diverse Powers. These organizations support several student organizations and activities at Long Cane.						
Parental Support	Long Cane has an active Parent Teacher Organization, PTO, that encourages interactions between parents and the school. In addition, Long Cane also has an active presence on social media and a school website that is updated weekly.						

Troup County School System
L4GA Needs Analysis

Rigorous Curriculum-Alignment of the curriculum with state standards across grade levels	<p>Summary of existing status and current needs. Long Cane’s curriculum ensures that all students have access to rigorous and appropriate grade level content that has been outlined by the Georgia Standards of Excellence. Students have opportunities to engage in a more enriched curriculum through the Gifted Resource Course and Advanced ELA. Students also have the opportunity to engage in rigorous STEM based electives and courses offered in Career, Technical, and Agriculture Education. Students requiring Tier II interventions in reading have access to a Read180 course. Students are selected for these courses based upon their Reading Inventory data and GMAS scores from the previous year. Based on data, Long Cane is unable to reach content mastery with current programs and strategies in place.</p>
Curriculum Intervention Programs	<p>Tier 2 Interventions</p> <ul style="list-style-type: none"> ● Read 180
Enrichment Programs	<ul style="list-style-type: none"> ● Gifted resources elective ● Accelerated math ● Advanced ELA ● Algebra 1 (High school) ● Physical Science (High School) ● AWIM
Instructional Program	<p>Summary of existing status and current needs. Long Cane’s instructional program consists of content specific researched based instructional strategies that ensure student learning needs are being met. Students are formatively assessed regularly to determine each student’s level of mastery for key academic content and state standards. Teachers utilize this data daily to inform planning and individual student instructional needs. Content teams meet weekly to examine common assessment data to discuss overall student achievement, mastery level, instructional strategies, interventions and enrichment. Based on assessment data, Long Cane is in need of researched based instructional strategies, intervention programs and coaching that is earmarked to help teachers meet specific student needs and aid them in strengthening content prowess.</p>
Planning and implementation of research based instructional strategies	<ul style="list-style-type: none"> ● Inquiry-based learning strategies <ul style="list-style-type: none"> ○ beginning stages
Use of instructional technology (by students and teachers)	<ul style="list-style-type: none"> ● Students are 1 to 1 with chromebooks ● Math and ELA teachers have Chromebooks ● Google suites ● Microsoft office ● Nearpod
Use of data analysis to inform and differentiate instruction	<ul style="list-style-type: none"> ● Weekly data meetings by content area ● PBIS <ul style="list-style-type: none"> ○ use of behavioral data to prevent the loss of instructional time ● Reading inventory data <ul style="list-style-type: none"> ○ determine Read180 students ○ ELA uses this to differentiate instruction and student grouping based on their Lexile

Troup County School System
L4GA Needs Analysis

Number of minutes scheduled for core academic subjects	<ul style="list-style-type: none"> ● 70 minutes
Assessments	<p>Summary of existing status and current needs. Long Cane’s teachers have access to a number of different assessment tools that they may utilize throughout the year to measure student mastery of content outlined in the state standards. Through these usage of these tools, teachers collect student data to analyze during weekly Collaborative Content Meetings in order to ensure the best instructional practices are being used in order to maximize student achievement.</p>
Use of formative, interim, and summative assessments to measure student progress	<ul style="list-style-type: none"> ● Formative/summative assessment <ul style="list-style-type: none"> ○ weekly data meetings that assess formative assessment data ○ content area teachers ○ by grade level ● Uses assessment to inform instruction ● Assesslets <ul style="list-style-type: none"> ○ plan to instruction ○ remediate ● School City <ul style="list-style-type: none"> ○ help with aggregation and disaggregation of data ● Reading Inventory and GMAS <ul style="list-style-type: none"> ○ scheduling purposes <ul style="list-style-type: none"> ■ ie resource, Read180 ○ GMAS <ul style="list-style-type: none"> ■ used to place students in advanced content or accelerated math ■ grouping of students
Timeline for reporting student progress to parents	<ul style="list-style-type: none"> ● Every 4 ½ weeks through progress reports or report cards ● Tuesday folders <ul style="list-style-type: none"> ○ graded papers ○ student progress
Parent and Community Support	<p>Summary of existing status and current needs. Meeting the social, health, and community service needs of students and parents initially begins with the school counselor. The counselor then establishes connections and communication, based on that need, to the appropriate organization. Georgia Division of Family and Children's Services and Twin Cedars are a couple of the agencies that support Long Cane’s students and families. A part-time community based therapist is also available to support students and families.</p>

Troup County School System
L4GA Needs Analysis

Social, health, and community services to students and families	<ul style="list-style-type: none">● Handle with care<ul style="list-style-type: none">○ law enforcement will send an email to tell the administration to handle certain students with care due to an incident the day before● Social worker● Mental Health Professional<ul style="list-style-type: none">○ 2 days a week○ Only sees certain students due to financial restrictions● 3 Counselors
--	--

Troup County School System
L4GA Needs Analysis

Appendix A – Needs Assessment

School Comprehensive Needs Analysis: Callaway High School

School Name: Callaway High				
School Data				Summary of Data
1. Student Profile Data	2016-17	2017-18	2018-19	In 2018-2019, there were 799 students enrolled at Callaway High School. This is a slight decrease from the previous two years. Of the 799 students, 47% were African American, 42% were White, and the remaining 11% were Asian, Multi-Racial, American Indian, and Pacific Islander. The percentage of students missing less than 10% of enrollment has remained steady since the 2017-18 school year.
Total student enrollment	863	810	799	
Grade level enrollment	9th-12th	9th-12th	9th-12th	
Number of students in each subgroup (List applicable subgroups below.)				
Hispanic	20	22	34	
American Indian or Alaskan Native	5	5	2	
Asian	16	16	18	
Black	407	369	374	
Native Hawaiian or Other Pacific Islander		1	1	
White	374	352	331	
Multi-Racial	40	45	39	
Undefined	1			
Attendance %	86.8	86.95	87.50	
Disciplinary Incidents	1018	819	960	
2. Staff Profile Data	2019-20	Summary Data		
Current Principal	5	The principal has been at Callaway High for five years. He has been a building leader for a total of five years.		
Length of time in position				
Teaching Staff		Data indicates that Callaway teachers are both novice and veteran teachers, but the majority of their teaching staff has between 1 to 3 years of teaching experience.		
Number of years' experience in the profession				
1 to 3	21			
4-10 years	12			
11-20 years	18			
21+ years	10			
Teaching Staff		Data indicates that Callaway teachers are both novice and veteran teachers, but the majority of their teaching staff has between 1 to 3 years of teaching experience.		
Percentage (%) of experience in the school				
1 to 3	34%			
4-10 years	20%			
11-20 years	30%			
21+ years	16%			

Troup County School System
L4GA Needs Analysis

The number of subs used to date:	2018-2019						Data indicates a sub teacher ratio of 4:8.
	300						
Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)	2018-19						Data indicates that teachers consistently promote student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key skills.
	Level 1: 0						
	Level 2: 4						
	Level 3: 49						
Level 4: 1							
GMAS ELA Data	2016-17		2017-18		2018-19		Summary Data
% Reading In Grade Level Band	75%		76%		80%		Data indicates that more students are reading within their grade level band. The number of students accessing the band at midpoint has increased by 10% since the 2016-17 school year.
All Students category	D +	P+	D +	P+	D +	P+	The data indicates that students in the developing range and the percentage of students reaching grade-level proficiency has increased from the 2017-18 school year. The SWD subgroup increased in the percentage of students in the developing range by 13%. The ED subgroup also experienced gains with a 13% increase in the number of students accessing the grade level band and an 8% increase in the number of students reaching grade-level proficiency.
	78%	34%	75%	37%	85%	44%	
SWD	46%	13%	15%	4%	28%	6%	
ED	73%	28%	69%	31%	82%	39%	
EL	TF	TF	60%	0%	TF	TF	
GMAS Mathematics Data	2016-17		2017-18		2018-19		Summary Data
All Students category	D +	P+	D +	P+	D +	P+	Data indicates that the percentage of students in the developing and above ranges increased by 22% since the 2016-17 school year. Moreover, the percentage of ED students in the proficient and above range tripled from 2016-2017 to 2018-2019.
	51%	12%	63%	21%	73%	29%	
SWD	21%	0%	20%	8%	17%	6%	
ED	45%	8%	58%	17%	70%	26%	
EL	TF	TF	TF	TF	TF	TF	

Troup County School System
L4GA Needs Analysis

GMAS Science Data		2016-17		2017-18		2018-19		Summary Data
		D +	P+	D +	P+	D +	P+	Data indicates that there was a 17% increase in the proficient and above range for all students between 2016-2017 and 2018-2019, however, there was a decrease of 11% for proficient and above for the SWD subgroup during the same time period. Data also indicates that the ED subgroup made gains in both developing and proficient ranges over the last three years.
All Students Category		64%	29%	72%	46%	79%	46%	
SWD		37%	4%	25%	19%	26%	17%	
ED		55%	22%	68%	43%	75%	46%	
EL		TF	TF	TF	TF	TF	TF	
GMAS Social Studies Data		2016-17		2017-18		2018-19		Summary Data
		D +	P+	D +	P+	D +	P+	Data indicates that there was an increase in the developing and above range for all students and subgroups during the 2018-2019 school year. SWD demonstrated the largest gain with students scoring in the proficient and above range with a 6% increase in 2018-2019.
All Students Category		65%	34%	64%	35%	71%	36%	
SWD		36%	8%	22%	9%	26%	13%	
ED		58%	23%	57%	29%	63%	29%	
EL		TF	TF	TF	TF	TF	TF	
CCRPI		2016-17		2017-18		2018-19		Summary Data
Score:		67		68.5		73.5		Overall, CCRPI scores have increased from the previous year. Points for progress and gap points both increased due to more student subgroups meeting their targets. Students reaching the midpoint of the lexile band in 2017-2018 was 40.54% and last year there was a 5% increase in that number 2018-2019 - 45.03%.
Achievement/Content Mastery		30.6		55.4		59.2		
Progress		29.4		75.3		85.1		
Gap		5		72.7		77.1		
Readiness		N/A		63.3		63.8		

Troup County School System
L4GA Needs Analysis

EI-ED-SWD/Exceeding the Bar	0.5	N/A	N/A	
School Climate and Culture	Summary of existing status and current needs.			
School Safety	Callaway High School began implementing PBIS three years ago, in an effort to create clear student expectations for behavior in and out of the classroom. This program has allowed the school to decrease the number of hours missed in instructional time due to disciplinary incidents, has improved the overall school climate and has aided in the creation of restorative interventions for individual students through the use of the unique behavior data analysis tool.			
Student Health Services	Callaway High School is served by a part-time nurse Monday through Wednesday of each week. The nurse is on campus to assist with student health concerns and needs. In addition to the nurse, every Thursday and Friday there is a nurse's aid available to distribute any student medication and help treat any mild, first aid concerns. Callaway has two full-time counselors, a part-time mental health therapist, and a part-time social worker on campus to address students' social, emotional and mental concerns.			
Attendance Support	Callaway High School has an attendance team that is devoted to ensuring that students are attending school regularly. This attendance team analyzes the student attendance data on a weekly basis. During these weekly meetings, the team will discuss the students who have acquired four or more absences. Once these students have been identified the team will follow the interventions listed in the school-based attendance protocol. These interventions include parent conferences, student conferences, referrals to the school social worker, and home visits. It is important to note that students who receive seven or more absences could potentially lose course credit, but the school host attendance recovery sessions after school and on designated Saturdays so that students can make up the time they have lost.			
Social and Community Support	Callaway High School believes that community support is a critical component in the success of their school. Communities and Schools has provided Callaway with liaison that is in the school daily to help with identified student needs. Organizations, such as the CTAE Advisory Boards, National Guard, Kiwanis All-Pro Auto group and the Alumni Association, support the school through offering scholarships, post-secondary mentorship, donations for student activities, a vehicle for the attendance car giveaway and items for teacher appreciation. In addition, other community groups, such as the Hogansville Police Department and Life South, provide students with opportunities to give back to their community through the annual canned food and blood drives.			
Parental Support	Callaway has an active Parent Teacher Organization, PTO, that encourages interactions between parents and the school. In addition, Callaway also has an active presence on social media and a school website that is updated weekly.			
Rigorous Curriculum-Alignment of the curriculum with state standards across grade levels	<p>Summary of existing status and current needs.</p> <p>Callaway High School's curriculum ensures that all students have access to rigorous and appropriate grade-level content that has been outlined by the Georgia Standards of Excellence. Students have opportunities to engage in a more enriched curriculum through Advanced Placement and Honors Courses, Dual Enrollment opportunities and courses offered in Career, Technical, and Agriculture Education. Callaway students that require Tier II instruction for reading receive those interventions through the Read180 program and Study Strategies.</p> <p>Students who are identified as being credit deficient by their junior or senior year of high school, are placed in a campus-based Performance Learning Center. This is a smaller learning environment in which students receive one-on-one instruction through a virtual learning platform called Odysseyware. In addition to this platform, students receive assistance with content-specific instructional needs by paraprofessionals, co-teachers, or content teachers.</p> <p>Based on data, Callaway is unable to reach content mastery with current programs and strategies in place.</p>			

Troup County School System
L4GA Needs Analysis

Curriculum Intervention Programs	<ul style="list-style-type: none"> ● Intercessions ● Saturday School ● After/Before Tutoring ● Read 180 ● Study Strategies <ul style="list-style-type: none"> ○ Odysseyware ● Performance Learning Centers <ul style="list-style-type: none"> ○ Academically at-risk intervention for juniors and seniors
Enrichment Programs	<ul style="list-style-type: none"> ● CTAE pathways ● Advanced Placement ● Honors Courses ● Dual Enrollment <ul style="list-style-type: none"> ○ Accuplacer
Instructional Program	<p>Summary of existing status and current needs.</p> <p>Callaway’s instructional program consists of content specific, researched based strategies that ensure that student learning needs are being met. Students are formatively assessed regularly to determine each student’s level of mastery for key academic content and state standards. Teachers utilize this data daily to inform planning and individual student instructional needs. Content teams meet weekly to examine common assessment data to discuss overall student achievement, mastery level, instructional strategies, interventions and enrichment.</p>
Planning and implementation of research based instructional strategies	<ul style="list-style-type: none"> ● PLC <ul style="list-style-type: none"> ○ collaborative planning groups ○ meet at least once a week ● Monthly professional learning for instructional strategies <ul style="list-style-type: none"> ○ Literacy strategies <ul style="list-style-type: none"> ■ annotations ■ close reading strategies ■ implementation of writing rubrics for targeted feedback ● Inquiry-based learning strategies for science and social studies to align to state standards <ul style="list-style-type: none"> ○ DBQ instructional strategies- Social Studies ○ Phenomenon based learning-Science
Use of instructional technology (by students and teachers)	<ul style="list-style-type: none"> ● One to one with student Chromebook ● CTAE labs ● Activ panels ● Google suite ● Microsoft Word ● Empero <ul style="list-style-type: none"> ○ a monitoring program for student devices

Troup County School System
L4GA Needs Analysis

<p>Use of data analysis to inform and differentiate instruction</p>	<ul style="list-style-type: none"> ● Content Planning ● Assesslets <ul style="list-style-type: none"> ○ ELA & Writing <ul style="list-style-type: none"> ■ twice a year ● Reading inventory <ul style="list-style-type: none"> ○ 3 times a year ● Common Assessment <ul style="list-style-type: none"> ○ Formative ○ Summative
<p>Number of minutes scheduled for core academic subjects</p>	<ul style="list-style-type: none"> ● 55 minutes
<p>Assessments</p>	<p>Summary of existing status and current needs. Callaway utilizes a number of assessment tools throughout the year to measure student mastery of content outlined in the state standards. The data collected from these assessments are analyzed during Collaborative Content Meetings in order to ensure the usage of best instructional practices to maximize student achievement and meet individual student learning needs. Based on assessment data, Callaway is in need of researched-based instructional strategies and intervention programs that earmark specific student needs and significantly strengthen content prowess.</p>
<p>Use of formative, interim, and summative assessments to measure student progress</p>	<ul style="list-style-type: none"> ● Common formative and summative assessments (content area) ● Reading Inventory ● Assesslets <ul style="list-style-type: none"> ○ ELA <ul style="list-style-type: none"> ■ Informational ■ Argumentative Math ● End of Course Assessment
<p>Timeline for reporting student progress to parents</p>	<ul style="list-style-type: none"> ● Officially <ul style="list-style-type: none"> ○ At the midpoint of every nine weeks grading period. ○ Quarterly Report Card
<p>Parent and Community Support</p>	<p>Summary of existing status and current needs. Callaway High School has a rural student population that is over 50% free and reduced lunch and a significant transportation needs. Last year, Callaway received a grant that allowed them to begin to implement a wraparound service center. Callaway The Cavalier Community Center will give a central location for referred students to receive mental health therapy, hygiene supplies, and school supplies and speak with social workers if needed. Students are also allowed to wash clothing in the clothing closet. This school based community center assists Callaway providing academic assistance while providing the necessary supports for its students and their parents.</p>

Troup County School System
L4GA Needs Analysis

Social, health, and community services to students and families	<ul style="list-style-type: none">● Part time social worker● Part time mental health therapist● Community and Schools liaison● Cavalier Community Center<ul style="list-style-type: none">○ Student closet○ Washer and dryer○ Hygiene products○ Small food items● Grace Harbor● Grief Sensitive School<ul style="list-style-type: none">○ All staff members received training on how to support students who have suffered from major tragedy and grief.
--	--



TROUP
family connection™
AUTHORITY

February 7, 2020

To whom it may concern:

Troup Family Connection Authority (TFCA) is in full support of the L4GA proposal submitted by the Troup County School System (TCSS). TFCA and TCSS are two of the founding partners of Get Troup Reading, the local initiative of Get Georgia Reading. TFCA will continue to collaborate with the TCSS on the current initiative as well as other projects and initiatives set forth in the current proposal.

Should you have any questions concerning the collaboration, please feel free to contact me.

Sincerely,

Mandy S. Hill
Executive Director
Troup Family Connection Authority
mandyhill@troupfamilyconnection.org
706-333-2155



United Way
of West Georgia, Inc.

January 31, 2020

Troup County School System
100 North Davis Road
LaGrange, GA 30241

To Troup County School System

The United Way of West Georgia, Inc. is an enthusiastic partner in Get Troup Reading. We are committed to strengthening the development of literacy skills and language nutrition in children throughout Troup County. The primary target for our efforts are children from birth through three years old and their families. Through Success By 6 and our Magnolia Society, Women's Leadership Council's focus issue of early learning we support many activities related to this target population. Some of these include:

- "Weekly Mommy and Me" preschool classes for three and four year children;
- "Weekly Readers" Adult volunteers who read in early learning centers across the county;
- Book distributions to pediatricians and health programs such as WIC and Babies Can't Wait;
- The Jungle Bus activities and book distributions;
- BLOCKS – The Magnolia Society's Initiative – **Babies Learning On Course** for Kindergarten **Success** – Website with local resources and links to national resources;
- Funding Maidee Smith Early Care and Learning Center
- Helping Early Learning Centers teach Phonemic Awareness through the souns program.

Through the efforts of our United Way programing and our partnership with Get Troup Reading, we are working to raise the awareness of the importance of all the learning that takes place before a child actually starts school. We have also stressed this with our 25 funded organizations.

Consider this our commitment to continue partnering with the Troup County School System in whatever capacity we can.

Sincerely,

A handwritten signature in cursive script that reads "Patty Youngblood".

Patty Youngblood
President

Application: Troup County Clearview Elementary K5

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000120
Last submitted: Feb 10 2020 04:08 PM (EST)

School Profile

Completed - Feb 9 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	Clearview Elementary School
System ID	741
School ID	0698

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

51

Number of Paraprofessionals or Teaching Assistants in School

15

Principal or Director

Name	Debra Brock
Position	Principal
Email	brockdm@troup.org
Phone	706-812-7968

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyClearviewElementary](#)

Filename: TroupCountyClearviewElementary.pdf Size: 152.8 kB

Application: Troup County Hogansville Elementary K5

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
 L4GA 2019 Grant Applications To Review

Summary

ID: 0000000121
Last submitted: Feb 10 2020 04:09 PM (EST)

School Profile

Completed - Feb 9 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	Hogansville Elementary School
System ID	741
School ID	0397

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

37

Number of Paraprofessionals or Teaching Assistants in School

14

Principal or Director

Name	Gina Turner
Position	Principal
Email	turnerga@troup.org
Phone	706-812-7990

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyHogansvilleElementarySchool](#)

Filename: TroupCountyHogansvilleElementarySchool.pdf Size: 146.1 kB

Application: Troup County Berta Weatherbee Elementary K5

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000118
Last submitted: Feb 10 2020 04:06 PM (EST)

School Profile

Completed - Feb 9 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	Berta Weathersbee Elementary School
System ID	741
School ID	5052

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

24

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Willie Cooks
Position	Principal
Email	cookswm@troup.org
Phone	706-883-1570

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyBertaWeathersbee](#)

Filename: TroupCountyBertaWeathersbee.pdf Size: 146.4 kB

Application: Troup County Tiny Treasures Learning Center B5

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000116
Last submitted: Feb 10 2020 04:04 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	Tiny Treasures Learning Center
System ID	741
School ID	0001

Non-traditional Grade Configuration

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

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

No

Level

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

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

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

Number of Certified Teachers in School

2

Number of Paraprofessionals or Teaching Assistants in School

8

Principal or Director

Name	Jackie Hood
Position	Owner/Director
Email	iwhood3@bellsouth.net
Phone	706-882-1496

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyTinyTreasure](#)

Filename: TroupCountyTinyTreasure.pdf Size: 107.6 kB

Application: Troup County West Point Elementary K5

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
 L4GA 2019 Grant Applications To Review

Summary

ID: 0000000122
Last submitted: Feb 10 2020 04:10 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	West Point Elementary School
System ID	741
School ID	0187

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

31

Number of Paraprofessionals or Teaching Assistants in School

11

Principal or Director

Name	Jan Franks
Position	Principal
Email	franksjk@troup.org
Phone	706-812-7973

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyWestPoint](#)

Filename: TroupCountyWestPoint.pdf Size: 134.1 kB

Application: Troup County Callaway Elementary K5

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
 L4GA 2019 Grant Applications To Review

Summary

ID: 0000000119
Last submitted: Feb 10 2020 04:07 PM (EST)

School Profile

Completed - Feb 9 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	Callaway Elementary School
System ID	741
School ID	0109

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

49

Number of Paraprofessionals or Teaching Assistants in School

13

Principal or Director

Name	Chris Grace
Position	Principal
Email	gracecw@troup.org
Phone	706-845-2059

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyCallawayElementary](#)

Filename: TroupCountyCallawayElementary.pdf Size: 212.6 kB

Application: Troup County Long Cane Middle School 6-8

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
 L4GA 2019 Grant Applications To Review

Summary

ID: 0000000123
Last submitted: Feb 10 2020 04:11 PM (EST)

School Profile

Completed - Feb 9 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	Long Cane Middle School
System ID	741
School ID	0297

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

72

Number of Paraprofessionals or Teaching Assistants in School

12

Principal or Director

Name	Whitney
Position	Glisson
Email	glissonwb@troup.org
Phone	706-845-2085

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyLongCaneMiddle](#)

Filename: TroupCountyLongCaneMiddle.pdf Size: 166.0 kB

Application: Troup County Callaway High School 9-12

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
 L4GA 2019 Grant Applications To Review

Summary

ID: 0000000125
Last submitted: Feb 10 2020 04:12 PM (EST)

School Profile

Completed - Feb 9 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	Callaway High School
System ID	741
School ID	0201

Non-traditional Grade Configuration

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

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

No

Level

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

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

High (9-12)

Number of Certified Teachers in School

61

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Jonathan Laney
Position	Principal
Email	laneyjc@troup.org
Phone	706-845-2070

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyCallawayHigh](#)

Filename: TroupCountyCallawayHigh.pdf Size: 127.2 kB

Application: Troup County Callaway Middle School 6-8

CHRISTA EASTERWOOD PERRY - easterwoodc@troup.org
 L4GA 2019 Grant Applications To Review

Summary

ID: 0000000124
Last submitted: Feb 10 2020 04:11 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Troup County Schools
School or Center Name	Callaway Middle School
System ID	741
School ID	0204

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

56

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Amy Thornton
Position	Principal
Email	thorntonat@troup.org
Phone	706-845-2080

L4GA 2019 School Contact

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

Name	Kim White
Position	Director of PK-12 Curriculum
Email	whitekp2@troup.org
Phone	706-812-7900

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 9 2020

Please Upload:

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

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

15 points

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

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

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

[TroupCountyCallawayMiddleSchool](#)

Filename: TroupCountyCallawayMiddleSchool.pdf **Size:** 124.3 kB

School Literacy Plan for Hogansville Elementary School

School History

The City of Hogansville and Hogansville Elementary School are located 62 miles southwest of Atlanta, GA off of Interstate 85. In 1996, Troup County Schools, City of LaGrange Schools, and City of Hogansville Schools consolidated. During this merger, the three systems closed schools and combined campuses. Callaway High School was built and opened, combining Hogansville High School and redistricted students from Troup County. After major renovations at the former high school, Hogansville Elementary School opened on the former high school campus.

Hogansville Elementary School is a community based school and in recent years have focused on four pillars to improve student achievement. As a PBIS school, a schoolwide discipline plan was developed to provide consistency across all grade levels with a common language for all adults serving students. The Tiers of Intervention were re-visited and restructured to provide consistent academic interventions, assessments, and specific, targeted instruction for all students. A five year literacy plan was developed to increase mastery across all content areas including writing across the curriculum. Finally, public relations between the school, parents, and the community were strengthened using transparent communication with all stakeholders. This year all students at Callaway Elementary School receive free breakfast and lunch through the CEP program (Community Eligibility Program). Hogansville has a current 4 star CCRPI rating.

As the City of Hogansville begins to revitalize, Hogansville Elementary School is a vital part of this revitalization. New families from surrounding counties are beginning to transfer to the school and a strong relationship with businesses and non-profit groups located in the city are making systemic change possible.

Leadership and Literacy Teams

Hogansville Elementary Leadership/Literacy Team	
Name	Position
Gina Turner	Principal
Hanna Beall	Instructional Specialist
Amanda Wilson	Fifth Grade
Karen Briggs	Fourth Grade
Kim Buchanan	Third Grade
Amanda Howse	Second Grade
Abbie Norris	First Grade
Hollie Palmer	Pre-K, Kindergarten
April Sandford	Media Specialist
Nickie Crawford	Exceptional Education
Gary Jones	Gifted

PK-5 Literacy Team Coordination of Comprehensive Literacy Instruction

The above chart represents the school's Guiding Coalition, as well as team leaders from departments. The team at Hogansville Elementary also serves as the Literacy Team on campus. This dual-purpose committee meets twice a month to evaluate attendance, behavior, and academic data and make decisions that will improve the academic success of students. The team also communicates system/school initiatives and goals and works to ensure all staff

members have the materials needed to implement the curriculum effectively. Establishing and communicating the literacy vision of the school is a critical goal of this team. Through the shared decision-making process, the team and staff will work to achieve all students reading on grade level which will impact all learning outcomes.

The Literacy Team will work to coordinate targeted professional learning and or coaching that will directly impact the five components of a comprehensive reading program. This will begin with ensuring there is a full understanding of grade-level standards and the purposeful, direct, explicit and systematic instruction that is needed for continuous literacy achievement.

Coordination of Community Activities

Promoting early learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders, learning sessions and events will be scheduled to support reading achievement in the home. By using current academic and benchmark data, as well as community, faculty, and parent feedback, the team is able to successfully address school improvement initiatives and make progress towards the school's goals. A priority of the team is to ensure that all students, regardless of current ability level, placement, or background, receive rigorous and relevant educational opportunities through innovative and research-based strategies and interventions, while also working to include community resources as a support. Parents, and other significant others, play a major role in early literacy as well. Parents and others will be trained in ways to help their child experience a variety of enriching literacy experiences, as well as recognizing community resources available to them. Hogansville Elementary School will collaborate with the city of Hogansville, Hogansville Public Library, Hogansville Police Department, West Georgia Technical in an effort to support the literacy initiative and growth of the whole child. Work will be done to integrate the community after-school program, Elevation, into the literacy initiative. Additionally, West End Center, a local daycare facility, will work collaboratively with Hogansville Elementary School to ensure integration and support for literacy and language development at an early age. Creating these partnerships will enable instructional practices, expectations, and language to be consistent in all aspects of a child's life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as PALS, PPVT4, and DibelsNext, will be used to launch, monitor, and improve implementation of the L4GA Grant. The school will continue to utilize the Reading Inventory (RI), Foundational Reading Assessment (FRA), Fountas and Pinnell Phonics, Spelling and Word Work (K-2) assessments, and Assesslets to monitor and guide instruction for effectiveness of implementation. Furthermore, the system is considering the purchase and utilization of iReady as a screening and monitoring tool. These measurement tools will be used collectively to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the school's needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, school literacy teams will use standard scores to compare to national norms.

Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Tier 1 instructional resources and support services will also be evaluated. After each analysis, a review of English learners, gifted, exceptional education, and Tier 2 instructional resources and support services will be done to ensure the needs of all students are met in an effort to reach grade-level proficiency. Students, who need literacy interventions or acceleration, will then be identified based on data gathered from formative and summative assessments. It is critical that we strengthen assessment processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Assessment and progress monitoring instruments will include the following:

- Fountas and Pinnell Phonics, Spelling, and Word Work
 - Early Literacy Skills
 - Phonological Awareness
 - Letter Knowledge
 - Letter Sound Relationships
 - Spelling Patterns
 - Word Meaning Vocabulary and Word Structure
 - Word Solving Actions
 - Sight word fluency
- Dibels
- GRASP
- Guided Reading Assessment
- Foundational Reading Assessment
- Reading Inventory

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by school and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of TKES as a growth model tool will also be utilized in the monitoring process.

Current Instructional Initiatives

- Fountas and Pinnell Phonics, Spelling, and Word Work
- Fountas and Pinnell Guided Reading
- Fountas and Pinnell Shared reading
- Fountas and Pinnell Interactive read aloud
- Fountas and Pinnell LLI (Leveled Literacy Intervention)
- Engage New York
- Max Scholar
- Read 180
- Writing 2 Win
- 6 + 1 Traits of Writing

School Professional Learning Needs

- Additional support for Fountas and Pinnell Phonics curriculum
- Additional support for Fountas and Pinnell guided reading, shared reading, and interactive read aloud
- Continued support for Writing 2 Win
- Additional support for meeting the needs of the whole child (behavior, academic, social/emotional)
- Standard deconstruction and backwards design planning
- PLC's (utilizing DuFour strategies)
- Evidence based delivery strategies

Need for L4GA Funding

- Literacy Facilitator to support teachers with program implementation
- Consultants to strengthen program implementation for current and future literacy initiatives
- Student access to appropriate disciplinary texts for students (digital and print)
- ELA curriculum (based on the expectation of new state standards)
- Wrap around support services for students
- Summer school program
- After school program
- Summer Literacy Program
- Summer bridge for rising 6th graders
- GED program for parents
- Supplemental curriculum for Gifted, Special Education, and English learners
- One Book, One School Initiative
- Summer Reading Program in conjunction with Hogansville Public Library
- Technology resources and integration to support relevant and rigorous learning
- School-to-Home Literacy Resources and Libraries
- Language and Literacy Assessments for instructional planning and placement.

School Literacy Plan for Callaway Elementary School

School History

Callaway Elementary School welcomed students for the first time on August 7, 2008. The school was built to accommodate the increased student population in the Callaway Zone and to alleviate overcrowding in the Callaway Zone Elementary Schools: Mountville Elementary, Cannon Street Elementary, and Hogansville Elementary. Since this time, Cannon Street Elementary School and Mountville Elementary School are no longer in operation. Callaway Elementary School is a child-centered school, committed to leading the way in the pursuit of excellence, through academic achievement, outstanding character, and self-discipline. The school focus is on doing so through: focusing on academics, extending and displaying talents and gifts, appreciating arts, celebrating diversity, and cherishing our home/school connections. Students participating in the ACE and other after school activities are offered a hot meal after school at no cost. Callaway Elementary has a current 4 star CCRPI rating.

Leadership and Literacy Teams

Callaway Elementary Leadership Team	
Name	Position
Christina Grace	Principal
Lindsey Binion	Instructional Specialist
Lois Spader	Fifth Grade
Amanda Moncus	Fourth Grade
Mary Anna Brown	Third Grade
Angela Riddle	Second Grade
Nichole Alford	First Grade
Ginger Bishop	Kindergarten
Kendall Winkles	Pre-K
Rebecca Murphy	Exceptional Education
Jemeka Harper	SST/EIP
Dialleo Burks	Special Areas
Kimberly Sharkey	Media Specialist
Britt Wood	Other Areas

Callaway Elementary Literacy Team	
Name	Position
Christina Grace	Principal
Lindsey Binion	Instructional Specialist
Zoe Watson	Fifth Grade
Chandra Jons	Fifth Grade
Brittany Bonner	Fourth Grade
Mary Anna Brown	Third Grade
Tricia Traylor	First Grade
Nikki Alford	First Grade
Crystal Blankenship	Kindergarten
Ginger Bishop	Kindergarten
Crystal Alexander	EIP/RtI
Jean Hixson	EIP/RtI
Kimberly Sharkey	Media Specialist
Mariea Campbell	Gifted

PK-5 Literacy Team Coordination of Comprehensive Literacy Instruction

The Leadership Team at Callaway Elementary works collaboratively with the Literacy Team on campus. The committees meet twice a month, at minimum, to evaluate attendance, behavior, and academic data and make decisions that will improve the academic success of students. Furthermore, both teams meet with other faculty and staff through ongoing collaboration, analysis, and planning. The teams work together to communicate system/school initiatives and goals, in addition to ensuring all staff members have the materials needed to implement the curriculum effectively. Establishing and communicating the literacy vision of the school is a critical goal of both teams. Through the shared decision-making process, the teams and staff will work to achieve all students reading on grade level which will impact all learning outcomes.

The Literacy Team will work to coordinate targeted professional learning and or coaching that will directly impact the five components of a comprehensive reading program. This will begin with ensuring there is a full understanding of grade-level standards and the purposeful, direct, explicit and systematic instruction that is needed for continuous literacy achievement.

Coordination of Community Activities

Promoting early learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders, learning sessions and events will be scheduled to support reading achievement in the home. By using current academic and benchmark data, as well as community, faculty, and parent feedback, the team will be able to successfully address school improvement initiatives and make progress towards those goals. A priority of the team is to ensure that all students, regardless of current ability level, placement, or background, receive rigorous and relevant educational opportunities through innovative and research-based strategies and interventions, while also working to include community resources as a support. Parents, and other significant others, play a major role in early literacy as well. Parents and others will be trained in ways to help their child experience a variety of enriching literacy experiences, as well as recognizing

community resources available to them. Faith based and business partnerships collaborate with Callaway Elementary in an effort to support the literacy initiative and growth of the whole child. Parent Advisory participation, along with academic family meetings, bridge the connection between home and school in a collaboration for student growth. Work will be done to integrate local daycares, libraries, housing authorities and complexes, Lagrange College, Point University, and other community organizations into this literacy initiative. Creating these partnerships will enable consistent instructional practices, expectations, and language in all aspects of a child's life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as PALS, PPVT4, and DibelsNext, will be used to launch, monitor, and improve implementation of the L4GA Grant. The school will continue to utilize the Reading Inventory (RI), Foundational Reading Assessment (FRA), Foundations Unit Assessments (K-2) and Assesslets to monitor and guide instruction for effectiveness of implementation. Furthermore, the system is considering the purchase and utilization of iReady as a screening and monitoring tool. These measurement tools will be used collectively to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the school's needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, school literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Tier 1 instructional resources and support services will also be evaluated. After each analysis, a review of English learners, gifted, exceptional education, and Tier 2 instructional resources and support services will be done to ensure the needs of all students are met in an effort to reach grade-level proficiency. Students, who need literacy interventions or acceleration, will then be identified based on data gathered from formative and summative assessments. It is critical that we strengthen assessment processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Assessment and progress monitoring instruments will include the following:

- Foundations Assessments
 - Nonsense word fluency
 - Oral reading fluency
 - Sound automaticity
 - Letter naming automaticity
 - Word identification

- Phoneme segmentation
- Sight word fluency
- aimswebPlus
- GRASP
- PAST (Phonological Awareness Screening Test)

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by school and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of TKES as a growth model tool will also be utilized in the monitoring process.

Current Instructional Initiatives

- Foundations
- Jan Richardson Guided Reading Framework coordinated with Foundations, Geodes decodable books, and integrated science and social studies text
- Shared reading
- Interactive read aloud with writing and ELA
- Text sets
- Heggerty in Pre-K

School Professional Learning Needs

- Additional support for Foundations implementation
- Additional support for guided reading, shared reading, and interactive read aloud
- Additional support for meeting the needs of the whole child (behavior, academic, social/emotional)
- Utilizing data to drive instruction and intervention
- Standard deconstruction and backwards design planning
- Identification and Usage of assessments to determine proficiency of standards.
- PLC's (utilizing DuFour strategies)
- Evidence based delivery strategies

Need for L4GA Funding

- ELA Instructional Coach to support teachers with program implementation
- Consultants to strengthen program implementation for current and future literacy initiatives
- Student access to appropriate disciplinary texts for students (digital and print)
- ELA curriculum (based on the expectation of new state standards)
- Wrap around support services for students
- Summer school program
- After school program
- Summer Literacy Program
- Summer Enrichment Program
- Summer bridge for rising 6th graders
- GED program for parents
- Supplemental curriculum for Gifted, Special Education, and English learners
- One Book, One School Initiative
- Summer Reading Program in conjunction with Troup County Parks and Recreation
- Technology resources and integration to support relevant and rigorous learning
- School-to-Home Literacy Resources and Libraries
- Language and Literacy Assessments for instructional planning and placement.
- Support to increase Gifted Endorsement for Teachers

School Literacy Plan for West Point Elementary School

School History

West Point Elementary School is located in West Point, Georgia. The city borders the Alabama state line and the city itself is considered to be part of an area which is called the Greater Valley Area. Lanett, Alabama and Valley, Alabama are the other cities in this area. The area has had a positive economic trend with the completion of the KIA Manufacturing Facility, which is located in the city of West Point. The city has also had positive educational opportunities with the addition of the Point University campus relocating to West Point from the Atlanta area. West Point Elementary was built in 1955 and served as the local high school until integration in the early 1960's. This year, all students enrolled at West Point Elementary receive free breakfast and lunch through the CEP program (Community Eligibility Program). West Point has a current 4 star CCRPI rating.

Leadership and Literacy Teams

West Point Elementary Leadership/Literacy Team	
Name	Position
Jan Franks	Principal
Shannah Mabry	Instructional Specialist
Janette Bryan	Fifth Grade
Yashica Brooks	Fourth Grade
Chloe Bridges	Third Grade
Meghan Norton	Second Grade
Faith Colquett	First Grade
Yvette Abercrombie	Pre-K, Kindergarten
Molly Allen	Media Specialist
Aleisa Lyles	Counselor
Lynn Meadows	Exceptional Education
Leigh Smith	Gifted
Tricia Davis	Intervention Leader/EIP

PK-5 Literacy Team Coordination of Comprehensive Literacy Instruction

The Leadership Team at West Point Elementary also serves as the Literacy Team on campus. This dual-purpose committee meets twice a month to evaluate attendance, behavior, and academic data and make decisions that will improve the academic success of students. The team also communicates system/school initiatives and goals and works to ensure all staff members have the materials needed to implement the curriculum effectively. Establishing and communicating the literacy vision of the school is a critical goal of this team. Through the shared decision-making process, the team and staff will work to achieve all students reading on grade level, which will impact all learning outcomes.

The Literacy Team will work to coordinate targeted professional learning and or coaching that will directly impact the five components of a comprehensive reading program. This will begin with ensuring there is a full understanding of grade-level standards and the purposeful, direct, explicit and systematic instruction that is needed for continuous literacy achievement.

Coordination of Community Activities

Promoting early learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders, learning sessions and events will be scheduled to support reading achievement in the home. West Point Elementary PTO, West Point School Council, the City of West Point, and Point University collaborate with West Point Elementary in an effort to support the literacy initiative and growth of the whole child. Work will be done to integrate local daycares and the community after-school program, CARES, into the literacy initiative. Utilizing partnerships with West GA RESA, United Way, Success By Six, and Get Troup Reading and continuing old partnerships will enable consistent instructional practices, expectations, and language in all aspects of a child's life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as PALS, PPVT4, and DibelsNext, will be used to launch, monitor, and improve implementation of the L4GA Grant. The school will continue to utilize the Reading Inventory (RI), Foundational Reading Assessment (FRA), Foundations Unit Assessments (K-2) and Assesslets to monitor and guide instruction and effectiveness of implementation. Furthermore, the system is considering the purchase and utilization of iReady as a screening and monitoring tool. These measurement tools will be used collectively to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the school's needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, school literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Tier 1 instructional resources and support services will also be evaluated. After each analysis, a review of English learners, gifted, exceptional education, and Tier 2 instructional resources and support services will be done to ensure the needs of all students are met in an effort to reach grade-level proficiency. Students, who need literacy interventions or acceleration, will then be identified based on data gathered from formative and summative assessments. It is critical that we strengthen assessment processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Assessment and progress monitoring instruments will include the following:

- Foundations Assessments
 - Nonsense word fluency
 - Oral reading fluency

- Sound automaticity
- Letter naming automaticity
- Word identification
- Phoneme segmentation
- Sight word fluency
- aimswebPlus
- Running Records
- Reading Inventory
- Dibels
- PAST (Phonological Awareness Screening Test)

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by school and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of TKES, as a growth model tool, will also be utilized in the monitoring process.

Current Instructional Initiatives

- Foundations
- Jan Richardson Guided Reading Framework coordinated with Foundations, decodable books, and integrated science and social studies text
- Shared reading
- Interactive read aloud with writing and ELA
- Text sets
- Heggerty Phonemic Awareness (Pre-K, K EIP)

School Professional Learning Needs

- Additional support for Foundations implementation
- Additional support for guided reading, shared reading, and interactive read aloud
- Utilizing data to drive instruction and intervention
- Standard deconstruction and backwards design planning
- PLC's (utilizing DuFour strategies)
- Evidence based delivery strategies
- SEE-KS Training

Need for L4GA Funding

- Literacy Facilitator to support teachers with program implementation
- Consultants to strengthen program implementation for current and future literacy initiatives
- Student access to appropriate disciplinary texts for students (digital and print)
- ELA curriculum (based on the expectation of new state standards)
- Wrap around support services for students
- Summer school program
- After school program
- Summer bridge program for rising 6th graders
- GED program for parents
- Supplemental curriculum for Gifted, Special Education, and English learners
- One Book, One School Initiative
- Summer Reading Program in conjunction with West Point Parks and Recreation

Center Literacy Plan for Tiny Treasures Learning Center

School History

Tiny Treasures opened on December 27, 2007 serving children ages 6 weeks to 12 years; offering care to infants, toddlers, preschool age, GA Pre-K, and elementary after-school. The goal of this Quality Rated center is to provide a nurturing, educational program for all enrolled. Tiny Treasures enhances the social, emotional, physical and mental development of each child. The center is committed to working continuously to improve the quality of care for children and families.

Tiny Treasures Learning Center provides care for approximately 72 children and is open Monday-Friday from 5:30 AM to 7:00 PM. Focusing on the mission to provide quality care and educational activities while developing the whole child in an effort to ensure each child reaches their greatest potential is a top priority.

Leadership and Literacy Teams

Tiny Treasures Learning Center Literacy Team	
Name	Position
Jackie Hood	Owner, Director
Terry Hood	Owner, Director
Zenavia Pruitt	2YR Teacher, Peer Coach
Denise Foster	Pre-K Teacher
Linda Finley	Pre-K Paraprofessional
Christa Perry	TCSS Employee, Coordinator of Elem. Education
Kim White	TCSS Employee, Director of Curriculum PK-12

PK-5 Literacy Team Coordination of Comprehensive Literacy Instruction

The Literacy Team at Tiny Treasures will meet twice a month to evaluate attendance, behavior, and other data and make decisions that will impact the growth of each child while encouraging a partnership with families. The team will also communicate literacy initiatives and goals and work to ensure all staff members have the materials needed to implement the GELDS effectively. Establishing and communicating the literacy vision of the center is a critical goal of this team. Through the shared decision-making process, the team and staff will work to enhance the language and literacy growth of children which will impact all learning outcomes.

The Literacy Team will also work to coordinate targeted professional learning and or coaching. This will begin with ensuring there is a full understanding of the GELDS and how they support children's individual rates of development and approaches to learning. This practice will also guide teachers in providing quality learning experiences and create a universal language for all stakeholders in regards to the learning and development of children.

Coordination of Community Activities

Promoting early learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders; learning sessions and events will be scheduled to support language and literacy in the home. Tiny Treasures PTO, City of Lagrange representatives, and Troup County School System collaborate with Tiny Treasures Learning Center in an effort to support the literacy initiative and growth of the whole child. Continuing these and building other community

partnerships through United Way, Success By Six, and Get Troup Reading will enable consistent instructional practices, expectations, and language in all aspects of a child's life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as PALS and PPVT4 will be used to launch, monitor, and improve implementation of the L4GA Grant. These measurement tools, along with WSO, will be used to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the centers's needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Instructional resources and support services will also be evaluated to ensure the needs of all students are met in an effort to improve school readiness. Students who need literacy interventions or acceleration, will then be identified based on data gathered. It is critical that we strengthen processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by center and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of instructional feedback will also be utilized in the monitoring process.

Current Instructional Initiatives

- Language and Literacy Classroom (DECAL)
- Using GELDS to drive instruction

School Professional Learning Needs

- Utilizing data to drive instruction and intervention
- Social Emotional and behavior support
- Evidence based delivery strategies
- Language Nutrition
- SEE-KS Training

Need for L4GA Funding

- Literacy Facilitator to support teachers with program implementation
- Professional learning to strengthen implementation of current and future literacy initiatives

- Wrap around support services for students
- Materials and resources to enhance language and literacy (digital and print)
- Technology for after-school program
- Enrichment opportunities for students
- Parent Resource Center

School Literacy Plan for Clearview Elementary School

School History

Clearview Elementary School opened its doors as a brand new facility in August 2018. The current faculty, staff and student body transitioned from an older building in Troup County, Whitesville Road Elementary, along with approximately 200 students from two other elementary schools in Troup County. Clearview Elementary School serves approximately 650 students, pre-kindergarten through fifth grade along with one exceptional education self-contained class. Currently, 100% of students qualify for free and reduced lunch through the Community Eligibility Provision (CEP), which is part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP). While the demographics have changed slightly, many students who attend Clearview Elementary School come from single parent families. Most students live in either housing projects or trailer parks. Approximately 8% have previously been identified as “homeless” – most of those living in houses doubled-up with friends or family. Clearview has a current 2 star CCRPI rating.

The Clearview faculty and staff are committed to addressing the needs of individual students. As a result, students are served through a variety of programs including speech, resource classes, gifted classes, and EIP programs. The faculty and staff take pride in an instructional program that provides students a well- rounded elementary education. Our goal is to create a school environment for optimal learning and opportunities for our students to become leaders inside and outside of the school setting. We believe in strong partnerships with all stakeholders, and our mission is to provide a quality curriculum and high expectations for all learners in a safe, secure and supportive learning environment while building positive self-esteem and preparing students to become lifelong learners and role models.

Leadership and Literacy Teams

Clearview Elementary Leadership/Literacy Team	
Name	Position
Debra Brock	Principal
Katie Willis	Instructional Specialist
Charity McNair	Pre-K
Courtney Waldroup	Kindergarten
Gail Gilmartin	First Grade
Shelly Smith	Second Grade
Ashley Strickland	Third Grade
Nekita Leonard	Fourth Grade
Shana Ellis	Fifth Grade
Sherri Watts	Media Specialist
Rebecca Hale	EIP ELA
Lisa Gilbert	RTI/Intervention Leader
Heidi Jones	Gifted
Trissa Carlton	Exceptional Education Resource

PK-5 Literacy Team Coordination of Comprehensive Literacy Instruction

The Guiding Coalition at Clearview Elementary also serves as the Literacy Team on campus. This dual-purpose committee meets twice a month to evaluate attendance, behavior, and academic data and make decisions that will improve the academic success of students. The team also communicates system/school initiatives and goals and works to ensure all staff members have the materials needed to implement the curriculum effectively. Establishing and communicating the literacy vision of the school is a critical goal of this team. Through the shared decision-making process, the team and staff will work to achieve all students reading on grade level, which will impact all learning outcomes.

Members of the Literacy Team also meet with their grade levels or content areas weekly about curriculum, academic data, and student progress.

The Literacy Team will work to coordinate targeted professional learning and or coaching that will directly impact the five components of a comprehensive reading program. This will begin with ensuring there is a full understanding of grade-level standards and the purposeful, direct, explicit and systematic instruction that is needed for continuous literacy achievement.

Coordination of Community Activities

Promoting early learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders, learning sessions and events will be scheduled to support reading achievement in the home. Faith based and business partnerships collaborate with Clearview Elementary in an effort to support the literacy initiative and growth of the whole child. Parent Advisory participation, along with academic family meetings, bridge the connection between home and school in a collaboration for student growth. Work will continue to be done to integrate local daycares into this literacy initiative. Utilizing partnerships with United Way, Success By Six, and Get Troup Reading and continuing old partnerships will enable consistent instructional practices, expectations, and language in all aspects of a child’s life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as PALS, PPVT4, and DibelsNext, will be used to launch, monitor, and improve implementation of the L4GA Grant. The school will continue to utilize the Reading Inventory (RI), Foundational Reading Assessment (FRA), Foundations Unit Assessments (K-2) and Assesslets to monitor and guide instruction and effectiveness of implementation. Furthermore, the system is considering the purchase and utilization of iReady as a screening and monitoring tool. These measurement tools will be used collectively to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the school’s needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, school literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of

effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Tier 1 instructional resources and support services will also be evaluated. After each analysis, a review of English learners, gifted, exceptional education, and Tier 2 instructional resources and support services will be done to ensure the needs of all students are met in an effort to reach grade-level proficiency. Students, who need literacy interventions or acceleration, will then be identified based on data gathered from formative and summative assessments. It is critical that we strengthen assessment processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Assessment and progress monitoring instruments will include the following:

- Foundations Assessments
 - Nonsense word fluency
 - Oral reading fluency
 - Sound automaticity
 - Letter naming automaticity
 - Word identification
 - Phoneme segmentation
 - Sight word fluency
- aimswebPlus
- GRASP
- PAST (Phonological Awareness Screening Test)

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by school and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of TKES, as a growth model tool, will also be utilized in the monitoring process.

Current Instructional Initiatives

- Foundations
- Jan Richardson Guided Reading Framework coordinated with Foundations, decodable books, and integrated science and social studies text
- Shared reading
- Interactive read aloud with writing and ELA
- Text sets
- Heggerty Phonemic Awareness (Pre-K)

School Professional Learning Needs

- Additional support for Foundations implementation
- Additional support for guided reading, shared reading, and interactive read aloud
- Utilizing data to drive instruction and intervention
- Standard deconstruction and backwards design planning
- PLC's (utilizing DuFour strategies)
- Evidence based delivery strategies

- SEE-KS Training

Need for L4GA Funding

- ELA Instructional Coach to support teachers with program implementation
- Consultants to strengthen program implementation for current and future literacy initiatives
- Student access to appropriate disciplinary texts for students (digital and print)
- ELA curriculum (based on the expectation of new state standards)
- Wrap around support services for students
- Summer school program
- Wolf Warriors after school program
- Summer bridge program for rising 6th graders
- Supplemental curriculum for Gifted, Special Education, and English learners
- Parent Workshops
- Backpack Readers (PK-2)
- One Book, One School Initiative
- Materials for scientific inquiry based lab with emphasis on writing and analysis (based on expectations of state standards)

School Literacy Plan for Long Cane Middle School

School History

Long Cane Middle School was opened in 1996 and educates just over 1,000 students. The school is located in LaGrange, Georgia and serves students in grades 6-8 from the western portion of Troup County, including the cities of West Point, LaGrange and Pine Mountain. Long Cane benefits from community relationships with Kia Motors Manufacturing, Diverse Power, Point University, LaGrange College, and many other partnerships. Long Cane Middle School has a 4-star CCRPI Climate rating and implements the Positive Behavioral Interventions System in order to influence and recognize student behavior. Students are exposed to a variety of rigorous academic courses as well as many innovative electives that encourage College and Career Readiness. Due to the rural location of the school and the low socioeconomic status of the majority of the student population, Long Cane Middle school is recognized as a Title I targeted school with 65.56% of students identified as free and reduced breakfast and lunch.

Leadership and Literacy Teams

Long Cane Middle School Leadership/Literacy Team	
Name	Position
Whitney Glisson	Principal
Keita Placide	AP Discipline and Operations
Melissa Smith	AP Curriculum & Instruction; Testing
Lesley McInvale	AP & Registrar
Ariel Warner	Counselor
Sonya Brown	6th Grade Team Leader
Tiffany Graham	7th Grade Team Leader
Sara Sands	9th Grade Team Leader
Marlana Giddens	Exceptional Education Chair
Jud Newman	Exploratory Dept. Chair
Katie Newman	Media Specialist
Trina Pruitt	7th Grade ELA Chair

6-8 Literacy Team Coordination of Comprehensive Literacy Instruction

The Literacy Team at Long Cane meets twice a month to evaluate attendance, behavior, and academic data and make decisions that will improve the academic success of students. The team also communicates system/school initiatives and goals and works to ensure all staff members have the materials needed to implement the curriculum effectively. Establishing and communicating the literacy vision of the school is a critical goal of this team. Through the shared decision-making process, the team and staff will work to achieve all students reading on grade level which will impact all learning outcomes.

The Literacy Team will work to coordinate targeted professional learning and/or coaching that will directly impact reading and writing across all disciplinary areas. This will begin with ensuring there is a full understanding of disciplinary standards and the purposeful, direct, explicit and systematic instruction that is needed for continuous literacy and overall academic achievement.

Coordination of Community Activities

Promoting learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders, learning sessions and events will be scheduled to support reading achievement in the home. In an effort to support the literacy initiative and growth of the whole child, Long Cane Middle School will develop the Cougar Family and Literacy Council. This council will consist of a group of teachers, administrators and counselors that will go into the local neighborhoods to assist and teach parents how to support their student’s literacy needs. Long Cane will continue to work with community partners such as KIA motors and Diverse Power to enable consistent instructional practices, expectations, and language in all aspects of a child’s life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as Reading Inventory, will be used to launch, monitor, and improve implementation of the L4GA Grant. The school will continue to utilize Assesslets to monitor and guide instruction for effectiveness of implementation. Furthermore, the system is considering the purchase and utilization of an English Language Arts curriculum that includes a screening and monitoring tool. These measurement tools will be used collectively to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the school’s needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, school literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Tier 1 instructional resources and support services will also be evaluated. After each analysis, a review of English learners, gifted, exceptional education, and Tier 2 instructional resources and support services will be done to ensure the needs of all students are met in an effort to reach grade-level proficiency. Students, who need literacy interventions or acceleration, will then be identified based on data gathered from formative and summative assessments. It is critical that we strengthen assessment processes to gather the

data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined, if necessary. If growth is not evident, alternative interventions will be explored.

Assessment and progress monitoring instruments will include the following:

- Read 180

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by school and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of TKES, as a growth model tool, will also be utilized in the monitoring process.

Current Instructional Initiatives

- Text sets
- Writing across the content areas
- Annotation

School Professional Learning Needs

- Utilizing data to drive instruction and intervention
- Standard deconstruction and backwards design planning
- PLCs (utilizing DuFour strategies)
- Evidence-based delivery strategies
- Curriculum Implementation
- Use of text sets to building background knowledge
- Mindset Training (Growth Mindset, Trauma Informed Teaching, Social/Emotionally Sensitive Teaching)

Need for L4GA Funding

- Screeners to determine intervention needs of all students
- Consultants to strengthen program implementation for current and future literacy initiatives
- Student access to appropriate disciplinary texts (digital and print)
- ELA curriculum (based on the expectation of new state standards)
- Literacy Facilitator to support teachers with program implementation
- Wrap around support services for students
- Summer school program
- After school program
- Summer bridge for rising 6th graders
- Multimedia Literacy Center/Classroom in the Media Center
- Materials and coaching to support math literacy through the GADOE numeracy project
- Materials and coaching to support the implementation of students formulating opinions, answers and arguments based on personal knowledge combined with information from other provided sources (based on the expectations of state standards)
- Materials and coaching that supports the implementation of scientific inquiry based labs with emphasis on writing and analysis (based on the expectations of state standards)
- Supplemental curriculum for Gifted, Special Education, and English learners

School Literacy Plan for Callaway Middle School

School History

In 1995, the Troup County School System announced plans to open a new middle and high school. Under this plan students would attend the newly formed Callaway Middle School beginning in the fall of 1996. In 2001, middle school students were moved to a newly completed facility. Currently, Callaway Middle has an enrollment of approximately 767 students. Callaway Middle is located between LaGrange and Hogansville, and serves students from the predominantly rural north end of Troup County. Due to the rural location of the school and the low socioeconomic status of the majority of the student population, Callaway Middle recently became a Title I targeted school with 76.40 % of students identified as free and reduced breakfast and lunch.

Leadership and Literacy Teams

Callaway Middle School Literacy Team	
Name	Position
Amy Thornton	Principal
Mesha Cameron	Math Administrator
Courtney Agurs	Science Teacher
Keren Behrmann	ELA Teacher
Megan Marlow	Social Studies Teacher
Broderick Stargell	CTAE Teacher
Emmanuel Reddish	Title I Literacy Coach
Freda Weldon	Counselor

6-8 Literacy Team Coordination of Comprehensive Literacy Instruction

The Literacy Team at Callaway Middle meets twice a month to evaluate attendance, behavior, and academic data and make decisions that will improve the academic success of students. The team also communicates system/school initiatives and goals and works to ensure all staff members have the materials needed to implement the curriculum effectively. Establishing and communicating the literacy vision of the school is a critical goal of this team. Through the shared decision-making process, the team and staff will work to achieve all students reading on grade level which will impact all learning outcomes.

The Literacy Team will work to coordinate targeted professional learning and / or coaching that will directly impact reading and writing across all disciplinary areas. This will begin with ensuring there is a full understanding of disciplinary standards and the purposeful, direct, explicit and systematic instruction that is needed for continuous literacy and overall academic achievement.

Coordination of Community Activities

Promoting learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community

stakeholders, learning sessions and events will be scheduled to support reading achievement in the home. In an effort to support the literacy initiative and growth of the whole child, Callaway Middle School will develop Cavalier Family and Literacy Council. This council will consist of a group of teachers, administrators and counselors that will go into the local neighborhoods to assist and teach parents on how to support their student's literacy needs. Callaway will also work to build community partnerships to enable consistent instructional practices, expectations, and language in all aspects of a child's life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as Reading Inventory, will be used to launch, monitor, and improve implementation of the L4GA Grant. The school will continue to utilize Assesslets to monitor and guide instruction for effectiveness of implementation. Furthermore, the system is considering the purchase and utilization of an English Language Arts curriculum that includes a screening and monitoring tool. These measurement tools will be used collectively to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the school's needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, school literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Tier 1 instructional resources and support services will also be evaluated. After each analysis, a review of English learners, gifted, exceptional education, and Tier 2 instructional resources and support services will be done to ensure the needs of all students are met in an effort to reach grade-level proficiency. Students, who need literacy interventions or acceleration, will then be identified based on data gathered from formative and summative assessments. It is critical that we strengthen assessment processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Assessment and progress monitoring instruments will include the following:

- Read 180

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by school and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of TKES, as a growth model tool, will also be utilized in the monitoring process.

Current Instructional Initiatives

- Text sets
- Writing across the content areas
- Annotation

School Professional Learning Needs

- Utilizing data to drive instruction and intervention
- Standard deconstruction and backwards design planning
- PLCs (utilizing DuFour strategies)
- Understanding language development and its impact on academic achievement
- Evidence-based delivery strategies
- Curriculum Implementation
- Use of text sets to building background knowledge
- Mindset Training (Growth Mindset, Trauma Informed Teaching, Social/ Emotionally Sensitive Teaching)

Need for L4GA Funding

- One book, One School
- Screeners to determine intervention needs of all students
- Consultants to strengthen program implementation for current and future literacy initiatives
- Student access to appropriate disciplinary texts (digital and print)
- ELA curriculum (based on the expectation of new state standards)
- Literacy Facilitator to support teachers with program implementation
- Wrap around support services for students
- Summer school program
- After school program
- Summer bridge for rising 6th graders
- Materials and coaching to support math literacy through the GADOE numeracy project
- Materials and coaching to support the implementation of students formulating opinions, answers and arguments based on personal knowledge combined with information from other provided sources
- Materials for scientific inquiry based labs with emphasis on writing and analysis (based on the expectations of state standards)
- Supplemental curriculum for Gifted, Special Education, and English learners

School Literacy Plan for Berta Weathersbee Elementary School

School History

Berta Weathersbee Elementary School, formerly Southwest Elementary, has a rich heritage. Named for its beloved former principal, Miss Berta Weathersbee, it has been a source of pride to the LaGrange community. Berta has been serving school children of the south zone of LaGrange, Georgia for the past 70 years. The original Southwest Elementary structure was built in 1917. In 1953, the present building was erected with the assistance of a Callaway Foundation grant near the original site. Currently, 100% of the 326 students enrolled qualify for free and reduced lunch through the Community Eligibility Provision (CEP), which is part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Berta Weathersbee is a Pre K - 5th SACS accredited school with a current 4 star CCRPI rating.

Leadership and Literacy Teams

Berta Weathersbee Elementary Literacy Team	
Name	Position
Willie Cooks	Principal
Christy Marchetti	Instructional Specialist
Jessica Slater	Pre-K
Dana Hurst	Kindergarten
Darla Clark	First Grade
Brittani Akin	Second Grade
Ela Eley	Third Grade
Jaketa Hardnett	Fourth Grade
April Todd	Fifth Grade
Molly Allen	Media Specialist
Brittany Pierce	Counselor
Dalecia Williams	RTI/Intervention Leader
Shaunita Strozier	Exceptional Education
Barbara Whitley	Gifted

PK-5 Literacy Team Coordination of Comprehensive Literacy Instruction

The Literacy Team at Berta Weathersbee Elementary meets twice a month to evaluate attendance, behavior, and academic data and make decisions that will improve the academic success of students. The team also communicates system/school initiatives and goals and works to ensure all staff members have the materials needed to implement the curriculum effectively. Establishing and communicating the literacy vision of the school is a critical goal of this team. Through the shared decision-making process, the team and staff will work to achieve all students reading on grade level which will impact all learning outcomes.

The Literacy Team will work to coordinate targeted professional learning and or coaching that will directly impact the five components of a comprehensive reading program. This will begin

with ensuring there is a full understanding of grade-level standards and the purposeful, direct, explicit and systematic instruction that is needed for continuous literacy achievement.

Coordination of Community Activities

Promoting early learning experiences by fostering language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders, learning sessions and events will be scheduled to support reading achievement in the home. Berta Weatherbee PTO, along with faith based and business partnerships, collaborate with Berta Weathersbee Elementary in an effort to support the literacy initiative and growth of the whole child. Work will be done to integrate local daycares and family participation into this initiative. Utilizing partnerships with West GA RESA, United Way, Success By Six, and Get Troup Reading and continuing old partnerships will enable consistent instructional practices, expectations, and language in all aspects of a child’s life. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as PALS, PPVT4, and DibelsNext, will be used to launch, monitor, and improve implementation of the L4GA Grant. The school will continue to utilize the Reading Inventory (RI), Foundational Reading Assessment (FRA), Foundations Unit Assessments (K-2) and Assesslets to monitor and guide instruction and effectiveness of implementation. Furthermore, the system is considering the purchase and utilization of iReady as a screening and monitoring tool. These measurement tools will be used collectively to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the school’s needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, school literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Tier 1 instructional resources and support services will also be evaluated. After each analysis, a review of English learners, gifted, exceptional education, and Tier 2 instructional resources and support services will be done to ensure the needs of all students are met in an effort to reach grade-level proficiency. Students, who need literacy interventions or acceleration, will then be identified based on data gathered from formative and summative assessments. It is critical that we strengthen assessment processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Assessment and progress monitoring instruments will include the following:

- Foundations Assessments
 - Nonsense word fluency
 - Oral reading fluency
 - Sound automaticity
 - Letter naming automaticity
 - Word identification
 - Phoneme segmentation
 - Sight word fluency
- aimswebPlus
- GRASP
- PAST (Phonological Awareness Screening Test)

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by school and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of TKES, as a growth model tool, will also be utilized in the monitoring process.

Current Instructional Initiatives

- Foundations
- Jan Richardson Guided Reading Framework coordinated with Foundations, Geodes decodable books, and integrated science and social studies text
- RISE and RISE UP Framework
- Growing Readers
- Shared reading
- Interactive read aloud with writing and ELA
- Text sets
- Heggerty Phonemic Awareness (Pre-K)

School Professional Learning Needs

- Additional support for Foundations implementation
- Additional support for guided reading, shared reading, and interactive read aloud
- Utilizing data to drive instruction and intervention
- Standard deconstruction and backwards design planning
- PLC's (utilizing DuFour strategies)
- Evidence based delivery strategies
- SEE-KS Training

Need for L4GA Funding

- Literacy Facilitator to support teachers with program implementation
- Consultants to strengthen program implementation for current and future literacy initiatives
- Student access to appropriate disciplinary texts for students (digital and print)
- ELA curriculum (based on the expectation of new state standards)
- Wrap around support services for students
- Intervention program
- Summer school program
- After school program
- Summer bridge program for rising 6th graders
- Supplemental curriculum for Gifted, Special Education, and English learners

School Literacy Plan for Callaway High School

School History

In 1995, the Troup County School System announced plans to open a new high school. Under this plan, Hogansville High School would be converted to Hogansville Elementary, and students from Hogansville High School, along with students from both Troup and LaGrange High Schools, would attend the newly formed Callaway High/Middle School beginning in the fall of 1996. In 2001, middle school students were moved to a newly completed facility allowing the high school to expand and house more students with a current enrollment of approximately 820 students. Callaway High is located between LaGrange and Hogansville and serves students from the predominantly rural north end of Troup County. In the early years, Callaway High School experienced leadership instability with seven different educators serving as principal between 1996 and 2015. The graduation rate for the class of 2015 was 67.2%. Since 2015, the leadership of Callaway High has stabilized and graduation rates have climbed to 86.7%. In its third year of PBIS implementation, Callaway High School has improved from a 2-star to a 4-star CCRPI climate rating. Recently opened CTAE labs, athletic facilities, and fine arts programs continue to provide new opportunities for the students of Callaway High School. Due to the rural location of the school and the low socioeconomic status of the majority of the student population, Callaway High school is recognized as a Title I targeted school with 58.42% of students identified as free and reduced breakfast and lunch.

Leadership and Literacy Teams

Callaway High School Literacy Team	
Name	Position
Jonathon Laney	Literacy Administration
Lynne Short	CTAE Supervisor/AP
Nigel Walker	Assistant Principal
Shalanda Lovett	Registrar/AP
Carrie Burger	ELA
Christopher Herdener	Social Studies
Christiane Williams	Science
Ariel Alaba	CTAE

9-12 Literacy Team Coordination of Comprehensive Literacy Instruction

The Literacy Team at Callaway High meets twice a month to evaluate attendance, behavior, and academic data and make decisions that will improve the academic success of students. The team also communicates system/school initiatives and goals and works to ensure all staff members have the materials needed to implement the curriculum effectively. Establishing and communicating the literacy vision of the school is a critical goal of this team. Through the

shared decision-making process, the team and staff will work to achieve all students reading on grade level, which will impact all learning outcomes.

The Literacy Team will work to coordinate targeted professional learning and or coaching that will directly impact reading and writing across all disciplinary areas. This will begin with ensuring there is a full understanding of disciplinary standards and the purposeful, direct, explicit and systematic instruction that is needed for continuous literacy and overall academic achievement.

Coordination of Community Activities

Promoting learning experiences that foster language and communication development will be at the forefront. Through working with the District Literacy Team and community stakeholders, learning sessions and events will be scheduled to support reading achievement in the home. In addition, Callaway High would like to build a stronger partnership with Communities and Schools to improve the services that provide food, clothing, hygiene, and school supplies. Callaway will also work to build community partnerships to enable consistent instructional practices, expectations, and language in all aspects of their students’ lives. These partnerships will also encourage members of the community to play an active role in laying a strong foundation for children.

Coordination and Use of Literacy Assessment to Launch, Monitor and Improve Implementation

Literacy assessments, such as Reading Inventory, will be used to launch, monitor, and improve implementation of the L4GA Grant. The school will continue to utilize Assesslets to monitor and guide instruction for effectiveness of implementation. Furthermore, the system is considering the purchase and utilization of an English Language Arts curriculum that includes a screening and monitoring tool. These measurement tools will be used collectively to make informed decisions on instruction, curriculum, student progress and program effectiveness.

Selection Process for Evidence Based Practices

Recommendations for evidence-based programs, practices, and activities will originate based on a literacy audit and the school’s needs assessment to include student achievement, perception of all stakeholders, discipline, demographic and attendance data. The team will research through Regional Educational Laboratory (REL), Evidence for ESSA, Ed reports and What Works Clearinghouse to determine strategy and/or program effectiveness. In addition to effect size, school literacy teams will use standard scores to compare to national norms. Programs, practices, and activities must be supported by moderate or strong evidence of effectiveness established by the previously mentioned sources before implementation will occur.

Identification of Students in Need of Literacy Intervention or Other Support Services

Students will be identified for intervention or other support services based on progress monitoring data analysis. Tier 1 instructional resources and support services will also be evaluated. After each analysis, a review of English learners, gifted, exceptional education, and Tier 2 instructional resources and support services will be done to ensure the needs of all

students are met in an effort to reach grade-level proficiency. Students, who need literacy interventions or acceleration, will then be identified based on data gathered from formative and summative assessments. It is critical that we strengthen assessment processes to gather the data and information necessary to make informed decisions to drive instructional practices and meet student needs. Through the regular analysis of data, intervention effectiveness will be evaluated and refined if necessary. If growth is not evident, alternative interventions will be explored.

Assessment and progress monitoring instruments will include the following:

- Read 180

Monitoring Program/Service Implementation and Effectiveness

Walkthroughs by school and district literacy teams, in conjunction with consulting services, will be utilized to monitor program implementation for fidelity, coherence, and consistency. Peer observations, surveys, and the use of TKES as a growth model tool will also be utilized in the monitoring process.

Current Instructional Initiatives

- Text sets
- Writing across the content areas
- Annotation with writing and the use of disciplinary specific writing rubrics.

School Professional Learning Needs

- Utilizing data to drive instruction and intervention
- Standard deconstruction and backwards design planning
- PLC's (utilizing DuFour strategies)
- Evidence based delivery strategies
- Curriculum Implementation
- On-site Coaching

Need for L4GA Funding

- Literacy Facilitator to support teachers with program implementation
- Screeners to determine literacy intervention needs of Tier I students
- Consultants to strengthen program implementation for current and future literacy initiatives
- Student access to appropriate disciplinary texts for students (digital and print)
- ELA curriculum (based on the expectation of new state standards)
- Instructional Coach to support teachers with program implementation
- Wrap around support services for students
- Summer school program
- After school program
- Summer bridge for rising 8th graders
- Supplemental curriculum for Gifted, Special Education, and English learners