

Application: Elbert County Paul J. Blackwell Learning Center

Tanya Long - tlong@elbert.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000126
Last submitted: Feb 9 2020 06:19 PM (EST)

District Profile

Completed - Feb 9 2020

District Profile

District Name

Elbert County School District

District Contact Information

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

Name	Tanya Long
Position	Director of Teaching & Learning
Email	tlong@elbert.k12.ga.us
Phone	7062134013

Grant Fiscal Agent MOU

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

[ElbertCountyMOU.pdf](#)

Filename: ElbertCountyMOU.pdf **Size:** 216.4 kB

GaDOE Conflict of Interest and Disclosure Policy

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

[ElbertCountyCOI.pdf](#)

Filename: ElbertCountyCOI.pdf **Size:** 875.1 kB

Previous Grantee

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

no

Growing Readers

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

no

Get Georgia Reading

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

L4GA 2019 Full Application

Completed - Feb 9 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

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

All files uploaded files should be .pdf.

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

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

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

15 Points

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

[ElbertCountyDistrictNarrative.pdf](#)

Filename: ElbertCountyDistrictNarrative.pdf **Size:** 108.0 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.

[ElbertCountyManagementPlan.pdf](#)

Filename: ElbertCountyManagementPlan.pdf **Size:** 69.8 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)

[ElbertCountyNeedsAssessment.pdf](#)

Filename: ElbertCountyNeedsAssessment.pdf **Size:** 64.6 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[ElbertCountyProjectGoals.pdf](#)

Filename: ElbertCountyProjectGoals.pdf **Size:** 122.7 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

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

10 points

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

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

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

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

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

[ElbertCountyAssessment_DataAnalysis.pdf](#)

Filename: ElbertCountyAssessment_DataAnalysis.pdf **Size:** 65.1 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.)

[ElbertCountyProfessionalLearningStrategies.pdf](#)

Filename: ElbertCountyProfessionalLearningStrategies.pdf **Size:** 62.6 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

[ElbertCountyResourcesStrategiesMaterials.pdf](#)

Filename: ElbertCountyResourcesStrategiesMaterials.pdf **Size:** 54.0 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

[ElbertCountyBudgetSummary.pdf](#)

Filename: ElbertCountyBudgetSummary.pdf **Size:** 52.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[ElbertCountyAppendix.pdf](#)

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

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	Elbert County
School or Center Name	Paul J. Blackwell Learning Center
System ID	652
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).

Pre-K only

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

10

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Dr. Sonya Barnett
Position	Director of Early Learning Center
Email	sbarnett@elbert.k12.ga.us
Phone	706-213-4400

L4GA 2019 School Contact

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

Name	Tanya Long
Position	Director of Teaching & Learning
Email	tlong@elbert.k12.ga.us
Phone	7062134013

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

[ElbertCountyPJBLCPlan](#)

Filename: ElbertCountyPJBLCPlan.pdf **Size:** 59.7 kB

Paul J. Blackwell Learning Center (PJBLC-Pre-K) Literacy Plan

Leadership Team Members	
Staff	Role
Kellie Macris	Prek Teacher
Sonya Barnett	Principal Prek
Stephanie Almond	PreK Teacher
Jennifer Downer	PreK
Emily Evans	PreK
Tammy Mullins	PreK

Read Right From The Start literacy instruction is purposefully designed to ensure students are introduced to balanced literacy skills. All areas of literacy are addressed in context to prepare students to apply those skills in any setting. Skills include vocabulary, story problems, character empathy, phonemic awareness, and comprehension.

A variety of strategies are used to teach, practice, reinforce, and assess literacy skills. Read Right From The Start literacy instruction takes place during story time and across all subjects.

Additionally, planned professional learning in Instructional Conversations with the University of Georgia Center for Latino Achievement and Success in Education (CLASE) will allow teachers to grow intellectual curiosity in students while providing them with skills to explore new ideas at great depth. This work also improves student engagement and peer-to-peer learning opportunities.

Vocabulary development is stressed throughout the day as the development of an expanded academic vocabulary prepares students to read increasingly difficult texts with improved comprehension (Kamil & Hiebert, 2005). Professional learning designed by Dr. Kevin Smith with the Regional Educational Laboratories Southeast will be implemented to focus on vocabulary development. By focusing on vocabulary development with 4-year-old students, we expect to build capacity and prepare students to be better prepared for academic learning as they enter the kindergarten setting.

Current Community Involvement Activities taking place at PJBLC:

- Partner with Community Partnerships of Elbert County, Inc.
 - Works closely with Babies Can't Wait to transition students with disabilities to supportive programs.
 - Participates in the Dolly Parton's Imagination Library to provide free books for children from birth to pre-k.
- Partners with Reading Across America (K-4)
- Holds summer parent awareness sessions to help parents prepare their children to transition to PJBLC.
- Partners with Elbert Partners for Health

Paul J. Blackwell Learning Center (PJBLC-Pre-K) Literacy Plan

- Provide student mentors and mentor training
- Provide Prevention Awareness/Education Programming

The following assessment strategies will be administered as part of the L4GA grant:

Assessments B - 5:

- PALS (3x/yr)
- PPVT (2x/yr)
- Work Sampling Online (BFTS)
- Brigance
- PLS-5
- DIAL 4

Elbert County School District follows the Framework for Georgia's Systems of Continuous Improvement, which serves as a comprehensive needs assessment process for all schools in the district. Schools are provided a school improvement template with a structured and detailed process which includes implementation and impact monitoring process expectations. District leaders meet monthly with school leadership to review impact and implementation data.

The School Improvement and Leadership Team (SILT) meets monthly to monitor and review impact and implementation data. Data is used to plan professional learning, revise practices, and inform next steps.

During the spring of each year, a Comprehensive Needs Assessment is conducted to identify district and school needs based on multiple data sources. District Improvement meetings are conducted to analyze data, identify needs, and root causes. District leaders meet with each school to review and/or update components of the district-wide school improvement template. School Improvement leaders and other stakeholders conduct several school improvement meetings to analyze data, review and/or edit.

PJBLC follows guidance from the district to select instructional materials and intervention strategies based on evidence based research. Tools used to aid in the selection of practices and supports include the Read Right From The Start literacy coaches. Other resources include the Georgia Pre-K Approved Curriculum List, the Regional Educational Laboratories research database, and the USDOE What Works Clearinghouse.

Processes for review generally begin with the School Improvement and Leadership Team examining needs and identifying possible strategies to address areas of growth. Strategies/supports are narrowed to those most likely to return positive results based on evidence-based research. Finally, research is examined for context to ensure there is evidence to suggest strategies will work in the setting of PJBLC.

PJBLC identifies students for specific interventions or additional supports through a regular review of BRIGANCE, WSO performance data, additional academic data, attendance data, and social emotional learning data. Through the MTSS and SSIP processes, evidence-based interventions are used and progress is monitored and reviewed weekly.

PJBLC uses a School Improvement and Leadership Team (SILT) to establish goals and monitor growth towards those goals. This representative group of faculty, staff, and stakeholders follows a district developed School Improvement process through which all initiatives are regularly monitored at the school and district level. Each initiative includes monitoring components for both implementation and effectiveness. These measures are reviewed by the School Improvement and Leadership Team on a monthly basis.

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.



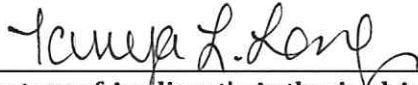
Signature of Fiscal Agency Head (official sub-grant recipient)

Chuck Bell, Superintendent

Typed Name of Fiscal Agency Head and Position Title

2-7-20

Date



Signature of Applicant's Authorized Agency Head (required)

Tanya Long, Director of Teaching & Learning

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

2-7-20

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Chuck Bell

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

Address: 50 Laurel Dr.

City: Elberton Zip: 30635

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

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

2-7-10
Date (required)

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Professional Learning Strategies

Professional Learning will be the cornerstone to help with the systematic implementation of the L4GA Grant. To support this focus the school district will employ and maintain a position to focus on providing and coordinating professional learning and district partnerships. The position would help identify research-based strategies, individuals or organizations that can deliver research-based professional development. It would also serve as a direct resource for providing coaching and support in the area of literacy instruction. Specific work with administrators will assist leadership to better identify and support research based strategies in the area of literacy across curricular areas. Finally, this position will develop strategic partnerships with organizations to help birth to kindergarten-age children and families in our community in the area of literacy.

All schools in Elbert County are focusing on how to better utilize writing strategies and show better evidence of proficient and distinguished student writing. The district's root cause analysis revealed a significant gap between reading outcomes and writing outcomes. To address this learning gap, a majority of the professional learning focuses on writing. Currently, the elementary and middle school are utilizing "Smekens Six Traits" of writing to produce better writing (Jones, J., 2014). Schools also use performance data to create writing groups based on specific needs. Further professional learning in the areas of providing effective feedback, writers workshop model, using data to inform instruction, the use of exemplars, and the use of peer feedback rubrics is planned to provide continued growth.

The goal is to commit resources, time, and efforts to writing across curricular areas. Professional learning activities in this area focus on informational writing strategies, using rubrics to score writings, self evaluation, and vocabulary development. The use of Illuminate, an online assessment system, will be a focus of professional learning as this system provides assessment activities which mirror the Georgia Milestones assessment.

The ability to critically evaluate is crucial in digital writing. Writers must sift through documents that reflect many viewpoints in order to select ideas or information to include or hyperlink in their writing. Students need direct instruction in evaluating the accuracy, reliability and social perspective on information they encounter (Pearman & Camp 2014).

Our school district is a 1:1 district with every student in grades 2-12 having a digital device they are able to utilize both in and out of the classroom. The school district's goal is to better implement the ISTE standards, formerly known as the National Educational Technology Standards, for students to build literacy capacity. ISTE standards specifically focus on how to help students be creative communicators and digital citizens. The district believes this will also help our students improve as readers and writers. Teachers learn and implement lessons where students can use technology to create a new task that would give their writing a more global audience.

The district root cause analysis indicated early learning as a growth area for our community. The high community poverty rates negatively impact school readiness (Stipek & Ryan, 1997). As a result, grant resources will be used to provide professional learning for community child care providers. Much of this professional learning will focus on vocabulary development strategies and developing intellectual curiosity. The instructional conversation strategies used in the PK-12 setting will be the framework for much of this training. Modifications to these strategies will be made to ensure they can be used effectively in community settings. To further support early learning, professional learning for Pre-K will emphasize the use of assessment data to inform instructional strategies and student groupings.

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Assessments utilized for instructional planning and differentiation groups include the Peabody Picture Vocabulary Inventory (PPVT) and the Work Sampling Online (WSO).

ECSD will also partner with faith based organizations, health care organizations, and other community groups which have access to parents of younger children. Through these partnerships, professional learning support for parents will be utilized. This work will provide parents with the tools they need to support vocabulary development as expanded vocabulary is a prerequisite skill for reading proficiency (Biemiller, 2005). These practices will pair seamlessly with our focus on Instructional Conversations once children begin attending ECSD. At that time, school based Academic Family School Collaboration (AFSC) meetings will provide parents and families the professional learning for literacy development.

ECSD has shown strong reading growth in the last several years, but performance still lags behind the state and of comparable districts. The use of iReady has helped to improve outcomes, but the next steps for growth will necessarily focus on developing greater reading instructional expertise in K-5th grades. To grow this expertise in the ECSD faculty, professional learning will address learning concepts from both guided reading and structured reading models. This will allow teachers to have a greater range of expertise as they address the varied literacy learning needs of students. Through work with Dr. Kevin Smith with the Regional Education Laboratories (REL) southeast, the ECSD will provide teachers with "Content Area Reading Professional Development" series similar to the learning program designed by the Florida Department of Education.

Continued support for creating and maintaining a positive learning climate will come from continued work with the Northeast Georgia Regional Education Agency (NEGA RESA) and the Georgia Department of Education in the area of Positive Behavior Intervention Supports (PBIS). Trauma Informed Care training and training to partner with parents for student growth also ensure healthy culture in all schools.

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Assessment/Data Analysis Plan

LEA-Partnerships & schools will also consider the following community data sources: Census data, Poverty index, Homeless data, & Health data. Data analysis at the district level currently occurs during yearly Continuous Improvement meeting & administrative meetings outlined in section 3. Elbert County School District has a set protocol used to analyze data. The following protocol is used by individual schools to analyze data to develop their School Improvement Plans:

1. Describe the data you gathered.
2. Describe your analysis of the data.
3. What trends/patterns did you conclude?
4. What is the root cause of the improvement needed?
5. Determine opportunities for improvement.
6. Write goals to address areas of opportunities.

In 2017 - 2018, all schools established Professional Learning Teams (PLTs). Each grade-level, department, & content area meets weekly in PLTs with a focus on reviewing student data to improve student achievement. With increasing student achievement in ELA identified as a goal in our district strategic plan & comprehensive needs assessment, an emphasis is placed on this data. PLTs have provided teachers opportunities to analyze content data by classroom & grade-level to determine areas of strengths & areas of opportunity within the curriculum. Information obtained from the analysis drives instruction & professional learning needed to improve student achievement & mastery. Teachers are also able to determine which students need differentiation, & the level of intervention that is needed by students.

District leadership is constantly reviewing data as it applies to systemic trends, & uses these results to inform the comprehensive needs assessment. We plan on sharing the aggregated data trends with community partners & early learning providers at regularly scheduled meetings.

Birth-to-Five Assessment Plan

Assessment	Affected Population	Assessment Protocol
Peabody Picture Vocabulary Test (PPVT IV)	Preschool students	The district will contract through a stipend to support the administration of these assessments as required by the grant. The PPVT will be administered twice a year, August/March.
PALS (Phonological Awareness Literacy Screening)	Preschool students	The district will contract through a stipend to administer these assessments as required by the grant. The PALS will be administered three times per year.
Work Sampling Online	Preschool students	Preschool teachers will continuously monitor & upload documentation throughout the school year.

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GKIDS Readiness Check & GKIDS Performance-based Assessment	Kindergarten students	At the beginning of kindergarten, teachers will begin administering the GKIDS assessments per GaDOE guidelines.
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Elementary (K-5) Assessment Analysis

Assessment	Affected Population	Protocol
DIBELS Next: Composite	Kindergarten	Classroom teachers will administer the Dibels assessment three times a year. DIBELS will be administered in August, January, & April/May.
DIBELS Next: Oral Fluency	Grades 1-5	Classroom teachers will administer the Dibels assessment three times a year. DIBELS will be administered in August, January, & April/May.
Houghton Mifflin Reading Inventory (RI)	Grades 3 - 5	Classroom teachers will administer the RI three times over the course of the year. HMH RI will be administered in August, December/January, & April/May.
Georgia Milestones EOG Assessments	Grades 3 - 5	The Georgia Milestones is administered every spring based on the GaDOE testing window to all students following standardized testing protocol & utilizing certified staff.
Georgia Alternate Assessment 2.0 (GAA 2.0)	K - 5	The Georgia Alternate Assessment 2.0 is administered every spring based on the GaDOE testing window to students with disabilities in grades K - 5 by certified staff.
iReady Reading	K - 5	Classroom teachers will administer the iReady Diagnostic Screeners in Reading three times a year. iReady will be administered in August, January, & April/May.

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Middle School (6-8) Assessment Analysis

Assessment	Affected Population	Protocol
Georgia Milestones EOG Assessments	Grades 6 - 8	The Georgia Milestones is administered every spring based on the GaDOE testing window to all students following standardized testing protocol & utilizing certified staff.
Houghton Mifflin Reading Inventory (RI)	Grades 6 - 8	Classroom teachers will administer the RI three times over the course of the year. HMH RI will be administered in August, December/January, & April/May.
Georgia Alternate Assessment 2.0 (GAA 2.0)	Grades 6 - 8	The Georgia Alternate Assessment 2.0 is administered every spring based on the GaDOE testing window to students with disabilities in grades 6 - 8 by certified staff.

High School (9-12) Assessment Analysis

Assessment	Affected Population	Protocol
Georgia Milestones EOC Assessments	Grades 9 - 12	The Georgia Milestones are administered every fall (December) & spring (May) to students following standardized testing protocol & utilizing certified staff. Mid-month EOC opportunities are also available as required by individual student circumstances.+-
Houghton Mifflin Reading Inventory (RI)	Grades 9 - 11	Classroom teachers will administer the RI three times over the course of the year. HMH RI will be administered in August, December/January, & April/May.

Upon receiving the L4GA grant, district assessment data & community level data will be presented at monthly district leadership team meetings, Board of Education meetings, & at least quarterly to the Elbert County Literacy Committee. School level assessment data will be analyzed in the monthly school improvement leadership team, & school literacy team meetings. These meetings will be facilitated by the principals & assistant principals. During these data discussions, data will be disaggregated to include subgroup data & analyze subgroup performance. The school administration will also discuss the results of community data, based on community events.

At the district literacy committee meetings, assessment data from the district, schools & community will be analyzed. Professional learning effectiveness data will also be discussed at the district literacy committee meetings. Additional surveys will be shared with the community to

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assist with monitoring the effectiveness of strategies & resources provided to the community. Our community partnerships will be vital in monitoring our effectiveness in reaching our community. Their feedback will help us determine what is working or what we need to do to adjust support to best match identified learning needs.

A focus at the district literacy meetings will not only be to gather information & feedback from community partners & family members, but also to share the literacy data processes. By having a representative group of teachers, instructional coaches & administrators from all age groups with community partners & family members, we will have the opportunity to have two-way communications between our schools & community as we work together, support each other & learn from each other.

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Needs Assessment and Root Cause Analysis

Elbert County School District (ECSD) follows the framework for Georgia's Systems of Continuous Improvement, which serves as a comprehensive needs assessment process for the district. To finalize the Comprehensive Needs Assessment (CNA) District Report and the District Improvement Plan (DIP), the schools use a structured process to develop the coherent instructional system which informs teaching and learning. ECSD priorities include quality teaching and learning, analyzing data, and progress monitoring to inform instruction. Based on the selection of stakeholders at schools and the district level, ECSD is confident that an inclusive group with varied perspectives participated in the process.

School and district level staff participate weekly in Professional Learning Teams (PLTs) to analyze data to identify trends and make decisions regarding teaching and learning. Guiding questions ensured meaningful dialogue and the "Five Whys" provided a structured process to probe deeply for the root causes and helped to move the focus from external issues to internal issues that the school district can control. Instructional Coaches are provided professional learning by an external coach to refine processes and procedures regarding the coaching cycle. Professional learning to relate primarily to literacy continues to be a focus in grades K-5, but lacks scope and sequence.

Lexile scores from EOG/EOC 2018-2019 data indicate that the percent of students reading on grade level falls below that of the state for all tested grades. The majority of all student subgroups are scoring at Level 1 (Beginning) and Level 2 (Developing Learner) for ELA. There are achievement gaps between all student subgroups, specifically the black and white subgroup which includes the highest percentage of the student population. Students are showing improvements as evident in the CCRPI closing the gaps indicators. Milestones data also reflects a critical need to provide support in writing across the district. Based on patterns and trends from the data analysis, the ECSD is committed to implementing a comprehensive literacy plan for Birth - 12th grade. Identifying students at an early age allows the district to provide needed support regarding literacy. High quality professional learning must also be provided to ensure that evidence-based literacy strategies are implemented with fidelity and leaders and teachers have the necessary tools and skills.

Through the Multi-Tiered Systems of Support (MTSS), continuous data analysis of students reflects the need to address the social and emotional challenges that students face. The schools support students through a variety of resources such as Check and Connect mentors through Elbert Partners for Health, professional learning through a Board Certified Behavior Analyst that works with teachers and students to change challenging behaviors, and local community health agencies to support students during and after the school day. Developmental and enriching supports are provided by art, music, physical education, Science, Technology, Engineering, Art, and Math (STEAM) teachers. Media specialists, school counselors, special educators and the Instructional Technology Coordinator provide a variety of support and services for students across the district. ECSD recognizes the need to connect the emotional, social, and physical aspects of students to their creative and cognitive skills. Elbert County understands the importance of community partnerships and is committed to building these systematic relationships to provide language rich opportunities and interactions to enhance creativity and improve language skills.

The ECSD utilizes the support of a Parent & Family Engagement Coordinator to build parent capacity as parent involvement can significantly impact school performance (Revicki, 1981). The primary goals of the coordinator is to help parents understand their role in supporting their child academically and to promote parent and family involvement. The district

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currently implements Academic Family and School Collaboration (AFSC) meetings to share data about students and also show parents and families how to work with their child to close academic gaps. The coordinator is instrumental in ensuring that all parents beginning with Pre-K understand the purpose of AFSC and the importance of parent and family involvement. ECSD recognizes the need to expand this initiative and involve parents and families in building a community that is focused on closing academic gaps and building a community that is strategically focused on enhancing literacy in the school, home, and community environments.

Past instructional literacy initiatives primarily consisted of a direct instruction model for students in K-5. Read 180, iReady, and other computer-based programs were the primary mode of instruction with small groups utilized as needed in grades 5-8 (Bjorklund-Young, A., & Borkoski, C., 2016). The high school made several efforts to support literacy by offering a Basic Reading & Writing course, but it has been a challenge as students need support in the core content. Comprehensive Reading Solutions is currently utilized in K-5 and engages students in shared reading, interactive read aloud and differentiated small-group instruction. 2018 - 2019 iReady data reflected that phonics was a skill area that needed attention. As a result, Blast was implemented in grades K-5 as part of Tier I instruction and Boost to support students at Tiers 2 and 3. Milestones data from 2018-2019 reflected that a high percentage of students in grades 3-8 need additional support in writing. Accelerated Reader (A/R) has been used primarily at the Primary (K-1) and Elementary (2-4) levels and has had some impact as a motivational tool. For this reason, schools have been challenged to establish and implement plans to encourage reading other than using AR or similar programs. Due to the high percentage of students identified as EIP upon entering school, it is a continuous effort to identify evidence-based literacy initiatives which support improved Tier I instruction.

Currently, the school district is partnered with Elbert Partners for Health which provides a variety of services such as Prevention Awareness/Education Programming, Check and Connect Mentors, and safe/healthy programming. The Elbert County Public library plans many opportunities for parents and students to participate in literacy initiatives during the school year and summer break. The school district provides opportunities for students in primary and elementary grades to participate in STEAM activities during the summer break.

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

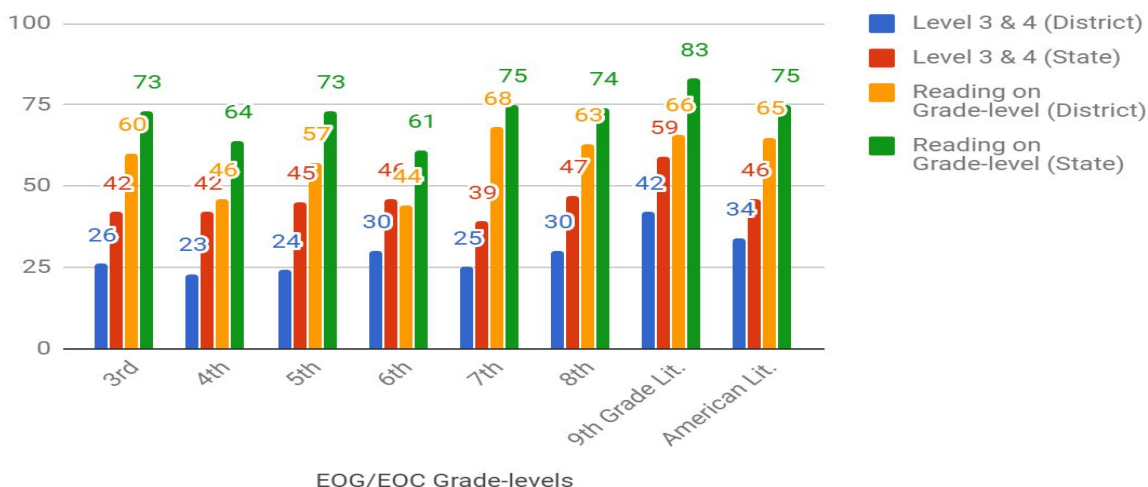
The goal of the L4GA grant activities is to improve literacy rates for the entire community of Elbert County while building instructional expertise and county-wide literacy support systems that are self sustaining and perpetuating. Literacy outcomes will be measured by the HMH Reading Inventory System throughout the grant period. Additional literacy outcomes will be evidenced by improved State assessment results. The chart below highlights specific growth objectives on the various assessments. Lexile scores are displayed separately from overall assessment goals in an effort to ensure both reading and writing outcomes are sufficiently emphasized. While not directly measuring literacy, subject area assessments will be reviewed for growth as improved literacy will result in improved outcomes across curricular areas.

Specific curricular assessment outcome goals are identified each year in the School Improvement Planning process.

Literacy Growth Targets (Milestones):

Grade/Assessment	FY 19 Proficient or better	FY 24 (Goal) Proficient or better (8% increase each year)	FY 19 Grade-level Lexile	FY 24 Goal Grade-level Lexile (5% increase each year)
3rd	26%	58%	60%	80%
4th	23%	55%	46%	66%
5th	24%	56%	57%	77%
6th	30%	62%	44%	64%
7th	25%	57%	68%	88%
8th	30%	62%	63%	83%
9th Grade Lit.	42%	74%	66%	86%
American Lit.	34%	66%	65%	85%

ELA GMAS 2018-19



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The majority of L4GA grant related activities will be focused in the areas of professional development and resource development. Both of these areas provide a return on the initial investment that will significantly outlast the life of the grant. Through these focus areas, all 4 pillars of the Get Georgia Reading Framework can be maximized.

Professional learning will be designed for growth in the Language Nutrition pillar and the Teacher Effectiveness and Preparedness pillar. Given that our root cause analysis indicates Positive Learning Environment is an overall strength, professional learning in this area will focus on maintaining existing best practices while adding to these practices to ensure continued growth.

Through a strong partnership with the University of Georgia Center for Latino Achievement & Success in Education (CLASE), Elbert County receives specific training designed to support language nutrition. This training, called Instructional Conversations (IC), guides teachers through the development of strategies targeting student to student interactions which focus on academic learning (Chapman De Sousa, E. B., 2019). Initial training is paired with significant follow up support to ensure teachers are able to apply new strategies consistently and with fidelity, resulting in improved intellectual curiosity and vocabulary in students. L4GA grant resources will allow the district to grow this partnership and provide more teachers with this valuable professional learning.

Grant resources provide opportunities to improve our work in the Access pillar. While we currently participate with the Dolly Parton Imagination Library program, we are only able to support 264 students. This leaves 946 eligible children unserved by this program designed to get books into the hands of children between birth and 5 years old. We will also use resources to expand the existing Books for Keeps program to include all 5th grade students. This program currently provides all kindergarten through 4th grade students in Elbert County with 12 new books each year. Adding 5th grade will provide greater access to high quality literacy materials and continue the positive reading habits into our middle school 5th grade class.

In order to coordinate, provide internal literacy support, and professional learning, Elbert County plans to create a district-wide position of Literacy Coach. This position will support the professional growth of teachers as well as that of instructional coaches and administrators. In doing so, the work done by this position can build capacity in the schools for the future. In addition to supporting professional learning, 10% of this position will be dedicated to partnership support activities. This allocation is designed to ensure the district is able to maximize community partners in improving literacy outcomes for the community.

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Local Education Agency (LEA) - Partnership Narrative

The Elbert County School District (ECSD) serves over three thousand students. The school district is one feeder system that contains four schools and a Pre-K learning center. Elbert County Primary school serves students in kindergarten and first grade, Elbert County Elementary serves students in second grade through fourth grade, Elbert County Middle School serves students in fifth through eighth grade and Elbert County Comprehensive High School serves students in ninth through twelfth grade. Paul J. Blackwell Learning Center is a state funded Pre-k program that currently serves 175 students.

Through a partnership with the Young Men's Christian Association (YMCA), Elbert County School District supports a head start program at the Paul J. Blackwell Learning Center. The Community Partnership of Elbert County and Babies Can't Wait provide learning support to children from birth to age five. These organizations have initiatives which provide direct support, community outreach, and increased access to literacy materials. Elbert County School District is committed to nurturing, educating, and graduating students who have been empowered to reach their full potential as responsible, ethical and productive citizens.

Community Partnership of Elbert County, Inc. (CPEC) will serve as the lead partner organization. As one of the original pilot sites for the now nationwide Family Connection initiative, CPEC has over 28 years of experience in facilitating collaboration among local organizations that support families and children in Elbert County. Additionally, CPEC is directly responsible for managing the Parents as Teachers (PAT) and Dolly Parton's Imagination Library (DPIL) programs.

As one of only seven approved home visiting models that meet the evidence-based criteria for the federal Maternal, Infant, Early Childhood Home Visiting program, PAT provides a broad context of parenting education and family support, especially for those families in vulnerable situations. This model of home visitation is relationship-based and parenting-focused. The PAT curriculum content focuses on parent-child interaction, development-centered parenting, and family well-being. Families participating in PAT receive strength-based services that identify capabilities and skills, and assist families in building protective factors. Published national evaluation reports demonstrate that PAT is effective at promoting healthy development and school readiness and reduces child maltreatment.

The purpose of the Imagination Library program is to increase access and foster a love of reading among preschool children and their families by providing them with the gift of a specially selected book each month. By mailing these high-quality, age-appropriate books directly to their homes, children become excited about books and begin to feel the magic that books can create. Preschool reading and parental involvement have been identified as important indicators of later educational progress, and a growing body of research highlights that from birth on the learning environment has a tremendous impact on short and long-term reading capabilities. Due to current funding resources, we are only serving 22% of the estimated 1200 eligible Elbert County children. This is an area we plan to expand to support a larger percentage of children.

In addition to the two programs described above, CPEC spearheaded the work resulting in the designation of Elbert County as a Get Georgia Reading Campaign community. The campaign's four pillar framework (language nutrition, access, positive learning climate, teacher preparation and effectiveness) has become the foundation for implementing literacy activities and will continue with the L4GA funding.

Community Partnership will assist in the LEA-Partnership by connecting current organizational partnerships with the LEA to further develop the LEA-Community Literacy Task

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Force. The table below provides information on the current partners and their roles related to literacy activities in the community.

Partnership Organization	Role/Literacy Activities	Contact Information
Northeast Georgia RESA	Growing Readers Specialist, Literacy professional learning	Gail Elrod gail.elrod@negaresa.org
University of Georgia	Early Childhood/Elementary Professor, University of Georgia	Dr. Bob Capuozzo capuozzo@uga.edu
Center for Latino Achievement and Success in Education, (CLASE) UGA	Instructional Conversations Professional Learning	Dr. Paula Mellom, Dr. Jodi Weber
Community Partnership of Elbert County, Inc.	Family Connection Collaborative, Parents as Teachers, Dolly Parton’s Imagination Library, Get Georgia Reading	Laura Evans levans@elbertpartnership.org
Books for Keeps	Provides 12 free books each year for all Elbert County k-4 students and Parent/Child Literacy group events	Leslie Hale leslie@booksforkeeps.org
Elbert County Public Library	Summer Reading program and monthly literacy programs at Blackwell Learning Center	Jan Burroughs jburroughs@elbertcountypublib.org

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Elbert Partners for Health	Check & Connect Mentors at Primary and Elementary schools	Alysia Poon alysiapoon@gmail.com
Elbert County UGA Extension Services	Training for early childhood service providers	Christa Campbell christaa@uga.edu
Babies Can't Wait	Collaboration between PAT and LEA's early intervention services	Gina Blackmon ginablackmon@netscape.net
Elbert County Health Department/WIC Supplemental Nutrition Program	Assists in registering children for DPIL	Cindy Paramore Cindy.paramore@dph.ga.gov
Mount Calvary Missionary Baptist Church	Supporting community outreach through faith-based organizations	Reverend Antonio Derricotte derricottea@clarke.k12.ga.us
Kids Under Construction	Private childcare provider	Misty Seymour seymourmg@yahoo.com

The Elbert County School District has a long history of working collaboratively with community partners. Representatives from ECSD are active members of the Community Partnership of Elbert County's Family Connection Collaborative and serve on the Family Connection Early Childhood Health and Education and Early Learning Leadership strategy teams. These two strategy teams develop and implement activities designed to improve social and educational outcomes for children birth through 3rd grade, with the long-term goal of all Elbert County students reading on grade level by 3rd grade. The Early Childhood Health and Education strategy team was also the group that implemented the Get Georgia Reading Campaign in our community and serves as the advisory committee for the Dolly Parton's Imagination Library and Parents as Teachers programs. Other members of these strategy teams include representatives from Head Start, Books for Keeps, the Elbert County Public Library, GA Department of Early Care and Learning, and UGA Extension Service. The sector that is least represented in the current partnership is privately owned early childcare providers. Our L4GA-LEA Partnership is currently talking to childcare center directors about the L4GA plan and the important role they will have in it. One center, Kids Under Construction, has committed to joining the current partnership and we plan to add additional centers as the L4GA plan is implemented.

ECSD currently provides preschool services to ages 3-4 through the Early Intervention program, the Head Start partnership, and the Georgia Pre-K program, which are all located at the Paul J. Blackwell Learning Center. The Center also includes the offices of the Community

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Partnership of Elbert County (Family Connection) director and the Parents as Teachers home visitation staff. All teachers at the Center, along with home visiting and private childcare staff, will participate in joint professional learning opportunities designed to address early brain development, all four pillars of the Get Georgia Reading Campaign, and the Georgia Early Learning and Development Standards (GELDS). As described on the Georgia Department of Early Care and Learning website, the purpose of the GELDS is to promote quality learning experiences for children and address the question, "What should children from birth to age five know and be able to do?" They are a set of appropriate, attainable standards for Georgia's youngest learners and are designed to be flexible enough to support children's individual rates of development, approaches to learning, and cultural context. Communication, Language, and Literacy is one of the five domains within the GELDS. Incorporating the GELDS across all local early learning education providers will build a continuum across sectors, including parents, and create a "Universal Language".

Because of past and current collaborative initiatives, ECSD already has strong relationships with most of the partners listed in this proposal. The L4GA grant will strengthen the current community partnerships and provide the resources to develop new and important relationships. Especially with private childcare providers and parents. In addition to already established opportunities for communication and engagement, like the Family Connection Collaborative and Strategy Team meetings, all identified partners will also participate in LEA-Community Partnership and Community Literacy Task Force meetings. This will be instrumental in the planning, implementation, and sustainability of the activities described in this proposal.

CPEC's Parents as Teachers home visiting staff regularly communicate with the teachers and staff of Head Start and Pre-K and are able to serve as a bridge for families who have received home visits and now have children entering the school setting. In addition to home visits, PAT provides a monthly group meeting opportunity and regular developmental screening using the Ages & Stages Questionnaire. When a possible developmental delay is identified, families are referred to Babies Can't Wait for diagnostic assessment and therapeutic services. When a child is approaching 3 years of age, Babies Can't Wait and PAT work with the Early Intervention 3 year old program to determine if those services would be beneficial. This system allows for much earlier detection of developmental delays and increased services for families that may not be identified until entering Pre-K or kindergarten. CPEC also manages the local Dolly Parton's Imagination Library program, which directly addresses the Get Georgia Reading's access pillar. L4GA funding will allow for an expansion of this service to ensure that, at a minimum, every Head Start, Pre-K, and partnering childcare student is enrolled and receiving books each month.

Books for Keeps (BFK) is a non-profit organization based in Athens, GA that began serving Elbert County students in 2017. BFK provides an opportunity for students to self-select 12 new books that they can keep. This program is another way our community has increased access to high-quality children's books and also seeks to combat summer-slide. Many students describe BFK Day as "the best day of the year!". BFK typically serves students in K-5th grades, but because of ECSD's consolidated school structure, they are only serving K-4th grade in Elbert County. L4GA funds would allow for an expansion into 5th grade at Elbert County Middle School. Between the Dolly Parton's Imagination Library program and Books for Keeps, an Elbert County child has the potential to receive twelve free books every year from birth through 4th (hopefully 5th) grade. Beginning in February of this year, BFK and CPEC will begin hosting bi-monthly parent/child groups to model reading and provide literacy activities that can be done

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in the home. This is another example of how organizations in our community are combining resources and collaborating in order to improve literacy rates.

The Elbert County Public Library actively engages parents and children in the Summer Reading Program and regular reading activities with our Pre-K students. They have also implemented innovative programs such as a reading night at one of the local laundromats and literacy kits that can be checked out by Pre-K students.

Elbert County is a rural school district located in northeast Georgia. According to census information, the 2018 population estimate is 19,120 residents. Of those residents, 18.5% of residents in the county are in poverty. [The community has a 90% High School graduation rate.](#) The demographics of each school is located below.

	Total Students	Asian	Black	Hispanic	White	Other
Elbert County Comprehensive High School	797	6	259	80	427	25
Elbert County Middle School	964	10	370	101	444	37
Elbert County Elementary School	649	8	230	62	315	33
Elbert County Primary School	488	5	176	43	233	30
Paul J. Blackwell Learning Center	175	2	69	16	73	13
Total	3,073	31	1104	302	1492	134

Special Populations

Special Populations	# of Students	Percentage of Students
Special Education	423	14%
Special Education Pre-K	44	25%
Pre-K	175	-
Economically Disadvantaged	2347	76.5%

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ESOL	96	3%
Students in RTI	154	5%
Gifted	228	7%
Homeless	47	1%
K-5 Early Intervention Program	722	23%

Schools in Elbert County create and maintain a healthy learning climate as evidenced by consistently high Climate Star ratings from the State (2019 CCRPI School Climate Star Ratings, 2019). Additionally, schools continually work to improve both the climate and culture. The high school is currently implementing the Purpose Prep Social Emotional Learning curriculum with students. The primary, elementary, and middle schools all received PBIS training in 2014-2105 and became PBIS schools in the 2015-2016 school year. Last year the middle school received Distinguished PBIS School designation from the State.

Schools receive ongoing training in the area of positive behavior support. Additionally, teachers actively participate in Trauma Informed Care training. Further climate support comes from an extensive Title IV funded partnership with Comprehensive Behavioral Change. This group provides individualized behavior support as well as whole staff training. One initiative supported by this partnership is the Behavior Lead Teacher Development Series. Through this professional learning series, one teacher in each elementary and middle school grade receives additional training and support to develop improved tool sets with which they can support colleagues with behavioral learning challenges.

To further support a healthy learning climate, all schools use MyVoice to gather real time teacher feedback. Data from this app is reviewed by the School Improvement and Leadership Team (SILT). The SILT identifies next steps in their improvement process and develops actions steps to support that growth.

Climate Star Rating			
	2016-2017	2017-2018	2018-2019
Elbert County Primary School	5	5	5
Elbert County Elementary School	5	5	4
Elbert County Middle School	5	5	5
Elbert County High School	4	4	3

Elbert County School District literacy outcomes fall below those of the State, indicating opportunities for growth at every level. While the overall graduation rate of 90% is a relative strength, the need for improved literacy outcomes is evident in local, state, and national assessment data. Only 34.8% of our third grade students are reading at or above grade level targets set by the State. By 8th grade 54.3% of our students meet the state target, but this is still over 10% below the State reading rate.

The need for improved literacy outcomes is particularly evident in writing outcomes. Writing outcomes on the State Milestones tests pull pass rates on the English Language Arts

Elbert County School District: District Application

test down to 26.6% for 3rd through 8th grade students. While these pass rates are slightly improved in higher grades, the gap between Elbert County and the State is over 17%. The tables below highlight growth opportunities for Elbert County on both National and State assessments.

2017-2018 National Tests (Average Score)			
	Nation	State	District
ACT (Reading)	21.3	21.2	19.1
SAT (Reading)		270	254

2018-2019 Milestones Proficiency Rates			
	State	District	Gap
3rd Grade ELA	42%	25.80%	-16.20%
3-8 ELA EOG	43.70%	26.60%	-17.10%
American Lit.	46.20%	33.50%	-12.70%
9th Grade Lit.	59%	42.40%	-16.60%

Elbert County School District: District Application

LEA - Partnership Management Plan and Key Personnel

Elbert County School District has identified key district level personnel to support the implementation of the L4GA grant. The ECSD Literacy District Leadership team includes the following staff: Keith Martin, Chief Financial Officer; Fran Floyd, Director Federal Programs/School Improvement; Adam Kurtz, Director of Special Education; Tanya Long Director of Teaching & Learning; and Clint Winter, Instructional Technology Coordinator. This team will consistently plan together to ensure that the L4GA literacy plan is being implemented with fidelity. The principals will oversee literacy initiatives and professional learning in their schools. The Chief Financial Officer will be responsible for requesting funds, meet with principals to review budget and expenditures, and submit required reports. The chart below lists the individuals accountable for the grant operations:

Name	Position	Email
Mr. Chuck Bell	Superintendent	chuckbell@elbert.k12.ga.us
Mr. Jon Jarvis	Assistant Superintendent	jjarvis@elbert.k12.ga.us
Dr. Fran Floyd	Director Federal Programs/School Improvement	ffloyd@elbert.k12.ga.us
Dr. Adam Kurtz	Director of Special Education	adam.kurtz@elbert.k12.ga.us
Mrs. Tanya Long	Director of Teaching & Learning	tlong@elbert.k12.ga.us
Mr. Clint Winter	Instructional Technology Coordinator	clint.winter@elbert.k12.ga.us
Mr. Keith Martin	Chief Financial Officer	keith.martin@elbert.k12.ga.us
Dr. Sonya Barnett	Principal, Paul J. Blackwell Learning Center	sbarnett@elbert.k12.ga.us
Mrs. Rosa Harris	Principal, Elbert County Primary School	rharris@elbert.k12.ga.us
Mrs. Stephanie Wiles	Principal, Elbert County Elementary School	swiles@elbert.k12.ga.us
Mrs. Sandee Drake	Principal, Elbert County Middle School	swdrake@elbert.k12.ga.us
Mr. Jason Kouns	Principal, Elbert County Comprehensive High School	jkouns@elbert.k12.ga.us
TBD	District Literacy Coach	

Elbert County School District: District Application

Through the partnerships with Community Partnership of Elbert County, Inc. and Get Georgia Reading the ECSD will expand collaborative efforts to ensure we are providing support to parents of Birth - 5 children to receive abundant, language-rich adult-child interactions, which are critical for brain development. ECSD will provide all children and their families with year-round access to, and supportive services for, healthy physical and social-emotional development through various partnerships. Elbert County School District will also provide professional learning to all teachers of children ages 0 - 8 to ensure all adults are equipped with evidence-informed skills, knowledge, and resources that effectively meet the literacy needs of each child in a developmentally appropriate manner.

Elbert County district leaders and partners designed the proposed literacy plan so that it is directly aligned with the district's overall goals based on the 2019 - 2020 Comprehensive Needs Assessment (CNA). The CNA reflects that low Lexile scores are a contributing factor to low student achievement across content areas. Approximately 45% of ECSD's students are reading at or below grade-level. ECSD will use data to determine what interventions are needed for individual students in the following areas: phonics, vocabulary, fluency, and comprehension. The majority of L4GA grant related activities will be focused in the areas of professional development and resource development. Both of these areas provide a return on the initial investment that will significantly outlast the life of the grant. Through these focus areas, all 4 pillars of the Get Georgia Reading Framework can be maximized.

All L4GA stakeholders are totally committed to effective teaching and literacy strategies as it pertains to increasing student achievement in literacy across all grade-levels and content areas. Monthly meetings will allow opportunities for examining data and determining next steps regarding instruction and professional learning. ECSD is committed to consistent collaboration with all partnerships to ensure all stakeholders providing services to children have the necessary training and targeted professional learning to support B - 12 student learning.

In order to process a grant, the following steps must be completed before any commitments for purchases or employment are made:

1. Submit to Finance:
 - a. A complete copy of the grant application with all required signatures.
 - b. A copy of the signed award letter from the granting agency specifying the amount of the grant and clearly indicating approval. Designated individual is required to sign the award letter from the granting agency.
 - c. A copy of any reporting requirements and any deadlines for the grant.
 - d. If "matching" funds will be provided from district resources, a written authorization from the district administrative staff committing the funds must be submitted.
 - i. A complete budget for the grant.
 - ii. If salaries are budgeted for the grant, the number of positions must be specified for each program.
 - iii. For each position budgeted, the salaries and benefits must be calculated.

2. Chart of Accounts

After accounting receives the above documents, the department will establish account codes to go with the budget items outlined in the budget. A Chart of Accounts will be issued to the Principal/Project Manager reflecting Fund, Function and Object Code for each budgeted item.

3. After receiving the Chart of Accounts, grant expenditures can be processed.
 - a. For potential positions, prepare an employment request form that can be obtained from the Department of Human Resources. Submit the employment request to the appropriate administrator.

Elbert County School District: District Application

4. Correct account codes are to be reflected on the Purchase Order.
5. Grants requiring annual approval will be budgeted according to the anticipated revenue and expenditure amounts provided by the Program Manager.
6. The receipt of Grant Funds will be handled in accordance with established Cash Management Procedures.
7. All grants will be monitored by the Finance and Program Departments throughout the school year to ensure accurate and complete disclosure of expenditures, compliance with grant guidelines and budgets, and optimum use of funds.

ECSD received one audit finding in the past three years. The 2015-2016 finding was adequate policies and procedures are not in place to ensure capital assets inventory records are properly maintained. The cause was a direct result of errors in calculating depreciation and in capitalization. The corrective action plan was that ECSD would utilize the capital asset module within the accounting system to track and maintain all capital assets and depreciation, and a physical inventory would be conducted in June 2017 and data verified prior to the completion of the 2017 fiscal year.

All purchases of the district including local, state, and federal will be in accordance with the approved ECSD Procurement Policy. A properly approved purchase order is required for all transactions that commit the district/school other than for incidentals. Purchase orders will be processed through the accounting software system by Finance after the principal/department head authorizes the purchase. Purchase orders should be authorized by the appropriate supervisor prior to the purchase or commitment of funds. Upon receipt of the items ordered, the invoice or receipts should be signed by the receiving party and sent to the finance department for payment. The invoice should be verified by the receiving party and signed to ensure that all merchandise was properly received.

Elbert County School District: District Application

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

With these initiatives the Elbert County School district needs support to help maintain and implement the literacy plan. We would like to have an ongoing partnership with the Center for Latino Achievement & Success in Education (CLASE) to further implement Instructional Conversations in our school district. Working closely with Georgia Association of Educational Leaders (GAEL) L4GA Leadership Institute to provide professional learning for our administrators on instructional leader best practices. Continue with the instructional coaching cycle professional learning for instructional coaches provided by an outside consultant.

Based on the needs assessment, the following resources/materials are needed to implement the literacy plans across all schools (K-12):

- Bookworms curriculum updates
- Class sets of chapter, trade, audio, and digital books
- Leveled intervention materials and enrichment reading materials
- Classroom leveled libraries
- Online reading resources (Reading A to Z)
- Literacy reading and writing center activities
- Project-based materials
- Writing programs
- Materials for tiered instruction
- Supplies for instruction (chart pads, sticky notes, dry-erase markers. etc.)
- Literacy professional learning needed to improve instruction:
 - Contracted services with literacy consultants (writing, reading, differentiation)
 - Rigor, Depths of Knowledge
 - Technology initiatives
 - Substitutes
 - Teacher stipends for off-contract work
 - Curriculum materials for phonics, fluency, and writing
 - Professional books
 - Conference registration and travel
 - Supplies for professional learning
- Assessments:
 - PPVT (Preschool)
 - PALS (Preschool)
 - Work Sampling Online (Preschool)
 - GKIDS Readiness Check & Performance-based Assessment (Kindergarten)
 - DIBELS Next (K - 5) assesses phonemic awareness, word recognition, reading readiness, and fluency
 - HMH Reading Inventory (3 - 11)
 - iReady (K - 8) helps teachers adjust instruction to each student's performance level

Based on the needs of our Birth through Pre-K partners, the following resources are needed:

- Professional learning for parents and daycare providers designed to increase children's vocabulary and language development as well as letter recognition and phonological awareness
- Early childhood books for the PJBLC media center, each Pre-K classroom, and daycares participating in professional learning sessions

Elbert County School District: District Application

- Materials to create checkout kits for parents to use at home to increase language and vocabulary development, letter recognition and phonological awareness
- Literacy based community/family events

Elbert County School District: District Application

Budget Summary

Elbert County School District, if selected as a recipient of the L4GA grant, plans to use the grant funds for the following:

Budget Item	Grade-Levels	Purpose
Assessments	<ul style="list-style-type: none"> ● PPVT IV (Pre-K) ● PALS (Pre-K) ● HMH RI (3 - 11) 	Contract through a stipend to administer PPVT & PALS. Funds to support HMH RI software.
Classroom Resources	Pre-K through 12th grade	<ul style="list-style-type: none"> ● Bookworms curriculum updates (K - 5) ● Class sets of chapter, trade, and audio books ● Materials for tiered instruction ● Classroom leveled libraries ● Online reading resources ● Reading and writing center activities ● Writing programs ● Supplies for daily instruction ● Literature/books to support content areas (science/social studies)
Home/Community Resources	Birth - 5	<ul style="list-style-type: none"> ● Materials to create checkout kits for parents to use at home to increase children's vocabulary and language development ● Projects such as Mobile Literacy Bus/Van ● Technology equipment and software (tablets, hotspots)
Professional Learning	Birth - 12th	<ul style="list-style-type: none"> ● Contracted services with literacy consultants ● Technology ● Substitutes ● Teacher stipends for off-contract work ● Phonics, fluency, and writing ● Conference registration and travel (GAEL, ISTE, GaETC, etc.) ● Supplies for PL ● Parents and daycare providers PL to

Elbert County School District: District Application

		increase children’s vocabulary and language development
Literacy Coach	Birth - 12th	<ul style="list-style-type: none"> ● Monitor the implementation of the L4GA grant ● Organize and deliver PL ● Grow and support partnerships ● Other activities and events (light refreshments/meals)
School/Community & Family Literacy Events	Birth - 12th	<ul style="list-style-type: none"> ● Promote literacy, importance, and provide books/materials ● Expanded use of take home book programs (Dolly Parton Imagination Library & Books for Keeps)

Elbert County School District
Appendix A
References

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Northeast Georgia RESA

Regional Educational Service Agency

375 Winter Street
Winterville, GA 30683
(706) 742-8292
FAX (706) 742-8928
www.negaresa.org

Dr. Keith Everson
Executive Director

January 23, 2020

To whom it may concern:

If the proposal submitted by Elbert County School District is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,



Gail Elrod
Growing Readers Specialist
Northeast Georgia RESA
375 Winter Street
Winterville, GA 30683
706-742-8292

Barrow • Clarke • Commerce City • Elbert • Greene • Jackson • Jefferson City
Madison • Morgan • Oconee • Oglethorpe • Social Circle City • Walton





UNIVERSITY OF
GEORGIA

College of Education
Department of Educational Theory and Practice

February 3, 2020

To whom it may concern:

If the proposal submitted by Elbert County School District entitled L4GA Grant is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. As a faculty member in the Early Childhood/Elementary Education program at the University of Georgia I look forward to the possibility of working alongside colleagues in Elbert County to help students become college and career ready.

Sincerely,

Bob Capuozzo, Ph.D.
University of Georgia
capuozzo@uga.edu
907-575-8665



UNIVERSITY OF
GEORGIA

125 Aderhold Hall
110 Carlton Street
Athens, Georgia 30602
TEL 706-542-3997 | FAX 706-583-8207
clase@uga.edu
<https://coe.uga.edu/clase>

College of Education

Center for Latino Achievement and Success in Education (CLASE)

February 5, 2020

To Whom It May Concern:

It is a pleasure to write this letter in support of Elbert County School District's (ECSD) proposal entitled Literacy for Learning, Living, and Leading Grant (L4GA) submitted to the Georgia Department of Education. We are excited about partnering with ECSD in this endeavor, thereby strengthening and developing the already strong relationship we have with the district.

CLASE began collaborating with ECSD in 2017, in an effort to support English learners in the district, by providing professional learning to teachers and administrators in the Instructional Conversation (IC) pedagogy. The IC pedagogy is a collaborative, conversation-based instructional system found to increase the academic achievement of all students, but particularly linguistically and culturally diverse learners. The IC pedagogy has decades of quasi-experimental and qualitative research demonstrating its impact. Through annually defined agreements, CLASE supports the ECSD educators in their implementation of the IC pedagogy through a long-term, job-embedded process of professional learning, reflection and research.

If the ECSD proposal is selected for funding, it is CLASE's intent to continue collaborating with the district by providing:

- Intensive 30-hour Foundational Training in the Instructional Conversation pedagogy to strategically selected teachers
- As well as sustained Professional Learning support for educators in the form of additional services as outlined in future agreements between UGA CLASE and ECSD including:
 - Virtual Office Hours
 - Clearinghouse of IC/JPA Lesson Plans
 - Monthly Newsletter
 - Webinars
 - Blogs

We look forward to this continued work and are pleased to support ECSD's proposal that would foster the strategic and sustainable expansion of the partnership so it may continue to positively impact ECSD's students.

Sincerely,

Paula J Mellom, PhD
Associate Director



Community Partnership of Elbert County

An affiliate of Georgia Family Connection

February 5, 2020

Julie Morrill
L4GA Project Director
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

P.O. Box 6399
373 Campbell St.
Elberton, GA 30635

Phone
706.283.8838

Fax
706.283.8069

Email
levanspec@yahoo.com

Executive Director:
Laura Evans

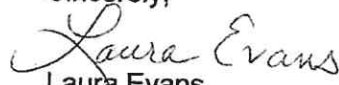
Dear Ms. Morrill:

I am writing to demonstrate our intent to continue our partnership with the Elbert County School District as they implement the literacy plan described in their Literacy for Learning, Living, and Leading in Georgia proposal.

For more than 25 years, our Family Connection Collaborative has focused on improving educational outcomes for the children living in Elbert County. We view the work of improving literacy rates as an issue that needs to be addressed at the community level, not just as a problem for our schools alone to tackle. That is why our collaborative relies on building strong partnerships with other community-based organizations and our schools.

In addition to managing the local Family Connection Collaborative, Community Partnership is also the organization responsible for the Dolly Parton's Imagination Library, Parents as Teachers home visiting services, and Get Georgia Reading in Elbert County. As part of L4GA in Elbert County, we plan to work with our school system to increase access and expand these services and initiatives.

Thank you for your consideration, and thank you for this opportunity!

Sincerely,

Laura Evans
Executive Director

*Bringing the community together to improve the quality of life
for children and families in Elbert County.*



Books for Keeps, Inc.
P.O. Box 49761
Athens, Georgia 30604
(706) 410-1912
www.booksforkeeps.org

February 4, 2020

Julie Morrill
L4GA Project Director
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Ms. Morrill:

I am writing to express my organization's enthusiastic support for the Elbert County School District's application to the Literacy for Learning, Living, and Leading in Georgia grant program. If this proposal is selected for funding by the Georgia Department of Education, we intend to collaborate as detailed in the proposal.

As some background on Books for Keeps: we have partnered with the Elbert County School District since 2017 to provide books to Elbert County kindergarten through fourth-graders. Our research-based program is focused on a book give-away that invites each student to select 12 books each, at the end of the school year, in order to stem summertime learning loss. Students who participate in our program experience a documented 1- to 2-month growth in reading achievement. They also express joy about reading: at spring 2019 book distributions, 94 percent of students told us they were excited to read their books. Students return to school in the fall asking their media specialists when Books for Keeps will be back.

The Elbert County school community has, likewise, embraced our organization and this program. Elbert County school board members and employees are regular volunteers at our book events, alongside parents and retired paraprofessionals. Laura Evans, the executive director of the Community Partnership of Elbert County and another important school partner, serves on our board of directors. In collaboration with Laura's agency, we are expanding our outreach deeper toward the families of pre-school-aged children in order to lay a foundation of robust, enthusiastic reading in the home well before students reach school age. We are excited and hopeful about the opportunities to deepen our engagement with school-age children – and their joyful engagement with books – in the Elbert County school system through L4GA.

Thank you for your consideration of this proposal, and thank you for supporting and driving the necessary collaborations between school systems and their community partners to improve literacy outcomes in Georgia.

Sincerely,

A handwritten signature in black ink, appearing to read "Leslie Williams Hale".

Leslie Williams Hale
Executive Director

Books for Keeps is a 501(c)(3) nonprofit organization as defined in the Internal Revenue Service code.

www.booksforkeeps.org



Elbert County Public Library

345 Heard Street, Elberton, GA 30635
Phone: 706-283-5375 Fax: 706-283-5456
www.elbertlibrary.org

Janet Burroughs, Director

jburroughs@elbertcountypb.org

February 7, 2020

To whom it may concern:

The Elbert County Public Library is eager to partner with the Elbert County School District if their grant entitled **Literacy for Learning, Living, and Leading** is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,



Janet A Burroughs, Director
Elberton County Public Library
jburroughs@elbertcountypb.org
706-283-5375



Alysia Poon
Elbert Partners for Health, Inc.
P.O. Box 336
Elberton, GA 30635

February 4, 2020

Julie Morrill
L4GA Project Director
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Ms. Morrill:

Where and how we live, work, play, and learn directly affects the health and well-being of everyone in our community. Elbert Partners for Health (EPH) is a group of individuals and organizations who envisions an Elbert County that is healthy in all senses of the word. We strive to connect members of our community to a variety of services that will educate, empower, and enable them to make the best decisions they can for themselves and their families. That is why EPH has worked with Elbert County School District over the past three years to place dedicated Check and Connect Mentors in our primary and elementary schools. We believe that providing additional support for students who struggle both academically and socially very early in the educational process is crucial for the students' long-term success.

I look forward to continued collaboration with the Elbert County School District as we seek to strengthen and expand services for our students. If the proposal submitted by the Elbert County School District entitled Literacy for Learning, Living, and Leading Grant is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in cursive script that reads "Alysia Poon". The signature is written in black ink and is positioned above the typed name and contact information.

Alysia Poon
Executive Director
Elbert Partners for Health, Inc.
alysiapoon@gmail.com
(706) 213-2697



UNIVERSITY OF GEORGIA

Elbert County Extension

1088 Ruckersville Road • Elberton, Georgia 30635

Website: caes.uga.edu/extension/elbert/

christaa@uga.edu • 706-283-2037 Phone • 706-283-2038 Fax

January 28, 2020

Julie Morrill
L4GA Project Director
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Julie Morrill & L4GA Proposal Reviewer,

I am writing in support of the L4GA proposal being submitted by Elbert County School District. As the Family & Consumer Sciences agent for Elbert County, I currently provide training for local childcare providers and serve on the Early Literacy Team guided by our local Family Connection collaborative. Our team values education and the support systems that make education more successful for our students, families and school personnel.

If the proposal submitted by the Elbert County School District entitled Literacy for Learning, Living, and Leading Grant is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Please let me know if you need any additional information or have any questions.

Sincerely,

Christa Campbell
Elbert County
County Extension Coordinator/Family & Consumer Sciences Agent

extension.uga.edu



Elbert County Health Department

618 Jones Street - Elberton, GA 30635
TEL | 706.283.3775 FAX | 706.283.7155

To whom it may concern:

If the proposal submitted by the Elbert County School District entitled Literacy for Learning, Living, and Leading Grant is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal."

Sincerely,

Wanda Graham, RN

Wanda Graham, RN
County Nurse Manager
Elbert County Health Dept.
618 Jones Street
Elberton, GA 30635
706-283-3775 ext 2615
Fax: 706-283-7155

Kids Under Construction Child Center, Inc.

332 Rehoboth Rd

Bowman, GA 30624

706-245-0011

To whom it may concern:

If the proposal submitted by the Elbert County School District entitled Literacy for Learning, Living, and Leading Grant is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink that reads "Misty Seymour". The signature is written in a cursive style with a large initial "M".

Misty Seymour

Owner

Application: Elbert County Elbert County Elementary School

Tanya Long - tlong@elbert.k12.ga.us
L4GA 2019 Grant Applications To Review

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	Elbert County
School or Center Name	Elbert County Elementary School
System ID	652
School ID	313

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).

2-4

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

49

Number of Paraprofessionals or Teaching Assistants in School

17

Principal or Director

Name	Stephanie Wiles
Position	Principal
Email	swiles@elbert.k12.ga.us
Phone	706-213-4600

L4GA 2019 School Contact

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

Name	Tanya Long
Position	Director of Teaching & Learning
Email	tlong@elbert.k12.ga.us
Phone	706-213-4013

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

[ElbertCountyElbertElemPlan](#)

Filename: ElbertCountyElbertElemPlan.pdf Size: 88.5 kB

Application: Elbert County Elbert County Middle School

Tanya Long - tlong@elbert.k12.ga.us
L4GA 2019 Grant Applications To Review

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	Elbert County
School or Center Name	Elbert County Middle School
System ID	652
School ID	104

Non-traditional Grade Configuration

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

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

5-8

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

64

Number of Paraprofessionals or Teaching Assistants in School

18

Principal or Director

Name	Sandee Drake
Position	Principal
Email	swdrake@elbert.k12.ga.us
Phone	706-213-4200

L4GA 2019 School Contact

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

Name	Tanya Long
Position	Director of Teaching & Learning
Email	tlong@elbert.k12.ga.us
Phone	7062134013

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

[ElbertCountyElbertMiddlePlan](#)

Filename: ElbertCountyElbertMiddlePlan.pdf Size: 67.6 kB

Application: Elbert County Elbert County Primary School

Tanya Long - tlong@elbert.k12.ga.us
L4GA 2019 Grant Applications To Review

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	Elbert County
School or Center Name	Elbert County Primary School
System ID	652
School ID	213

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).

K - 1

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

27

Principal or Director

Name	Rosa Harris
Position	Principal
Email	rharris@elbert.k12.ga.us
Phone	706-213-4700

L4GA 2019 School Contact

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

Name	Tanya Long
Position	Director of Teaching & Learning
Email	tlong@elbert.k12.ga.us
Phone	706-213-4013

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

[ElbertCountyElbertPrimaryPlan](#)

Filename: ElbertCountyElbertPrimaryPlan.pdf Size: 95.4 kB

Application: Elbert County Elbert County Comprehensive High School

Tanya Long - tlong@elbert.k12.ga.us
L4GA 2019 Grant Applications To Review

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	Elbert County
School or Center Name	Elbert County Comprehensive High School
System ID	652
School ID	176

Non-traditional Grade Configuration

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

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

No

Level

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

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

High (9-12)

Number of Certified Teachers in School

57

Number of Paraprofessionals or Teaching Assistants in School

11

Principal or Director

Name	Jason Kouns
Position	P
Email	jkouns@elbert.k12.ga.us
Phone	706-213-4100

L4GA 2019 School Contact

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

Name	Tanya Long
Position	Director of Teaching & Learning
Email	tlong@elbert.k12.ga.us
Phone	7062134013

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

[ElbertCountyElbertHighPlan](#)

Filename: ElbertCountyElbertHighPlan.pdf **Size:** 81.7 kB

Elbert County Middle School (5 - 8) Literacy Plan

Leadership Team Members	
Name	Role
Sandee Drake	Principal
Sandra Guest	Vice-Principal
Jasper Huff	Vice-Principal
Donna Baker	Instructional Coach
Kim Bowen	RTI Coordinator
Pam Harris	Media Specialist
Lorie Stovall	Guidance Counselor
Katie Aston	Teacher
Sierra Audrey	Teacher
Lisa Blackmon	Teacher
Michelle Dickerson	Teacher
Allyson Dye	Teacher
Tiffany Haltom	Teacher
Josh Jones	Teacher
Shanda Martin	Teacher
Kathleen Newman	Teacher
Tia Tilley	Teacher
Amber Trotter	Teacher
Crystal Whitmire	Teacher
Robin Wood	Teacher

- Comprehensive Instructional Plan
 - A variety of strategies are used to teach, practice, reinforce, and assess literacy skills.
 - Direct literacy instruction (phonemic awareness, decoding, accuracy, fluency, and comprehension)

Elbert County Middle School (5 - 8) Literacy Plan

- Shared reading
 - Teachers model the Reading for Literacy and Reading for Information standards.
 - Teachers model the skills of proficient readers, including reading with fluency and expression.
 - Students share the task of reading a book or other text while guided and supported by a teacher.
- Skills mastery
 - Data from Ga Milestones and iReady Diagnostic identify learning needs.
 - Focus standards are prioritized for instruction based on data results.
 - Explicit instruction is provided through the use of the iReady Teacher Toolbox or appropriate resources.
- Writing
 - Graphic organizers are used to help students outline information before placing into an essay.
 - Writing is directly linked to multiple texts.
 - Conferencing, peer reviews, and exemplars are implemented to help students self-monitor their progress.
 - Implementation of “5 Traits of Writing” strategies.
- Vocabulary development is a focus across content areas.
 - Purposeful selection of resources and intentional language use allows students to learn from both inquiry based and direct instructional strategies.
 - Purposeful vocabulary development enhances writing in each content area.
- ECMS has partnered with CLASE to train teachers in the use of Instructional Conversations (IC).
 - Strategies create greater peer-to-peer engagement.
 - Strategies expose students to a deeper level of content and vocabulary development.
 - Instructional Conversations enhance writing in each content area.
- Specific instruction and purposefully designed assessment questions ensure students have the skills needed to communicate clearly in writing across a variety of subjects.
- Smekens “14 Power Strategies to Boost Reading and Writing Achievement on Standardized Tests”
- Implementation of iReady Individualized Learning Plan to fill the gaps between a student’s achievement levels and their actual grade level.
- **Planned growth steps:**
 - Continue training teachers across content areas in the IC Pedagogy.
 - Professional development for “Implementing writing across all contents.”
 - Professional development in implementation of ISTE standards
 - Teacher stipends will be used to support professional learning for off contract times
 - Provide teachers with on-line access to Breakout Edu activities.

Elbert County Middle School (5 - 8) Literacy Plan

- Developing higher-order level skills through the implementation of comprehension and vocabulary development activities.
 - Increase access to reading materials by adding to the media center's book selection based on curriculum alignment and the interest of the students.
 - Audio books, digital books
 - Increase school's digital and physical resources:
 - [Flocabulary](#)
 - [EPIC](#)
 - [Whooo's Reading](#)
 - [News ELA](#)
 - [IXL \(all subjects\)](#)
 - STEAM kits for classrooms
- Community Involvement Activities
 - Partner with entrepreneur TK Ganesh.
 - Girls Maker Initiative: eighth grade females learn how to build and program computers.
 - Partner with local businesses for incentives for students who excel in school achievement.
 - Jr. Beta partners with local churches, salvation army, and foster kids.
 - Feed the Need
 - Care kits and socks
 - Sponsor kids at Christmas
 - Partner with local businesses for "Career Awareness"
 - Community Partnerships of Elbert County, Inc.
 - Elbert Partners for Health
 - Provide student mentors
 - Provide Prevention Awareness/Education Programming
 - Action, Inc.
 - **Planned growth steps:**
 - Partner with Books for Keeps for 5th grade.
 - Implement a "Literacy Night" (include ECES)
 - Partner with local agencies
 - Author visits with the purpose of developing book communities.
- Assessment Strategies
 - Assessments 5th:
 - Writing across content areas (specific written response items in each unit assessment in Illuminate)
 - iReady Diagnostic Screeners
 - Informal Decoding Inventory (IDI)
 - DIBELS (Screener)
 - Acadience (Progress Monitoring)
 - Benchmark (ELA & Math)
 - Assessments 6th-8th:
 - Writing across content areas (specific written response items in each unit assessment in Illuminate)
 - iReady Diagnostic Screeners

Elbert County Middle School (5 - 8) Literacy Plan

- Acadience (Progress Monitoring)
- Benchmark (ELA & Math)
- Planned growth steps:
 - Houghton Mifflin Harcourt Reading Inventory (RI) (3x/yr)
 - Screener 3rd-11th
 - Comprehension
- Implementation and Impact Monitoring
 - Follow a continuous system and process for the implementation and monitoring of current programs.
 - Comprehension Needs Assessment conducted to identify district and school needs based on multiple data sources.
 - District and school improvement meetings are conducted to analyze data, identify needs, and root causes.

Selection of evidence based practices:

- Instructional materials and intervention strategies based on evidence-based research.
 - Tools used to aide in the selection of practices and supports include:
 - What Works ClearingHouse
 - University of Georgia
 - Regional Education Laboratory Southeast
 - Central Office Staff
 - A review of specific research
- School Improvement and Leadership Team examine needs and identify possible strategies to address areas of growth.
 - Strategies/supports are narrowed to those most likely to return positive results based on evidence-based research published or reviewed through supports.

Student identification for intervention/support:

- Identify students for specific interventions or additional supports through regular review of performance data, including academic data, attendance data, and social-emotional learning data.
- Evidence-based interventions (MTSS and SSIP processes) are used and progress is monitored and reviewed at regular intervals.

Monitoring implementation and effectiveness:

- Follow a district developed school improvement process through which all initiatives are regularly monitored at the school and district level.
 - Monitor components for both implementation and effectiveness.
 - Measures are reviewed by the School Improvement and Leadership Team on a monthly basis.
 - Reviews are shared with the District Leadership Team each quarter or semester.
- Literacy monitoring completed through a review of grade and school level iReady data.
 - Data includes both usage and growth metrics.
- Additional monitoring includes teacher observations, lesson plan reviews, and professional learning team minutes review.
- Adjustments to implementation and training are made based on compilation of measures.

Elbert County Comprehensive High School (9 - 12) Literacy Plan

Leadership Team Members	
Staff	Role
Vickie Cutts	Teacher
James Gordon	Teacher
Kelly Gary	Teacher
David Bennett	Teacher
Lindsay Johnson	Teacher
Nat McCarty	Teacher
Jan McGibboney	Teacher
Jason Kouns	Principal
Michelle Dye	Assistant Principal
Brian Turner	Assistant Principal
Shawn Rivers	Assistant Principal
Kim Fuller	CTAE Director
Dot Rutherford	Media Specialist
Daniele Franklin	Instructional Coach
Stacey Almond	Counselor
Monika Woods	Counselor
Wausheka McClary	School Social Worker
Shayne Bennett	Director of school district security
Hector Santiago	Technology Specialist

Comprehensive Instructional Plan:

- Direct literacy instruction is purposefully designed to ensure students develop balanced literacy skills. Teaching literacy (reading, writing, and language) across content areas is a focus. All areas of literacy are addressed in context to prepare students to apply these skills in any setting. Skills include reading for comprehension, writing (informative, argumentative, expository, & narrative), and language (grammar/usage, conventions, and vocabulary).

Elbert County Comprehensive High School (9 - 12) Literacy Plan

- A variety of skills are used to teach literacy across content areas:
 - Interactive reading gives students an opportunity to experience rich, interesting texts that are age and grade-appropriate, regardless of their independent or instructional reading level.
 - Provides a context for learning how to talk about texts with others (Read Woke).
- Professional Learning Teams (PLT) focus on incorporating content specific extended response items into unit assessments to include all four depths of knowledge questions (Meador, D., 2019). Classroom instruction will include strategies that support writing across curricular areas. Assessment results will be analyzed through a data team process and instruction will be adjusted based on writing performance.
- ECCHS plans to provide accessible eBooks for students to use in conjunction with ECCHS' 1:1 technology initiative. Choices for eBook selections will be driven through collaborative conversation with ECCHS Media Specialist and ECCHS department chairs.
- We will use Follett Library Resources as our primary vendor since it will work seamlessly with our Destiny Circulation System.
- Further Professional Development on implementing the ISTE standards with a focus on creating creative communicators.
- ECCHS will look to partner with Northeast Georgia RESA to provide professional learning services on the implementation of literacy strategies across all disciplines in the high school classroom. Additionally, content area specific professional learning that supports integrated literacy learning strategies will be a focus.

At ECCHS, literacy instruction occurs across curricular areas. Math and reading scores suggest the need for greater exposure to literature and a wider variety of concepts/ideas than students experience outside of school. As a result, ECCHS has partnered with CLASE to train teachers in the use of Instructional Conversations (IC). All teachers use these strategies to create greater peer-to-peer engagement. Through IC activities students are exposed to a wider variety of concepts at a greater depth than they would otherwise experience.

Additional cross-curricular activities include a focus on vocabulary development. All teachers focus on vocabulary development as it relates to their content area. Purposeful selection of resources and intentional language use allows students to learn from both inquiry based and direct instructional strategies.

To unite the cross curricular work of Instructional Conversations and purposeful vocabulary development, writing in each content area allows students to demonstrate their learning while practicing contextual writing strategies. Specific instruction and purposefully designed assessment questions ensure students have the skills they need to communicate clearly in writing across a variety of subjects.

Community Involvement Activities:

- ECCHS hosts a "Turbo Tuesday" monthly to provide parents with student progress information, as well as school events and initiatives
- ECCHS hosts an annual "Technology Night" to inform parents about cyber safety for students.
- ECCHS media specialist promotes literacy initiatives and student success on a regular basis using social media (Twitter, Facebook, Instagram, School website)
- ECCHS uses Check & Connect mentors to monitor student progress
- ECCHS plans to host a Family Literacy Engagement Night each semester to promote print and digital literacy, our Read Woke Literacy Initiative, and a special segment providing modeling and informational materials for student parents. We will provide

Elbert County Comprehensive High School (9 - 12) Literacy Plan

stations hosted by students and faculty members to better inform our campus community on the importance of reading. Our plan includes feeding all participants.

Action Step:	Method for Monitoring:	Person(s) Responsible:
Provide opportunities for all leaders and teachers to participate in relevant professional learning	Lesson Plan Development, Assessment Evaluation, and Redelivery	Administrators, Instructional Coach, Media Specialist, Classroom Teachers
Provide accessible eBooks for students to use in conjunction with ECCHS' 1:1 initiative.	Circulation Data and Promotional Materials	Media Specialist, Department Heads, Administration, Instructional Coach
Family Literacy Engagement Night each semester.	Rate of Attendance, Promotional Materials and Stakeholder Surveys	Administrators, Instructional Coach, Media Specialist, Faculty Members, and Students

Assessments 9 - 11:

- Writing across content areas (Specific written response items in each unit assessment in Illuminate)
- Reading Comprehension across content areas (Specific response items in each unit assessment in Illuminate)
- Houghton Mifflin Harcourt Reading Inventory (RI) (3x/yr)

Elbert County School District follows a continuous system and process for the implementation and monitoring of its programs. During the spring of each year, a Comprehensive Needs Assessment is conducted to identify district and school needs based on multiple data sources. District Improvement meetings are conducted to analyze data, identify needs, and root causes. District leaders meet with each school to review and/or update components of the district-wide school improvement template. School Improvement leaders and other stakeholders conduct several school improvement meetings to analyze data, review and/or edit.

ECCHS selects instructional materials and intervention strategies based on evidence-based research. Tools used to aid in the selection of practices and supports include the USDOE What Works ClearingHouse, University of Georgia, Regional Education Laboratory Southeast, central office staff, and a review of specific research.

Processes for review generally begin with the School Improvement and Leadership Team examining needs and identifying possible strategies to address areas of growth. Strategies/supports are narrowed to those most likely to return positive results based on evidence based research published or reviewed through the support listed above. Additional research is considered based on the strength of the study design if it is published in a respected juried journal.

Elbert County Comprehensive High School (9 - 12) Literacy Plan

ECCHS identifies students for specific interventions or additional supports through a regular review of performance data, including academic data, attendance data, and social emotional learning data. Through the MTSS and SSIP processes, evidence-based interventions are used and progress is monitored and reviewed at regular intervals.

ECCHS follows a district developed School Improvement process through which all initiatives are regularly monitored at the school level through a representative School Improvement and Leadership Team (SILT). Each initiative includes monitoring components for both implementation and effectiveness. Measures include outcome data in the form of course grades, assessment results, behavior incidents, and attendance. Implementation data includes climate survey information, walkthrough observation findings, lesson plan reviews, and reviews of artifacts. Performance on these measures are reviewed by the School Improvement and Leadership Team on a monthly basis. Reviews are then shared with district leadership on a monthly basis. Implementation review findings are used to inform future action steps and to make adjustments to current action step implementation strategies. Additionally, these reviews provide data through which professional learning activities are developed and delivered.

Elbert County Primary School (K - 1) Literacy Plan

Leadership Team Members	
Staff	Role
Hannah Brown	Kindergarten Teacher
Ellen Cook	Kindergarten Teacher
Kitize Fleming	Kindergarten Teacher
Kelly Hall,	Kindergarten Teacher
Christy Jones	First Grade Teacher
Cindy Moon	First Grade Teacher
Sarah Rice	First Grade Teacher
Latice Newman	Special Education Teacher
Rita Williams	EIP
Rosa Harris	Principal
Laura Albertson	Vice Principal
Teresa Bell	MTSS Coordinator
Lori Donaldson	Counselor
Connie Garrett	Instructional Coordinator
Michelle Scarborough	Media Specialist

Direct literacy instruction is purposefully designed to ensure students develop balanced literacy skills. All areas of literacy are addressed in context to prepare students to apply these skills in any setting. Skills include phonemic awareness, decoding, accuracy, fluency, and comprehension. A variety of strategies are used to teach, practice, reinforce, and assess literacy skills. Direct literacy instruction takes place in 3 distinct blocks, shared reading, interactive reading, and a differentiation block. Shared reading occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression; phonics and vocabulary are also included in this block. We currently have Blast and Countdown phonic kits for every two students to share. In first grade, every two students currently share a book during shared reading. We would like to provide each child with a copy because it is often difficult for two students to track text when sharing a book. Our goal is to provide a phonics kit

Elbert County Primary School (K - 1) Literacy Plan

and a text for each child. Research shows that students' comprehension is better with books and low-income students have fewer opportunities to interact with books at home.

Interactive reading gives students an opportunity to experience rich, interesting texts that are age and grade-appropriate, regardless of their independent or instructional reading level. It provides a context for learning how to talk about texts with others and vocabulary acquisition.

The differentiated reading block allows students to focus on skill development specifically targeted towards their individual identified needs. The learning focus for each student is designed using current performance data. Assessment strategies support the monitoring of performance and development of differentiation strategies. Teachers use both digital (iReady) and non-digital tools to provide students with individualized practice opportunities. Both extension and remediation skills practice culminates in the contextual application of these skills. Our plan is to purchase leveled texts for Kindergarten and first grade, plus sets of Lexile appropriate chapter books for students reading on and above grade level. These leveled texts and Lexile leveled chapter books can be used for instruction, acceleration and remediation. These will be utilized during small group instruction to focus on decoding and oral reading fluency. Students need more opportunities to connect the reading and writing skills they are learning to texts. We would also like to purchase additional books for listening libraries for each classroom. Professional learning will be required to help teachers and support staff to use books more effectively to increase students' reading and writing levels. Providing these two research-based programs, "Handwriting without Tears" and "Type to Learn" would help to increase writing fluency for our students. Additional devices such as tablets could be used for students to create videos to improve students' speaking and listening skills as well as the acquisition of vocabulary. Web-based software subscriptions are needed to provide students with opportunities to use technology to increase literacy skills. ECPS would like to explore aligning our literacy instruction with ISTE standards and produce students who are creative communicators and can effectively express themselves creatively using different tools, styles, formats and digital media. Technology shapes students' reading and writing activities and teachers need specific examples of ways to integrate digital writing to instructional planning (Pearman & Camp 2014). Professional development in the areas of implementing the ISTE standards will be needed. We would also like to employ a STEM/STEAM teacher to increase background knowledge and link literature to science, technology, engineering, art and math. At ECPS literacy instruction occurs across curricular areas. The discrepancy between math and reading scores suggest the need for greater exposure to literature and a wider variety of concepts/ideas than students experience outside of school. As a result, ECPS has partnered with CLASE to train teachers in the use of Instructional Conversations (IC). The majority of teachers use these strategies to increase academic conversations between peers and teachers. Through IC activities students are exposed to a wide variety of concepts at a greater depth than they would otherwise experience.

Vocabulary development serves as a foundational skill for reading comprehension (Baker, Simmons, & Kame'enui, 1998). Additional cross-curricular activities include a focus on vocabulary development. All teachers focus on vocabulary development as it relates to their content area. Purposeful selection of resources and intentional language use allows students to learn from both inquiry-based and direct instructional strategies.

To unite the cross curricular work of Instructional Conversations and purposeful vocabulary development, writing in each content area allows students to demonstrate their learning while practicing contextual writing strategies. Specific instruction and intentionally designed assessment questions ensure students have the skills they need to clearly communicate in writing across a variety of subjects. Writing across the Curriculum, like any

Elbert County Primary School (K - 1) Literacy Plan

academic program, arises out of a complex institutional, intellectual, and social events and forces (Bazzerman 2015).

To promote parent and family outreach, ECPS would like to fund a literacy night for upcoming kindergarten parents and families. Teachers and key staff would model reading strategies for parents to use with their children. Parents would receive free books to be utilized in the home and a meal would be provided for all in attendance.

Due to the low socioeconomic status of our community, many students and families do not have transportation to go to the public library during the summer and school breaks. We plan to implement the use of a community literacy bus that will drive to the neighborhoods to provide summer reading, literacy experiences and literacy information for parents. In addition to the community literacy bus, we plan to implement a summer reading program to assist with continuing a love for reading with recognition and incentives.

Community Involvement Activities:

- Community Partnerships of Elbert County, Inc.
 - ECPS partners with Books for Keeps to provide children with books for the summer. Without the support of Books for Keeps, students would be limited to reading opportunities outside of school due to geography, income or other factors.
- Reading Across America (K-4)
- Elbert Partners for Health
 - Provide student mentors
 - Provide Prevention Awareness/Education Programming

Assessments B - 5:

- GKIDS/ Readiness Check & GKIDS Performance-Based Assessment

Assessments K - 1:

- Writing across content areas (Specific written response items in each unit assessment in Illuminate)
- iReady Diagnostic Screeners
- Writing Assessment w/in Illuminate (Aligned to grade level standards - K - 4)
- Informal Decoding Inventory (IDI)
- DIBELS-Next (3x/yr) Screener/Progress Monitoring
- K = Composite
- 1st = Nonsense Word, Oral Reading Fluency

Elbert County School District follows the Framework for Georgia's Systems of Continuous Improvement, which serves as a comprehensive needs assessment process for all schools in the district. In the spring of each year, all schools are provided a school improvement template with a structured and detailed process which includes implementation and impact monitoring process expectations. ECPS' administrators meet monthly with district leaders to review school improvement impact and implementation data.

ECPS' School Improvement and Leadership Team (SILT) meets monthly to monitor and review school improvement impact and implementation data. Data collected during monthly SILT meetings is used to determine/plan professional learning, revise practices, and inform next steps to ensure school improvement implementation.

During the spring of each year, a Comprehensive Needs Assessment is conducted to identify district and school needs based on multiple data sources. District improvement meetings are conducted in the spring to analyze data, identify needs, and root causes. These

Elbert County Primary School (K - 1) Literacy Plan

meetings include all stakeholders (district leaders, school administrators, teachers, paraprofessionals, students, parents, and community members). District leaders meet with each school to review and/or update components of the district-wide school improvement template.

ECPS selects instructional materials and intervention strategies based on evidence based research. Tools used to aid in the selection of practices and supports include the USDOE What Works ClearingHouse, University of Georgia, Regional Education Laboratory Southeast, central office staff, and a review of specific research.

When ECPS' SILT team is developing the School Improvement Plan, we have to determine the level of evidence-based research for each strategy/action step using a cheat sheet that the district embeds into our School Improvement Plan template. District office leaders review strategies/action steps and communicate with potential vendors and/or consultants regarding student outcomes and also review the most recent research that supports the school improvement initiatives. Strategies/supports are narrowed to those most likely to return positive results based on evidence based research published or reviewed through the support listed above.

ECPS identifies students for specific interventions or additional supports through a regular review of performance data, including academic data, attendance data, and social emotional learning data. Through the MTSS and SSIP processes, evidence-based interventions are used and progress is monitored and reviewed at regular intervals. ECPS' MTSS Coordinator meets weekly with teachers to review progress monitoring data and supports teachers with selecting appropriate interventions based on individual needs.

ECPS follows a district developed school improvement process through which all initiatives are regularly monitored at the school and district level. Each initiative includes monitoring components for both implementation and effectiveness. These measures are reviewed by the School Improvement Leadership Team on a monthly basis. Reviews are then shared with district leadership each quarter or semester.

Monitoring in the area of literacy includes a monthly review of iReady data including both usage and growth metrics. Additional monitoring includes teacher observations, lesson plan reviews, and Professional Learning Team minutes. This data is then used to determine next steps for implementation and professional learning needs for individual teachers/grade-levels. Whole group, small group, and individualized instruction is intentionally designed to ensure students develop literacy skills in the area of phonemic awareness, decoding, accuracy, fluency, and comprehension.

Elbert County Elementary School (2 - 4) Literacy Plan

Leadership Team Members	
Staff	Role
Denise Huff	Teacher
Mindy Brady	Teacher
Ginger Bowen	Teacher
Charla Webb	Teacher
Sue Couch	Teacher
Scott Eubanks	Teacher
Tinsley Colwell	Teacher
Stephanie Wiles	Principal
Audrey Johnson	Assistant Principal
Denise Callaway	MTSS Coordinator
Christy Hart	Instructional Coach
Nikki Teasley	Guidance Counselor
Stacy Drake	Discipline Assistant/PE
Kenneth Brown	Community Representative
Michelle Mills	Community Representative
Tracy Web	Parent & Family
Lisa Davis	Parent & Family
Pam Eaves	Parent & Family
Diane Culpepper	Parent & Family

At ECES, a Balanced Literacy Framework is utilized to ensure students receive literacy instruction in all areas. The differentiated reading block allows teachers to use a guided reading approach to provide small group instruction that targets identified weaknesses in the areas of phonics, reading and writing. Data from I-Ready, DIBELS, and the Informal Decoding Inventory (IDI) is used to place students in homogeneous groups where the focus can be on closing the gaps and increasing student achievement. Teachers use the iReady Toolbox and book studies to provide targeted instruction to meet the needs of each individual within the group. Instruction

Elbert County Elementary School (2 - 4) Literacy Plan

focuses on generating ideas, sentence fluency, organization, voice, word choice, conventions, and presentation. Students are led through a progression regarding the writing process as they work towards producing a final piece. Both self assessment and teacher rubrics will be used to guide individual writing conferences. It is the Elementary's goal to purchase decodable readers that include phonics lessons for teaching and learning at all levels. During the Shared reading block, students are required to share texts due to limited copies and teachers adjust schedules to ensure the availability of the texts. We would like to increase the number of chapter books used during Shared reading to ensure all classrooms have their own sets. In addition to chapter books, there is a need for literature to enhance the social studies and science curriculums. Resources aligned to the standards are limited in these content areas and it is our goal to ensure that classrooms have a wealth of literature to create a language and literacy rich learning environment.

At ECES literacy instruction occurs across curricular areas with a focus on increasing student engagement, building vocabulary, and writing across the curriculum. For this reason, the school district has partnered with the Center for Latino Achievement and Success in Education (CLASE) to provide professional learning to implement Instructional Conversations. It is a culturally responsive pedagogy that focuses not only on academic achievement for all students but also language acquisition by increasing the intensity and rate of interactions with students and teachers. Teachers who have been trained in Instructional Conversation strategies share strategies with other teachers through grade level meetings and/or professional development sessions with the goal of incorporating the pedagogy into all curricular areas. Additional cross-curricular activities include a focus on vocabulary development as it relates to teachers' content area. Purposeful selection of resources and instructional strategies will be taught, practiced, and used in all content areas. It is our goal to provide the resources, such as materials and professional learning, to ensure that all classrooms are equipped to meet the needs of students regarding vocabulary development as it is critical to a student's academic success.

To unite the cross curricular work of Instructional Conversations and purposeful vocabulary development, writing in each content area allows students to demonstrate their learning while practicing contextual writing strategies. Specific instruction and intentionally designed assessment questions ensure students have the skills they need to clearly communicate in writing across a variety of subjects. Writing has also been identified as a need across the district and resources such as Write Score and other evidence-based strategies are needed at the elementary level. Not only do students struggle with the writing process, they are also lacking typing skills that are required by Milestones for the extended writing task and the narrative writing response. ECES would like to explore how to better incorporate the ISTE standards into their writing instruction. Especially in creating students that are creative and effective communicators. ECES would like to purchase typing programs to be integrated during stations in the classroom or during specified time periods. It is important that students are fluent with devices and have the tools needed regarding all components of writing expectations. ECES would also like to explore ongoing professional development in how to implement both digital literacy and digital citizenship into the curriculum. In addition to academic literacy needs, a literacy coordinator would be essential to plan, organize, and streamline literacy initiatives and professional learning across the district and community. Professional learning will be essential to all stakeholders as the entire literacy focus begins at birth and continues through twelfth grade. The Elementary school would also like to plan school, family, and community engagement learning activities by conducting literacy themed nights to share the importance of literacy, model to parents and adults how to read aloud and integrate many skills that early

Elbert County Elementary School (2 - 4) Literacy Plan

readers need to be successful. Funds would be utilized for light meals, books for attendees, and other meaningful literacy resources. During the summer months, our plan would also include literacy initiatives such as a mobile reading lab to ensure that students are reading and are provided books and materials to reinforce literacy skills. Resources/materials for parents that reflect how to support their child in literacy. Instructional technology that could be utilized via the mobile lab and assistance to parents that may be needed to improve/increase their literacy skills. The mobile lab would strategically travel to neighborhoods and community areas so that children, families, and community individuals could readily access the service and support.

Current Community Involvement Activities taking place at ECES::

- ECES partners with Books for Keeps which is a non-profit that works to improve children's reading achievement by addressing barriers related to the accessibility and appeal of reading material. Books for Keeps gives books to children whose reading opportunities outside of school might be otherwise limited due to geography, income or other factors.
- Reading Across America (K-4), media specialist coordinates community, district, and other influential individuals to read to classes, the teachers and students dress as favorite book characters
- Elbert Partners for Health
 - Provide student mentors
 - Provide Prevention Awareness/Education Programming
- Local businesses partner with the Elbert County School District for incentives for students who excel in school achievement.

The following assessment strategies will be administered as part of the L4GA grant:

Assessments 2-4:

- iReady Diagnostic Screeners
- Writing Assessment w/in Illuminate (Aligned to grade level standards - 2 - 4)
- Informal Decoding Inventory (IDI)
- DIBELS-Next (Acadience) (3x/yr) Screener/Progress Monitoring
- Houghton Mifflin Harcourt Reading Inventory (RI) (3x/yr)
- Screener 2nd-4th

Elbert County School District follows a continuous system and process for the implementation and monitoring of its programs. During the spring of each year, a Comprehensive Needs Assessment is conducted to identify district and school needs based on multiple data sources. District Improvement meetings are conducted to analyze data, identify needs, and root causes. District leaders meet with each school to review and/or update components of the district-wide school improvement template. School Improvement leaders and other stakeholders conduct several school improvement meetings to analyze data, review and/or edit action steps. The School Improvement Leadership Team (SILT) meets monthly to review data, discuss teaching and learning strategies, professional learning needs, and other areas of concern to inform next steps. The Instructional Coach is instrumental regarding teacher support and professional learning. The MTSS Coordinator is meeting with teachers and providing support with student interventions that are in place. The Instructional Coach and MTSS Coordinator are in constant communication with administrators as they ensure the implementation of teaching and learning expectations and the impact it has on academic achievement. This is a weekly and monthly cycle that is continuous.

Elbert County Elementary School (2 - 4) Literacy Plan

ECES selects instructional materials and intervention strategies based on evidence based research. Tools used to aid in the selection of practices and supports include the USDOE What Works ClearingHouse, University of Georgia, Regional Education Laboratory Southeast, central office staff, and a review of specific research.

During the school improvement process, School Improvement Leadership Teams (SILT) discuss to the extent to which the activities, strategies, and/or interventions contained in their school/improvement plans meet the various levels of qualifying as being evidence-based: strong, moderate, promising or otherwise provide a rationale for improving student outcomes. Central office leaders provide assistance by communicating with potential vendors and/or consultants regarding student outcomes and also review the most recent research that supports the school improvement initiative. Strategies/supports are narrowed to those most likely to return positive results based on evidence based research published or reviewed through the support listed above.

ECES identifies students for specific interventions or additional supports through a regular review of performance data, including academic data, attendance data, and social emotional learning data. Through the MTSS and SSIP processes, evidence based interventions are used and progress is monitored and reviewed at regular intervals. The MTSS Coordinator meets weekly with teachers and on a regular basis with Academic Interventionists to review progress monitoring data and provide assistance with selecting appropriate interventions

ECES follows a district developed School Improvement process through which all initiatives are regularly monitored at the school and district level. Each initiative includes monitoring components for both implementation and effectiveness. These measures are reviewed by the School Improvement and Leadership Team on a monthly basis. Central Office leaders communicate monthly and as needed to provide Technical Assistance to the administrative team to ensure that interventions are implemented as expected and that progress monitoring tools and the data is reviewed on a regular basis for effectiveness.

Monitoring in the area of literacy includes a monthly review of grade and school level iReady data. Data includes both usage and growth metrics. Additional monitoring includes progress monitoring data by the Academic Interventionist, teacher observations, lesson plan reviews, and Professional Learning Team minutes. Adjustments to implementation and training are made based on these measures.