

Application: Paulding County YMCA Early Learning Center

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000201
Last submitted: Feb 10 2020 01:45 PM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Paulding County

District Contact Information

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

Name	Jana Stegall
Position	Grants Administrator
Email	jstegall@paulding.k12.ga.us
Phone	7704438000

Grant Fiscal Agent MOU

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

[Paulding County MOU.pdf](#)

Filename: Paulding County MOU.pdf **Size:** 292.9 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.

[Paulding County COI.pdf](#)

Filename: Paulding County COI.pdf **Size:** 403.2 kB

Previous Grantee

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

2017

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

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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

[Paulding County LEA Partnership Narrative.pdf](#)

Filename: Paulding County LEA Partnership Narrative.pdf **Size:** 199.6 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.

[Paulding County LEA Partnership and Key Personnel.pdf](#)

Filename: Paulding County LEA Partnership and Key Personnel.pdf **Size:** 193.4 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)

[Paulding County Needs Assessment and Root Cause Analysis - 3.pdf](#)

Filename: Paulding County Needs Assessment and Root Cause Analysis - 3.pdf **Size:** 195.9 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

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

10 points

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

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

For additional Technical Assistance for Community Partnerships, consider:

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

[Paulding County Project Goals and Objectives.pdf](#)

Filename: Paulding County Project Goals and Objectives.pdf **Size:** 261.8 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

[Paulding County Assessment-Data Analysis Plan - 5.pdf](#)

Filename: Paulding County Assessment-Data Analysis Plan - 5.pdf **Size:** 199.1 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.)

[Paulding County Professional Learning Strategies 6.pdf](#)

Filename: Paulding County Professional Learning Strategies 6.pdf **Size:** 172.3 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

[Paulding County Resources Strategies and Materials -7.pdf](#)

Filename: Paulding County Resources Strategies and Materials -7.pdf **Size:** 151.1 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

[Paulding County Budget Summary- 9.pdf](#)

Filename: Paulding County Budget Summary- 9.pdf **Size:** 128.2 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[Paulding County Evidence References - Attachment.pdf](#)

Filename: Paulding County Evidence References - Attachment.pdf **Size:** 194.1 kB

[Paulding County Letters of Support.pdf](#)

Filename: Paulding County Letters of Support.pdf **Size:** 1.4 MB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

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	Paulding County
School or Center Name	YMCA Early Learning Center
System ID	710
School ID	(No response)

Non-traditional Grade Configuration

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

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

No

Level

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

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

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

Number of Certified Teachers in School

5

Number of Paraprofessionals or Teaching Assistants in School

15

Principal or Director

Name	Megan Benvenuto
Position	Associate Executive Director
Email	meganb@ymcaatlanta.org
Phone	770-514-4363

L4GA 2019 School Contact

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

Name	Jasmyn Adwaters
Position	Instructional Support Coach
Email	jasmyna@cdcllc.org
Phone	770-514-4363

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[Paulding County YMCA Literacy Plan 8](#)

Filename: Paulding_County_YMCA_Literacy_Plan_8.pdf **Size:** 157.2 kB

School Name: YMCA Early Learning Center

Brief School Narrative:

For more than 160 years, the YMCA of Metro Atlanta (The Y) has served the community through creating, innovating, and expanding programs to best meet the needs of the people we serve. The Y believes that all people, especially children, deserve an equal chance to reach their full potential and that everyone, regardless of income or background, should have the opportunity to learn, grow, and connect. Over the last decade, the Y has increased its efforts around increasing access to quality early learning opportunities for Atlanta’s youngest citizens, with a focus on those from low-income communities. Key to this work is our early learning program at the YMCA Paulding Early Learning Center. The YWCA, established in 2005, became the YMCA under new leadership in 2008. The center is located in the heart of Paulding County, and serves and reaches families in all geographic regions of the county. The YMCA Paulding Early Learning Center is a Quality Rated program, which is a voluntary rating system in Georgia that demonstrates a commitment to work continuously to improve the quality of care centers provide to children and families. The Paulding Early Learning Center, serves 236 early learners, 6 weeks old to age 6, and their families, empowering and supporting their holistic and academic growth. Out of the 236 students, 55% are served through the Georgia Pre-K program. The center demographics are as follows: 50% white, 33% black, 5% Hispanic, 2% Pacific Islander, and 9 % Multi-Racial. 5% of our students have already been identified as children with disabilities and have an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP). 14% of the students attending our facility receive a discount, subsidy, or scholarship based on income status and 6% are students from limited English-speaking families.

At the YMCA Paulding Early Learning Center, we know that a highly interactive curriculum focused on literacy can change a child’s developmental trajectory and improve outcomes for children, families, and communities. We know that intervention is more effective and less costly when it is provided earlier in life. In order to best serve our local Paulding community, we seek to deliver a specialized curriculum through quality staff with professional training that empowers our young people for success.

Current Instructional Initiatives:

- Read Right From the Start – A professional development program developed in partnership with the Rollins Center and the Atlanta Speech School, focused on building skills of early learning teachers. The program enriches Y early learning programs with research-based training, practice-based coaching and mentoring.
- STEAM Early Learning – Infuse early learning with intentional Science, Technology, Engineering, Art, and Math instruction
- Start for Life - A research-based wellness program designed to address the activity levels of preschoolers during planned play time. Start for Life helps develop gross motor skill movements and teaches children to make healthy choices through self-management skills.

Data:

The Georgia Kindergarten Readiness Assessment given to all incoming kindergarteners during the first six weeks of school indicates that students entering kindergarten in Paulding County are not demonstrating readiness for kindergarten. The data below shows the percent of students who do not demonstrate readiness in ELA and Foundations of School Success domains. Because kindergarten students begin their school career lagging behind, the need for more support for birth-five children in our community is necessary.

Percent of Students Not Demonstrating Kindergarten Readiness Skills		
	ELA	Foundations of School Success
Allgood ES	64.1	66.2
Burnt Hickory ES	45.2	35
Roberts ES	51.1	39.1
Shelton ES	38.8	43.9
Poole ES	65.3	80.6
Northside ES	54.7	52.6
Russom ES	54.5	43.4
Abney ES	50.2	42.3

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet 3 times per year to review literacy initiatives, plan professional learning and analyze school level formative data to determine literacy instructional effectiveness, as well as next steps. They will also help to coordinate all Family, Community and Transition activities.

Name	Role
Megan Benvenuto	Associate Executive Director
TBD	Center Director
Angela Green	Associate Director
Jasmyn Adwaters	Instructional Support Coach
Tabitha Howard	Education Manager
Donna Mullins	Infant Lead
Fran Reyes	Three’s Assistant Teacher
Amanda Curtis	Pre-K Teacher
Myrill Hammand	Two’s Lead Teacher
Vilma Williams De Hernandez	One’s Lead Teacher
Tiffany Padgett	Pre-K Lead Teacher
Eadie Hardbarger	Special Education Onsite Paulding County Teacher

Community Literacy Activities:

- Joint literacy professional learning with Early Care and Education students at Chattahoochee Tech and other ECE centers in the community.
- Kindergarten Transition Night which would be an opportunity for families to come in to view the Paulding County Schools system slide show about “Kindergarten Transition” and receive the kindergarten transition handout in person. A Kindergarten teacher could be present to talk about what Kindergarten is like and what to expect.
- Fall Festival is hosted in conjunction with Georgia Pre-K week. Students and families participate in various literacy-focused activities and receive resources to support literacy in the home.
- Breakfast with Santa is hosted each December. Students engage in literacy activities with their families around the Christmas theme.

Literacy Assessment Timeline:

Assessment	Who, What, Where
Georgia Pre-K Work Sampling System Assessment Program	Administered throughout the year to Georgia Pre-K students
PALS	Administered beginning, middle and end of year to Georgia Pre-K students
PPVT	Administered beginning and end of year to Georgia Pre-K students

Evidenced-Based Practices:

Creative Curriculum:

The Creative Curriculum®, children are immersed in learning through purposeful play-based experiences on topics they’re familiar with from their everyday lives. Children find opportunities for rigorous skill development like counting, measurement, and language comprehension while also developing positive relationships, gross-motor skills, and problem-solving abilities.

Coaching:

The Practice-Based Coaching Model supports teacher’s individualization of instruction by providing training and coaching around use of data to inform instruction (data utilization) and high-impact strategies for instruction. Coaches also create individualized plans for teachers when necessary, especially for new teachers who are still mastering the basics of effective instruction. These plans include child outcome data, teacher professional development, and teacher performance measures (i.e. CLASS) to ensure that a teacher is not only getting better at instruction overall but that her application of new skills is specific to the needs of the students in the class. Because every Y Early Learning teacher – even assistant teachers – have access to a learning coach, the professional learning can be tailored to the unique needs of the children every year.

Coaches use practices that are evidence-based to support growth in teaching. An example of a coaching cycle:

- Coach and Teacher plan a strategy target together. (Ex. Using more open-ended questions). Coach helps the teacher incorporate the new target into the lesson plan.
- The coach models or shares the lesson or teacher implements the target strategy into the lesson (I do, We do, You do). The coach observes in a live setting or a virtual setting (video)
- The coach and the teacher debrief. The teacher reflects on his/her implementation of the strategy. The coach provides feedback to the teacher and helps set a continued target or new target for the next session.

Family Literacy Resource Center:

Building a space for families to check-out literacy materials for children birth-five is a priority. The goal is to provide access to families to create a literacy-rich home environment. This encourages family engagement.

Identification of Students for Interventions & Monitoring Implementation and Effectiveness:

The process for individualizing instruction includes the following steps:

Step 1: Review data from the universal screeners. Identify children who are performing behind. (Children receive a second screener in order to rule out lack of exposure)

Step 2: Analyze the areas where children are having specific difficulties (i.e. fine or gross motor, language, early literacy, problem solving, communication, etc.).

Step 3: Design lesson plans to include small and large group instruction. Choose strategies that specifically promote growth in the target area and include those in small and large group instruction. Sometimes more instruction is needed while other times different instruction is needed to help students to make progress. Oftentimes, using scaffolding strategies to change instruction in the moment is all that is needed. Then measure progress.

Step 4: Review measured progress to determine if the supplemental instruction is working.

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

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

c. **Remedies for Nondisclosure**

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. **Incorporation of Clauses**

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

Conflict of Interest & Disclosure Policy

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



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

Dr. Brian Otott

Typed Name of Fiscal Agency Head and Position Title

February 7, 2020

Date

Signature of Applicant's Authorized Agency Head (required)

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

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Jana Stegall


Position/Title of Fiscal Agent's Contact Person: Grants Administrator

Address: 3236 Atlanta Hwy.

City: Dallas Zip: 30132

Telephone: (770) 443-8000 Fax: (770) 443-6014

E-mail: jstegall@paulding.k12.ga.us



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

Dr. Brian Otott
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

February 7, 2020
Date (required)

Plan for Engaging LEA Partners with Professional Learning Offerings:

Professional learning is a key component of PCSD’s Literacy by Design Project. Through a study of relevant research as well as our own experiences with professional learning successes and misses, we have concluded that the only successful method of professional learning that changes practice involves several critical elements. The PCSD Literacy by Design Project is built upon professional learning that:

- Is content focused
- Incorporates active learning utilizing adult learning theory (Merium, 2008)
- Supports collaboration, typically in job-embedded contexts
- Uses models and modeling of effective practice (Burns, 2014)
- Provides coaching and expert support (Knight, 2011)
- Offers opportunities for feedback and reflection (Steege, 2016)
- Is of sustained duration (Darling-Hammond, Hyler, Gardener, Espinoza, 2017)

This framework has been validated in our own experience with initiatives such as Math Workshop Training, the Teaching American History Grant, our current Literacy work as well as many other efforts, one-and-done sessions do not work. It is only when we provide a network of support around teachers and leaders as they learn and try new practices that we see sustained growth and sustained change of practice. With that experience and the research as a backdrop, the professional learning components of PCSD Literacy by Design project are orchestrated to provide teachers with information, practice, coaching, modeling, feedback and just-in-time support as they build their individual and collective capacity to support students’ reading and writing skills, incorporate reading and writing across all content areas, intervene appropriately when needed, and develop a birth-12 continuum of support for all students.

This professional learning plan is also developed with input from our own staff members as to their preferences for when, how, and what training is provided. In Spring 2019, staff were invited to complete an online survey addressing professional learning opportunities. A summary of the data is listed in the tables below:

Participation (n = 1,321) completed at least part of the survey

Responding Group	Percentage of Responses
Teacher	74%
Paraprofessional	16%
Administrator	9%
Other	1%

Professional Development Areas: High Priority for Administrators (n= 76)

Professional Learning Topics	Percentage of Respondents
Strategies and Tools for the Instructional Leader	48%
School Budgeting and Allocation of Resources	46%
Building and Utilizing a Data Room	38%
Providing Effective Feedback to Improve Teacher Practice	38%
Providing and Supporting Effective Professional Learning	35%
Interpreting and Monitoring your CCRPI Data	33%
Selection, Induction, Support, and Retention of Highly Qualified Personnel	31%

Professional Development Areas: High Priority for All Staff (n = 1,086)

Professional Learning Topics	Interest in Learning More
Strategies for interventions and RTI/MTSS	87%
Strategies for raising rigor/DOK	86%
Strategies for meeting learning needs of students (differentiation)	83%
Strategies for using constructed response	79%
Strategies for teaching writing in the content areas	78%
Strategies for teaching writing	77%
Utilizing Professional Learning Communities	74%

Preference for Professional Learning Format (n = 1,066)

	Preferred Format
1st	During school day release time (substitute coverage during school day)
2nd	Designated district early-release days
3rd	During planning time (job-embedded)
4th	Designated staff meetings
5th	After-school trainings/Workshops

Built based on our student needs along with staff identified professional learning needs and preferences, PCSD's Literacy by Design Professional Learning plan represents a well-constructed, needs-based plan that has been constructed such that all staff members can have access to the highest quality content in palatable formats with built in support, coaching, and feedback.

PCSD Literacy by Design Professional Learning Plan

Goal Area 1: Literacy for All - Improve literacy outcomes for all students to ensure all students are prepared to meet grade-level literacy expectations.

Rationale: Across all grade levels, 50% of Paulding students demonstrate beginning or developing proficiency on the GMA.

Strategy: Implement Science of Reading practices including Bookworms in Elementary and Secondary Literacy Template utilizing Adolescent Reading Strategies in Middle and High); implement evidence-based writing practices

Professional Learning Activities:

Develop capacity of preschool, elementary, middle, and high school ELA teachers, as well as intervention teachers such as Title I, EIP, and Special Education teachers to deliver evidence-based practices in Reading and Writing using instructional models and resources.

Trainings Provided	Who	Planning Time	Local PL Supports	Online PL	Institutes/ Conferences
Best Practices in Literacy Instruction in the B-5 Classroom	Birth-Five Teachers at the YMCA	Teachers meet weekly to plan lessons	Site-based Literacy Coach guides the planning process	Cox Campus Online PL	Georgia Department of Early Care & Learning Conferences
Bookworms	Elementary Teachers	Teachers meet weekly to plan lessons	Evaluation & Assessment Coordinator (EAC) leads planning and data review sessions; District Elementary ELA Coordinator provides observations and feedback on practices	www.comprehensivereadingsolutions.com	<ul style="list-style-type: none"> Open Up Resources HIVE Conference University of Delaware Bookworms Institutes
Adolescent Reading Strategies	Middle & High School Teachers – ELA, Science, Social Studies, CTAE	Teachers meet weekly to plan lessons using the Secondary Literacy Template	Evaluation & Assessment Coordinator (EAC) leads planning and data review sessions; District Elementary ELA Coordinator provides observations and feedback on practices	www.comprehensivereadingsolutions.com	<ul style="list-style-type: none"> Plain Talk National Literacy Summit Model Schools Conference Reading League Conference

Reading Endorsement RESA Course	K-12 Certified Teachers	NA	NA	Blended Model (Face-to-Face & Online) 1. Foundations of Teaching Reading in a Diverse Society (50 hours) 2. Diagnosis and Corrections of Reading Difficulties (50 hours) 3. Reading and Literacy Across the Curriculum (50 hours)	NA
LETRS Science of Reading	<ul style="list-style-type: none"> K-3 Teachers K-12 Special Education Teachers Elementary Principals 	Cohort of teachers meet quarterly to collaborate on instructional strategies learned and implemented in the classroom	NA	Online LETRS Modules	LETRS Symposium
Rigor Redefined in Writing RESA Course	<ul style="list-style-type: none"> K-2 Teachers 3-5 Teachers 6-8 Teachers 9-12 Teachers 	Cohort of teachers meet quarterly to collaborate on instructional strategies learned and implemented in the classroom	Redelivery of strategies learned during school-based PL	NA	<ul style="list-style-type: none"> National Writing Project Conference GA DOE Summer Literacy Conference

Effectiveness: Effectiveness will be measured through RI, GMA, and Assesslet progress monitoring.

Goal Area 2: Content and Disciplinary Literacy - Improve student performance in content-specific area through the use of evidence-based approaches that benefit discipline literacy.

Rationale: Students who are not reading on grade level (as measured by GMA Lexile) are extremely likely to demonstrate below grade level performance in all other content subjects on GMA and End of Pathway assessments.

Strategy: Refine district and school curricular resources to better ensure a guaranteed and viable curriculum that includes rigorous and relevant disciplinary Reading and Writing instruction within all content areas. This will be done by providing evidenced-based strategies such as PALs, Reciprocal Teaching, Collaborative Reasoning, Paired Reading, Quad Text Sets, and Reading Guides to all content area teachers.

Objective: To improve all students' disciplinary literacy in Science, Social Studies, and CTAE courses as measured by Milestones and End of Pathway assessments.

Professional Learning Activities:

Working with support of Georgia Leadership Institute for School Improvement, University of Delaware Professional Development Century for Educators, P20 partners (Chattahoochee Technical College Kennesaw State University), RESA, district, and school representation, teachers of all subjects including Science, Social Studies, and CTAE will develop capacity to provide EBP Reading and Writing practices within a coherent instructional framework for disciplinary literacy that includes authentic Reading and Writing in:

Trainings Provided	Who	Planning Time	Local PL Supports	Online PL	Institutes/Conferences
Secondary Literacy Template – (Lewis, 2014)	All certified 6-12 teachers (ELA, Science, Social	Teachers meet weekly to plan lessons using the	<ul style="list-style-type: none"> Literacy Coaching Support from 	NA	<ul style="list-style-type: none"> Plain Talk

	Studies, CTAE, Special Education)	Secondary Literacy Template	the University of Delaware Professional Development Center for Educators		<ul style="list-style-type: none"> • National Literacy Summit • Model Schools Conference • Reading League Conference
CSET Writing	All Certified 9-12 Teachers (ELA, Science, Social Studies, CTAE, Special Education)	Teachers meet weekly to plan lessons using CSET (Claim, Support, Evidence, Tie-in)	Evaluation & Assessment Coordinator (EAC) leads planning and data review sessions; District Elementary ELA Coordinator provides observations and feedback on practices	NA	<ul style="list-style-type: none"> • National Writing Project Conference • GA DOE Summer Literacy Conference
Assesslets	All Certified Teachers 3-12 Teachers (ELA, Science, Social Studies, CTAE, Special Education)	Teachers meet prior to and after each Assesslet administration to review prompt and analyze data results	Evaluation & Assessment Coordinator (EAC) leads planning and data review sessions and supports next steps in improving practices based on Assesslet data	District Webinars with Assessment and Curriculum Department	

Effectiveness: Effectiveness will be measured utilizing GMA.

Goal Area 3: Multi-tiered System of Supports for Students - Provide systematic, tiered interventions to support the literacy needs of students who fail to meet grade-level literacy expectations despite comprehensive, high-quality Tier 1 instruction.

Rationale: Limited literacy and disciplinary literacy rates are most pronounced in our subgroup populations: Students with Disabilities, Economically Disadvantaged, and English Learners.

Strategy: Refine MTSS protocols and provide access to a suite of evidence-based reading interventions for students along the full reading continuum aligned with the Science of Reading.

Professional Learning Activities:

Develop teacher capacity to deliver research-based practices to identify students who need intervention and provide appropriate, effective, and research-based interventions for struggling students. Ongoing training will be provided for general education teachers (classroom teachers and intervention teachers) who may provide Tier 2 and 3 instruction as well as ESOL teachers and Special Education teachers who will provide program-specific instruction and/or Tier 2, 3 or Special Education instruction. Trainings will be centered on implementation of:

Trainings Provided	Who	Planning Time	Local PL Supports	Online PL	Institutes/ Conferences
iRead – Tier 2	K-2 Teachers	Meet with HMH Coach Quarterly during planning to review individual student status	Evaluation and Assessment Coordinator supports implementation	NA	Model Schools Conference

			between HMH coaching sessions		
Read 180 – Tier 2/3	4-12 Intervention Teachers (Early Intervention Program Teachers, Special Education Teachers, Reading Connection Teachers)	Meet with HMH Coach Monthly to review implementation and plan for next steps	Evaluation and Assessment Coordinator supports implementation between HMH coaching sessions	NA	Model Schools Conference
System 44 – Tier 3/Special Education	3-12 Intervention Teachers (Early Intervention Program Teachers, Special Education Teachers, Reading Connection Teachers)	Meet with HMH Coach Monthly to review implementation and plan for next steps	Evaluation and Assessment Coordinator supports implementation between HMH coaching sessions	NA	Model Schools Conference
ACHIEVE3000 – Tier 2	6-12 Teachers	Meet with Achieve3000 Coach quarterly to review implementation and plan for next steps	Evaluation and Assessment Coordinator supports implementation between Achieve3000 coaching sessions	NA	National Literacy Summit
Sonday System – Special Education	K-8 Special Education Teachers	Meet with Sonday System Trainer Quarterly to review implementation and plan for next steps	Evaluation and Assessment Coordinator supports implementation between Sonday training sessions	Online Training	NA
Language Live! – Special Education	9-12 Special Education Teachers	Meet with Language Live! Trainer quarterly to review implementation and plan for next steps	Evaluation and Assessment Coordinator supports implementation between Language Live! training sessions	NA	NA
Fundations – Tier 3/Special Education	K-2 Special Education Teachers & Early Intervention Program Teachers	Initial Training at the beginning of the year to launch intervention	Evaluation and Assessment Coordinator supports implementation between Achieve3000 coaching sessions	NA	NA
Goalbook Toolkit	K-12 Special Education Teachers	Initial Training at beginning of the year to launch resource	Special Education Lead Teachers meet with Special Education teachers	Online Training	NA

			to review the resource and use		
Lexia – ESOL Tier 2	K-12 ESOL Teachers	Initial Training at the beginning of the year to launch intervention	ESOL Lead Teacher meets with ESOL at quarterly PLC meeting to review implementation and plan for next steps	NA	Lexia Leadership Summit Conference

In addition, PCSD, KSU, and CTC will work together to providing teachers clinical practice and professional observations.

Effectiveness: Effectiveness will be measured utilizing End of Course assessments, GMA subgroup data, and ACCESS testing of EL.

Goal Area 4: Student Engagement - Develop student-centered, literacy-focused classrooms and schools in which both reading and writing occur at high-levels and in which students develop self-efficacy in their literacy learning.

Rationale: Through stakeholder group input, surveys, and analysis of attendance and discipline, student engagement has been identified as a barrier to Literacy achievement. Perhaps the most discouraging and alarming data comes from our students who often cite feelings of disconnect from adults in their schools, lack of relevance of schoolwork to life outside school, and lack of clarity about how their daily actions shape their learning.

Strategy: Develop classroom learning communities that are equitable and inclusive of all learners, set high expectations for teachers and students, and include instructional strategies and techniques that are specifically designed to engage all learners.

Provide professional learning to build teacher capacity to develop classroom and school environments that develop and attend to students' social and emotional learning. These are in alignment with the district's Social Emotional Learning Plan and Diversity, Equity, and Inclusivity Plan. Trainings will be provided for:

Trainings Provided	Who	Planning Time	Local PL Supports	Online PL	Institutes/ Conferences
Capturing Kids Heart	All Certified Teachers	Teachers review their SEL plan quarterly	Teacher on Assignment for Social Emotional Learning supports local schools by providing training, as well as conducts observation and feedback.	NA	Process Champions Conferences
Check & Connect	MTSS Coordinators	MTSS Coordinators redeliver Check & Connect strategies to all staff	MTSS Coordinator meets with staff on implementation of Check & Connect and plans next steps	NA	SEL Conferences
Student Goal Setting & Feedback Techniques	Administrators	Administrators redeliver PL received around goal setting and feedback	Administrators meet with staff on implementation of Goal Setting and Feedback techniques	NA	NA
Every Pupil Response Techniques	Teacher Leaders	Teacher Leaders redeliver EPR techniques and plan for implementation	Administrators observe and provide feedback on EPR techniques to teachers	NA	NA

Cognitive Engagement Strategies	Teacher Leaders	Teacher Leaders redeliver Cognitive Engagement Strategies	Administrators observe and provide feedback on Cognitive Engagement techniques to teachers	NA	NA
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Effectiveness: Effectiveness will be measured with SEL/CKH Walkthrough Form fidelity checklist.

Goal Area 5: Literacy Leadership - Develop school and district leaders who understand how to: a) identify and support evidence-based practices in literacy, b) coach and support teachers in developing their literacy practices, c) scale and sustain school-wide curriculum, and d) lead change efforts.

Rationale: Leaders at all levels of our District cite instructional leadership and Literacy leadership as key areas for growth and development.

Strategy: Build a comprehensive system that includes:

- Supports on training and coaching teachers
- Short-term action plans and impact checks
- Accountability measures that use data monitoring and clear expectations

The ultimate goal is to design such a system that can be scaled with leaders across the district and sustained over time as attrition and turnover occurs among leadership ranks.

Professional Learning Activities: To develop school and district leaders’ capacity to lead literacy initiatives that get results for students, can be replicated with other leaders in the district, and is sustainable over time. With the support of Georgia Leadership Institute for School Improvement (GLISI) and Georgia Association of Educational Leaders (GAEL), training will be provided for:

- Knowing and understanding what evidence-based Literacy instruction should look like
- Leading Literacy initiatives
- Supporting teachers with evidence-based Literacy instruction
- Implementing of a coaching and feedback protocol
- Managing a wide-scale implementation and lead change
- Utilizing evidence-based principal coaching modules
- Building Literacy understanding on the science of reading of school leaders with LETRS training for administrators

Effectiveness: Effectiveness will be measured by School Improvement Plans, focus group surveys, school climate reports and literacy outcomes per building.

Goal Area 6: Community Engagement - Improve and sustain our working relationships with community partners in efforts to continuously improve the educational experiences of our children from birth to 12th grade and ultimately, improve the social and economic success of our community.

To develop collective impact to effect positive Literacy outcomes for children ages birth to 12th grade in our community

Rationale: While our community has indicated broad support for early childhood and school Literacy initiatives, efforts are random and disconnected.

Strategy: Develop Paulding’s Literacy by Design project into a collective impact project with the Paulding Family Connection as the lead partner growing a community Literacy coalition from many contributing entities including the Paulding Get Georgia Reading Campaign, preschool partners, Paulding County Health Department, Babies Can’t Wait, Paulding Family Alliance, Paulding County Libraries, NWGA RESA, P20 partners, and other civic and governmental entities.

Professional Learning Activities: In order to build capacity for parents of infants and toddlers, preschool staff and other partners (including the Paulding County Health Department Children’s Services Staff, Babies Can’t Wait case managers, and the Family Alliance case managers and parent training advocates) training will be provided in:

- Get Georgia Reading Campaign for community members via Paulding Family Connections
- Parental guidance on literacy strategies for community agencies to deliver to families who serve at-risk children in our community via Babies Can’t Wait, Paulding County Health Department, Paulding Family Alliance, and the Paulding County Libraries, along with literacy resources such as books.
- Evidence-based practices on the science of reading for all pre-service teachers completing their student teaching in Paulding County

For YMCA preschool teachers and staff, along with Early Care and Education students at Chattahoochee Tech, PL will be delivered on:

- Get Georgia Reading's Four Campaign Pillars: Language Nutrition, Access, Positive Learning Climate, and Teacher Preparation and Effectiveness
- Positive Behavior Intervention and Supports
- Rollins Center for Language and Literacy
- Cox Campus
- Early childhood conferences
- Accreditation preparation
- Creative Curriculum

With each professional learning activity described above, a multi-modal, multi-platform approach will be used that leverages use of technology. Professional learning will be provided through:

- Face-to-face professional learning
- Virtual learning (using Canvas, our existing Learning Management System, Skype, Cox Campus, and other virtual conferencing tools)
- Instructional coaching, modeling, and feedback for ongoing growth
- Peer-to-Peer Collaboration and Professional Learning Community work via f-t-f and virtual platforms

Effectiveness: Effectiveness will be measured utilizing GKIDS Readiness data, stakeholder surveys, and Pre-K assessments given as part of the Literacy by Design evaluation.

Overarching Professional Learning:

As has been discussed in other sections of the grant, much of our learning has come from attendance at conferences such as the Striving Readers Conferences, GACIS, GaDOE sponsored events, and other professional gatherings. We will continue to participate in such events and expand the number of participants who are able to attend and hear directly from experts in the field. Two such examples will be representative attendance at future Striving Readers conferences, Plain Talk Conference and the Model Schools Conference.

Another effective learning activity has been “field trips” to other schools to see EBP in action. Paulding teams have visited Jefferson County Schools, Northwest Whitfield County High School, and Troup County. We anticipate continuing such field trips to learn from our colleagues around the state who are seeing success with their students.

Again, it is so important to our past and future success, that it bears repeating that any training provided via Paulding’s Literacy by Design initiative will be based on research and our own practitioner experience that key elements must be in place to make lasting, effective change to practice. Those key elements are:

- content focused
- active learning utilizing adult learning theory
- collaboration, typically in job-embedded contexts
- models and modeling of effective practice
- coaching and expert support
- opportunities for feedback and reflection
- sustained duration

By incorporating these foundational elements, our plan allows for a solid base of shared understanding about best practices and expectations but incorporates lots of flexibility for the degree of support teachers and leaders need as they learn and grow. The degree of differentiated support will be determined via surveys and needs assessments in which practitioners self-report their degree of comfort or need, analysis of student achievement data to determine impact on student learning, and observational data to determine fidelity of implementation. We will involve our P20 partners and RESA partner to assist us in designing the surveys, needs assessments, fidelity checklists, data protocols, and other items that may indicate levels of implementation. They will assist us in compiling and analyzing the data in a meaningful, effective way. By taking a collaborative, triangulated approach to implementation analysis, teachers and leaders will be able to quickly and efficiently identify and deploy professional learning supports to individuals and areas where they are most needed.

Finally, PCSD Literacy by Design is a comprehensive plan that will provide necessary support, resources, and instruction to set all students from birth to graduation on a trajectory for success. The plan is in complete alignment with PCSD’s Five Year Strategic Plan as well as the Comprehensive Needs Assessment process. Nothing that is proposed in the plan is work that has not already been identified by a wide group of stakeholders as necessary and needed work to support our students. Because of this tight alignment and the comprehensive nature of the plan, and because we agree that there is power in district-wide focus on the most important work, there is absolute commitment by PCSD leaders that our PCSD Literacy by Design is the singular plan for literacy-related professional learning. The Literacy by Design initiative has already been implemented in 18 of our 33 schools with funding from the L4GA2017 grant, with phenomenal results. L4GA 2019 grant will allow ALL students in the Paulding County School District to receive the equitable supports to grow their literacy levels and achievement.

Utilization of Multiple Data Sources

A link between literacy development and quality of life are evident. Thus, PCSD addresses literacy development for our students in birth through 12th grade, reflecting on assessment data, both new and old. Additionally, community data has a vital impact on PCSD’s plan of action.

The community and school data sources include analysis of poverty, healthcare, housing, pre-k participation, and nutrition. By utilizing this research and data which impacts and impedes a child’s ability to read, student outcomes will increase. Our research and data in Paulding County around poverty has identified that the percentage of students being born with low birth weights is increasing from 7.6% to 8.7% from 2017 to 2018. At the same time, the percentage of children without healthcare has increased from 6.6% to 7.7%. In Paulding County, 11.2 % of our students live below the poverty level and 19.4% of students live in households in which the household income is below 150% of the federal poverty level.

When considering data around the home environment and learning opportunities our students B-5 have access to or participate in, nearly 1 in 4 students (24.5%) of students in Paulding County reside in single family homes. The percentage of 3 and 4-year-old students that attend Pre-K has decreased. In 2016, 46.7% of 3 and 4-year-old children attended Pre-K and this percentage dropped to 43.5% in 2017. This drop has occurred while the student population has grown during the same time period meaning more students than ever are starting kindergarten in PCSD having not attended Pre-K.

Within the school district, a plan utilizing multiple data sources in conjunction with community data points has helped guide the f B-12 framework of support and resource allocation. A strategic plan utilizes a cycle of continuous improvement in which quality professional development is provided to deliver evidence-based practices, administer multiple assessments and strategically analyze data through assessment protocols.

The Detailed Assessment Protocols include:

Elementary Schools		
Assessment	Who, What, When	Cost
HMH Reading Inventory	-Administered Quarterly to students in grades 1-5	\$50,000
HMH Foundational Reading Assessment (FRA)	-Administered to students in K-2. Students must first demonstrate proficiency on the FRA prior to administration of Reading Inventory.	Hosting Fee – In Kind Contribution
DIBELS Next	-Administered as a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in kindergarten through 5 th grade in our District. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed on 2nd-5th graders every three weeks beginning in September and with 1st grade beginning in January.	No Cost
Informal Decoding Inventory (IDI)	-The Informal Decoding Inventory will be given to all first grade students, and to all students in 2 nd -5 th grade who score below the DIBELS Oral Reading Fluency August benchmark goal to determine if students have phonics gaps.	No Cost
GCA Writing Assesslet	-Administered to students in grades 3 rd -5 th . The Assesslet is a Formative tool aligned to the Georgia Standards of Excellence (GSE).	\$25,000 In Kind Contribution

Middle Schools		
Assessment	Who, What, When	Cost
HMH Reading Inventory	-Administered Quarterly to students in grades 6 th -8 th	\$50,000 Hosting Fee – In Kind Contribution
DIBELS (8 th edition)	-Administered as a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions. Administered in August, December and April, with Oral Reading Fluency progress monitors completed each month beginning in September.	No Cost
GCA Writing Assesslet	-Administered to students in grades 6 th -8 th . The Assesslet is a formative tool aligned to the Georgia Standards of Excellence (GSE).	\$25,000 In Kind Contribution

High Schools		
Assessment	Who, What, When	Cost
HMH Reading Inventory	-Administered in the Fall, Winter and Spring to students in grades 9 th - 11 th	\$50,000 Hosting Fee – In Kind Contribution
Common Formative Assessment	-Administered with each ELA unit.	No Cost
GCA Writing Assesslet	-Administered to students in grades 9 th – 12 th enrolled in 9 th Grade Literature and American Literature courses. The Assesslet is a formative tool aligned to the Georgia Standards of Excellence (GSE).	\$25,000 In Kind Contribution
B-5		
Assessment	Who, What, Where	Cost
Georgia Pre-K Work Sampling System Assessment Program	-Administered throughout the year to Georgia Pre-K students	No Cost
PALS	-Administered beginning, middle and end of year to Georgia Pre-K students	\$1000
PPVT	-Administered beginning and end of year to Georgia Pre-K students	\$1000

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

Paramount to the successful implementation of the literacy plan we have developed is the analysis of the data sources in order to appropriately monitor student progress towards literacy and more specifically towards reaching the grade level midpoint for their grade level. In order to accomplish this goal, we have developed procedures to analyze data at the district, school, teacher and student level as well as develop protocols that can be utilized by district leadership, school administration, PLC teams and teachers to monitor program implementation and student progress.

At the District level, the district literacy team as outlined in Section 2, meets monthly with our coaching and literacy teams from HMH and Achieve 3000. During these monthly literacy meetings, the team shares data around student progress within our Read180, iRead, System44, and Achieve 3000 programs to monitor student progress in addition to observational data and next steps in regard to coaching and professional development support for school level administrators and staff.

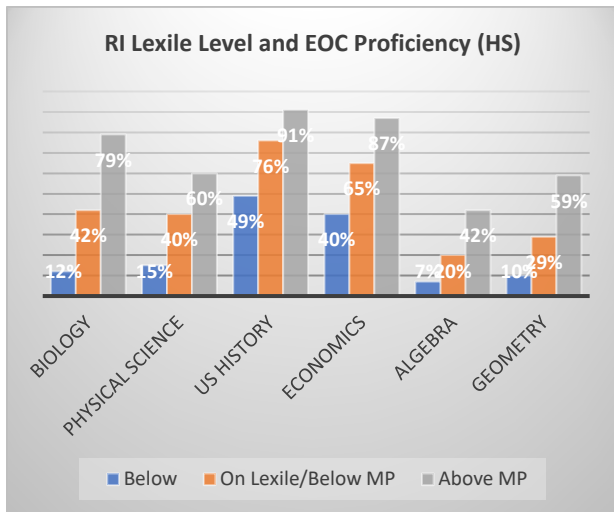
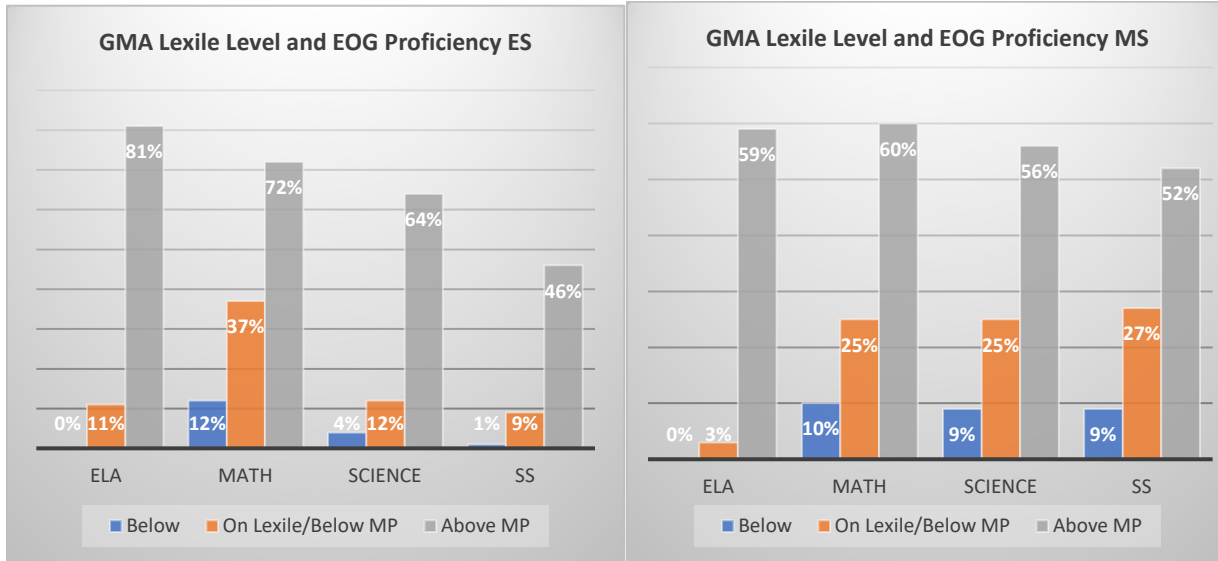
The district leadership team has developed a comprehensive assessment protocol around the HMH Reading Inventory that is utilized after each administration. After the initial administration of the Reading Inventory, teachers identify students at four levels. The Reading Inventory protocol identifies students in their relation to the midpoint of the Lexile band for their grade level. Students are identified as: 1) at Lexile midpoint or above, 2) within 150 points (MS/HS) or 200 points (ES) of the Lexile, 3) More than 150/200 points from midpoint but above below basic proficiency, or 4) Below Basic.

The levels of identification were developed within the PCSD after extensive data analysis around student performance (Lexile) on the Reading Inventory over the past three years and their performance on the Georgia Milestone Assessment. As we would expect, the data within the district suggested that students that performed well on the Reading Inventory (within the grade level band) scored better than students that scored below the Lexile band across all GMA subject areas. However, the percentage of students reading within the grade level band was still significantly lower than the percentage of students scoring proficiency on the GMA. However, when students scored at the midpoint of the Lexile band, the chances at proficiency increased significantly. The charts below illustrate the percentage of scoring proficient or above on the GMA based on their Reading Inventory Lexile level of Below the Band, Within the Band or At/Above the Midpoint. This new data altered our focus beyond preparing students to read on grade level but to reach the midpoint of the Lexile band in order to better prepare students for literacy success year over year and for college and career.

After each administration of the Reading Inventory, the district literacy team meets with the Evaluation and Assessment Coordinators (EAC) at each school to review the Reading Inventory data protocol for each administration. The protocol revisits the four categories of students based on their fall RI scores and monitors progress against expected growth based on the time of the year of the administration. The protocol allows school level administrators to identify groups of students at grade levels that are not making adequate progress towards reaching the midpoint of the Lexile. During the protocol, the EACs from the schools along with ELA Coordinators sort students into three levels of growth (No Growth/Low Growth/Optimal Growth). EACs and ELA Coordinators for the district discuss next steps to support students in each of the three categories of growth including instructional strategies, program supports and extension opportunities that EACs can recommend and support for groups of the students identified during the protocol. This process and data protocol are then replicated by the EAC and administrative team at each school with their grade level PLCs using

grade level and teacher level data. This allows our district literacy team, school level administration and teachers to utilize the same language and expectations for student growth across the district.

At the local school level in elementary, middle and high school, PLCs incorporate Data Days monthly to review new formative data points, from common formative assessments (HS), DIBELS administrations (ES/MS), Informal Decoding Inventory (ES), and program progress to adjust classroom instruction and strategies to maximize student growth.



B-5 Needs Assessment and Root Cause Analysis

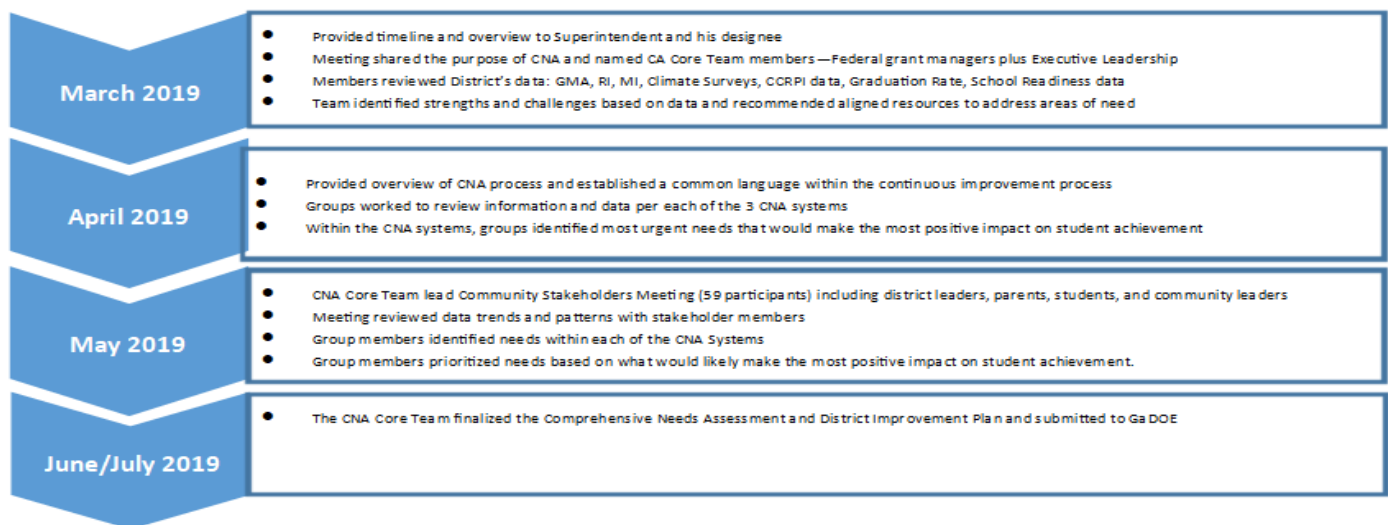
For multiple reasons, a large number of children in Paulding County are not ready to begin Kindergarten at the appropriate time. First, less than half of incoming Kindergarten students (47%) attend an early care education program. Paulding County lacks enough quality early education programs, and families often lack transportation to access quality care for their pre-school age children. For the children who are able to attend an early care program, the level of instruction in Literacy does not prepare them for mastering the GELDS, Georgia Early Learning Development Standards. The early childhood education centers experience staff turn-over at a rate higher than most other counties, and funds are not available for continued professional learning and to purchase curriculum resources. The Georgia Kindergarten Readiness Assessment given to all incoming kindergarteners during the first six weeks of school indicates that students entering kindergarten in Paulding County are not demonstrating readiness for kindergarten. The data below shows the percent of students who do not demonstrate readiness in ELA and Foundations of School Success domains. Because kindergarten students begin their school career lagging behind, the need for more support for birth-five children in our community is necessary.

Percent of Students Not Fully Demonstrating Kindergarten Readiness Skills		
	ELA	Foundations of School Success
Allgood ES	64.1	66.2
Burnt Hickory ES	45.2	35
Roberts ES	51.1	39.1
Shelton ES	38.8	43.9
Poole ES	65.3	80.6
Northside ES	54.7	52.6
Russom ES	54.5	43.4
Abney ES	50.2	42.3

K-12 Needs Assessment Process

The Paulding County School District utilizes a comprehensive needs assessment and root cause analysis process. This includes all plan processes including our Comprehensive LEA Improvement Plan (CLIP), District Improvement Plan (DIP), and School Improvement Plans (SIP). The district begins this process with its Five-Year Strategic Plan which was most recently developed in 2017 and reviewed and updated in 2019. PCSD, in partnership with Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) worked with a board constituency to develop the District’s plan based on data analysis and feedback received from staff, students, community members and other stakeholders. Teams considered longitudinal trends in Georgia Milestones Assessments, Reading Inventory (RI) results, parent and student surveys, and other indicators of ELA proficiency. The strategic planning process identified areas of strength that could be utilized to achieve our strategic plan goals. Based on assessment analysis, the Strategic Plan sets forth Literacy as a key priority in PCSD over the five years included in the plan, 2017-2022.

In addition to the Strategic Plan, in Spring 2019, PCSD reviewed Georgia’s CNA process. Teams of district, school, and community leaders convened to examine data, conduct root cause analysis, and form hypotheses about the data. Once this was completed, an analysis of Strengths-Weaknesses-Opportunities-Threats (SWOT) was completed. The SWOT analysis included a determination of assets that are in place to address areas of concern. The CNA process review is described in the chart below:



The CNA revealed a lack of growth in literacy achievement over time for PCSD students as a well as discrepant literacy performance of students in our subgroups (i.e., SWD, ED, and EL) compared to those students outside of those subgroups. The root cause analysis revealed the underlying causes as a lack of: a) uniform, high-quality literacy practices, b) evidenced-based interventions based on the science of reading, c) literacy knowledge among leadership, d) student engagement, and e) community engagement.

Root Cause Analysis (Part 1) Issues & Trends						
	Performance Indicator	Content Area	Metric (Assessment)	Students (Grade Level)	Disaggregate Groups	Trend Statement
Issue (Origin of Concern)	Achievement	ELA	Scaled Scores (GMA)	3 rd – 8 th	ALL STUDENTS	Approximately 60% of 3 rd grade students read below grade level. The trend continues in grades 4-8.
Trends	Achievement Gaps	ELA	Scaled Score (GMA)	3 rd – 8 th	SWD EL ED	The achievement gap widens for PCSD subgroups over time (i.e. grades 3-8)
	Achievement Gap	Math Science Social Studies	EOC EOG	3 rd – 12 th	ALL STUDENTS	Approximately 95% of the students who fail to meet grade-level literacy fail to demonstrate grade level competencies in content-specific areas
	Achievement Growth Gaps	ELA	SGP (MGP) (GMA)	3 rd – 8 th	Elementary & Middle Schools ALL STUDENTS	A number of elementary and middle schools exhibit inconsistent and/or insignificant growth patterns among students

K-12 Past and Current Initiatives, Liabilities, Correlation to CNA and Next Steps

PCSD has embarked upon a multiple-pronged approach to improving reading for students. The following chart lists current district assets to address literacy instruction.

Root Cause Analysis (Part II) Contributing Factors			
	Overarching Findings	Data Source(s)	Outcome Statement
Programmatic Factors	Teachers do not have an understanding of, and thus do not meaningfully utilize data to plan for instruction	<ul style="list-style-type: none"> SACS CASI Report The Reading Center, LLC Feedback Focus Group SGPs [GMA] 	Professional learning and coaching support is needed.
	PCSD do not have a clearly articulated, aligned literacy curriculum that is designed to grow students' literacy over their 13-year experience with PCSD.	<ul style="list-style-type: none"> AdvancED Report Focus Group Elementary School Principals Needs Assessment Survey 	A comprehensive, evidence-based curriculum that spans the developmental processes of reading is needed.
	Students are not engaged in rigorous, relevant, meaningful, authentic Reading and Writing experiences across the curriculum disciplines.	<ul style="list-style-type: none"> GMA Scores HMH Reading Inventory Graduation Rates 	Professional learning for principals, teachers, and leaders is needed to build knowledge of high-quality literacy instruction and effective implementation
	We do not have a clear process of using data to identify at-risk students and match appropriate interventions to their demonstrated need.	<ul style="list-style-type: none"> Elementary School Principals Needs Assessment Survey GMA subgroup scores 	Interventions designed to meet the needs of students need to be available to interventionists as well as special education teachers. Training and support for the implementation of these interventions are necessary.
Systemic Factors	Our school and district leaders lack professional knowledge and understanding of critical reading strategies and intervention to meet student needs in core content subjects	<ul style="list-style-type: none"> Hanover, PL Survey GMA Scores EOG/EOC Scores The Reading Center, LLC feedback 	Professional learning for district-level and school-level leaders is needed.
	There is an ongoing need to build teacher and building-level leaders capacity to close the achievement gaps in literacy by using data-driven instruction for all students, especially those in subgroups	<ul style="list-style-type: none"> SACS CASI GMA Scores HMH Reading Inventory Scores 	Professional learning for teachers and building-level leaders is necessary.
	Lack of internet access in students' homes is reported by teachers, parents, and students as a key barrier to student literacy and access to learning materials in the home.	<ul style="list-style-type: none"> PCSD Focus Walk Interviews of Staff Strategic Plan Stakeholder Focus Groups CNA Focus Groups 	Leveraging of community resources and partners to assist with out-of-school access to internet and digital learning resources.
	Lack of internet access in students' homes is reported by teachers, parents, and students as a key barrier to student literacy and access to learning materials in the home.	<ul style="list-style-type: none"> PCSD Focus Walk Interviews of Staff Strategic Plan Stakeholder Focus Groups CNA Focus Groups 	Leveraging of community resources and partners to assist with out-of-school access to internet and digital learning resources.

External Factors	There is an ongoing need to build parent and family capacity to support literacy in all Content and Disciplinary Literacy for Title I and non- Title I schools.	<ul style="list-style-type: none"> PCSD Online Survey Focus Groups 	Improving and strengthening our relationships with parent is needed.
	There is an ongoing need to build community consensus around and capacity for meeting our students' Literacy needs to develop a well-prepared workforce for the future.	<ul style="list-style-type: none"> PCSD Online Survey Focus Groups 	Improving and strengthening our relationships with our current community partners is needed. Establishing and maintaining relationships with new community partners is needed
	Of the 15 county Northwest Georgia region, Paulding County has the 2 nd highest percentage of households (11%) unserved by WIRELINE technology.	<ul style="list-style-type: none"> Georgia Technology Authority The Carl Vinson Institute of Government, The University of Georgia 	Leveraging of community resources and partners to assist with out-of-school access to internet and digital learning resources.

Initiatives & Liabilities				
	Past and Current Initiatives	Liabilities	Possible Next Steps	Correlation to CNA Domains
Literacy for All	<ul style="list-style-type: none"> -Formative Assessments (Section 5) -Use of Assesslets to guide writing practices -Elementary, Middle and High School Data Protocol (Section 5) - Bookworms Implementation a portion of elementary schools - Focused Literacy Walk with principals and building-level leadership - District-wide Bookworms Training for elementary teachers, principals, special education teachers, school psychologists, & the district executive leadership team - Literacy Coaching Training for ILTs in 10 Title I elementary schools -Implementation of Sheltered Instruction Observation Protocol (SIOP) -Implementation of Content and Disciplinary Area Reading Strategies in upper elementary, middle & high schools (i.e., Quad Text Sets, Peer-Assisted Learning (PALS), Reciprocal Teaching, Reading Guides, Collaborative Reasoning) -Implementation of AWC – Analytic Writing Continuum -Utilization of myON -#ReadingRocksPaulding #LiteracyByDesign -Title I Reading Interventionist -District Coordinators support teacher development and curriculum -LETRS Training for teachers and administrators 	<ul style="list-style-type: none"> -Local millage rate based on local tax base leading to limited programming and resources -Limited professional knowledge on the science of reading -Literacy knowledge of building-level leaders -Bookworms fidelity -Limited print and digital texts available in classrooms -Limited range of texts to address individual student reading levels -Limited range of texts to address need for wide reading -Limited teacher capacity to understand formative data to inform instruction -Limited district and school capacity for coaching teachers to improve practice -Limited instructional support beyond SIOP for EL students 	<ul style="list-style-type: none"> -Continue training to build teacher capacity to deliver evidence-based practices with fidelity -Continue training with leaders to enhance understanding of literacy -Continue training with leaders to enhance ability to coach teachers to improve practices -Fully equip classrooms with wide range of fiction and non-fiction print and digital texts in order to provide students a print rich environment and access to just-right reading texts -Implementation of coaching protocol with observation and feedback for literacy leaders 	<ul style="list-style-type: none"> Professional Capacity Engaged Leadership Coherent Instruction
Content and Disciplinary Literacy	<ul style="list-style-type: none"> -Implementation of Content and Disciplinary Literacy in upper elementary, middle & high schools (i.e., Quad Text Sets, Peer-Assisted-Learning (PALS), Reciprocal Teaching, Reading Guides, Collaborative Reasoning) -District-wide professional learning on evaluating text complexity based on both quantitative and qualitative measures -Implementation of Georgia Center for Assessment Writing Assesslets that align with GMA and GSO expectations for writing as formative measure -Utilization of GCA professional learning following writing assessments to provide teachers information on how to adjust writing instruction to meet students' needs -District-wide access to Canvas Learning Management Platform 	<ul style="list-style-type: none"> -Local millage rage based on local tax base leading to limited programming and resources -Literacy knowledge of building-level leaders -Content and Disciplinary Literacy reading strategies used with fidelity -Limited print and digital texts available in classrooms -Limited range of texts to address individual student reading levels -Limited range of texts to address need for wide reading 	<ul style="list-style-type: none"> -Continue training to build teacher capacity to deliver Content and Disciplinary Literacy reading instruction with fidelity -Continue training with leaders to enhance understanding of literacy -Continue training with leaders to enhance ability to coach teachers to improve practices -Fully equip classrooms with wide range of fiction and non-fiction print and digital texts in order to provide students a print rich environment and access to just-right reading text -Develop units with rigorous, authentic reading and writing activities across all curricular areas 	<ul style="list-style-type: none"> Professional Capacity Engaged Leadership Coherent Instruction

	<ul style="list-style-type: none"> -Access to Achieve3000 non-fiction text and instructional platform in middle schools and all five high schools -District developed curriculum maps, units, lesson plans, and assessments that are available district-wide through SharePoint -Multiple years of Curriculum Review work with teams of teacher experts to develop, refine, and revise curricular materials 	<ul style="list-style-type: none"> -Limited teacher capacity to understand formative data to inform instruction -Limited district and school capacity for coaching teachers to improve practice -Limited teacher capacity for teaching writing -Limited availability of writing prompts that align with Content and Disciplinary Literacy curricula -Limited access to formative writing data to monitor student progress and make instructional adjustments 	<ul style="list-style-type: none"> -Provide coaching and support to Content and Disciplinary Literacy teachers to ensure fidelity of implementation of strategies -Implement Georgia Center for Assessment Writing Assesslets with corresponding follow-up professional learning to prepare teachers and leaders to adjust instruction based on student needs 	
Multi-Tiered Support System	<ul style="list-style-type: none"> - MTSS Protocol fully developed in elementary school and middle school; MTSS Protocol developed for high school -Utilization of iRead in grant 1 schools -Utilization of System 44 in grant 1 schools -Utilization of Reading 180 in grant 1 schools -Utilization of Foundations Utilization of Achieve3000 -Utilization of Spell Read in non-grant 1 schools - Transition to GOIEP tool in SLDS -Robust network and Wi-Fi coverage in each building -Availability of technology devices to access software -Protocols to identify students for interventions [Outlined in Section 8] 	<ul style="list-style-type: none"> -Millage rate based on local tax base resulting in limited programming and resources -Lack of consensus around intervention protocols -Lack of understanding of how to utilize data in making decisions about need for, intensity of, and frequency of intervention -Lack of high-quality interventions that are research based, scalable, and sustainable -Inconsistent implementation of intervention across the county -Lack of trained personnel to implement current interventions -Lack of personnel to coach, manage, and implement district-wide interventions -Limited availability of current interventions (i.e. IRead, System 44, Read 180, etc.) -Limited availability of technology devices and labs to accommodate access to interventions during school day 	<ul style="list-style-type: none"> --Continue training to build teacher capacity to deliver research-based interventions with fidelity -Continue training with leaders to enhance understanding of need for and support of interventions -Continue training with leaders to enhance ability to coach teachers to improve practices -Fully equip schools with wide range of research-based interventions that are scalable and sustainable -Develop standard protocol model of RTI so results are less teacher-dependent and more data-driven -Train teachers and leaders to match appropriate interventions to needs -Provide better matching of specially designed instructional programs to demonstrable student learning needs -Provide coaching and support to interventions to ensure fidelity of implementation -Expand availability of technology devices to enhance access to intervention software -Add personnel to coach, manage, and implement interventions 	Positive Learning Environment
Literacy Leadership	<ul style="list-style-type: none"> -Training for leaders in literacy implementation including LETRS -Implementation of a district-wide coaching protocol -Executive coaching to equip leaders to lead change and manage implementation 	<ul style="list-style-type: none"> -Limited background in literacy for leaders -Local millage rate based on local tax base leading to limited professional learning and coaching opportunities -Lack of highly trained literacy coaches in district 	<ul style="list-style-type: none"> -Develop highly trained school literacy coaches -Expand principal and leader mentor programs -Expand Aspiring Leaders program to include literacy training in talent management and leader pipeline initiatives -Provide executive coaching and feedback for school-based leaders 	Engaged Leadership
Student Engagement	<ul style="list-style-type: none"> -Director and TOA to support implementation of SEL practices -School walkthroughs to monitor implementation -Implement SEL training including PBIS, Check and Connect, and Capturing Kids Hearts -Increasing use and library for engaging and culturally responsive texts 	<ul style="list-style-type: none"> -Teachers and leaders who have not recognized the affective and social/emotional components of academic success -Issues with chronic absenteeism -Issues with punitive disciplinary practices that 	<ul style="list-style-type: none"> -Expand PBIS, Capturing Kids Hearts, and Check and Connect Initiatives -Examine student attendance issues to address chronic absenteeism -Examine discipline policies and Code of Conduct to maximize opportunities to correct behaviors and stay engaged in academics -Enlist community support for literacy initiatives by demonstrating 	Positive Learning Environment Family & Community Engagement

		isolate students from high quality instruction -Lack of relevance of academic content to student interest and real-world application	importance of literacy in real-world scenarios	Supports for the Whole Child
Community Engagement	<ul style="list-style-type: none"> -Partnership with YMCA Early Learning Center in local Community -Partnership with Paulding Family Connection and Paulding “Get Georgia Reading” Campaign -Partnership with Kennesaw State University and Chattahoochee Technical College in teacher preparation & recruitment efforts -Title I Parent Engagement Coordinator -Title 1 Homelessness Coordinator -Partnership with Paulding County Health Department -Partnership with Paulding County Library System -Partnership with Babies Can’t Wait -Partnership with Paulding Family Alliance -Partnership with PSCD Social Worker -Paulding County School District Twitter -Paulding County School District Facebook Account 	<ul style="list-style-type: none"> -Only 40% of birth to five population attending early care education programs. -Lack of coordination of and limited access to social, emotional, mental health, and health supports -Limited coordination with early learning centers to prepare children and families for demands of K-12 experience -Limited community understanding of importance of literacy for life-outcomes and workforce development -Difficulties of novice teachers transitioning into K-12 system prepared to provide systematic, explicit literacy instruction -Limited availability of home access to technology 	<ul style="list-style-type: none"> -Work with community partners who provide services to birth to five population and their parents to increase awareness of the importance of literacy development within this population. -Expand PCSD work with Paulding Family Connections and affiliate organizations to increase access to supports and develop literacy network -Continue Get Georgia Reading campaign -Expand social media campaign to publicize access to supports -Utilize Title I resources to engage families and connect to resources -Expand partnership with KSU to ramp-up novice teacher skills -Utilize community partnerships including public libraries to make technology more accessible and to provide activities to promote literacy to birth to 12th grade children and their parents. -Add additional support through contract services to act as a hub to community engagement 	<p>Supports for the Whole Child</p> <p>Family & Community Engagement</p>

Coordination efforts with B-5, Out-of-School providers, and community organizations

Coordination with our B-5 partners, out-of-school providers and community organizations will be managed with the utilization of a L4GA B-5 Community Coordinator position. This position will be a contract position paid with grant funds during the five-year grant period, and thereafter, will be a function of the Family Connection/Get Georgia Reading Paulding Literacy Committee. The L4GA B-5 Community Coordinator will facilitate meetings at least once a quarter with our direct community partners (as listed in Partnership table) to review data, discuss progress of the implementation of the initiative and make any changes that are warranted. Our B-5 Coordinator will also be in direct contact with each partner on a weekly basis to collect data, share information and coordinate activities.

We will also plan an annual meeting for the Paulding Chapter of Get Georgia Reading, to coincide with the August Family Connection meeting, where we will discuss results with our larger group of community partners. This will allow us the opportunity to communicate what activities have taken place, what results we have seen, and to receive feedback on changes that we could make to increase our results moving forward. The Paulding Family Connection collaborative will also provide monthly updates to members and ongoing inclusion/invitations to participate in community events in a wide range of organizations including private sector, nonprofit, government and faith-based organizations.

The PCSD Literacy by Design **Implementation Plan** has been developed to utilize the best practices from research to address the areas of concern identified by our team. As we set forth the areas of concern earlier in the application, there were six major areas of work that must be addressed.

Goal Area 1: Literacy for All

Rationale: Across all grade levels, 50% of Paulding students demonstrate below grade level proficiency.							
Evidence Base Practice: As cited in the International Reading Association's 2002 pamphlet, What is Evidence-Based Reading Instruction, "successful efforts to improve reading achievement emphasize identification and implementation of evidence-based practices that promote high rates of achievement when used in classrooms by teachers with diverse instructional styles with children who have diverse instructional needs and interests." (Bond & Dykstra, 1967/1997; National Clearinghouse for Comprehensive School Reform)							
Strategy: Implement Science of Reading practices including Bookworms in Elementary and Secondary Literacy Template utilizing Adolescent Reading Strategies in Middle and High); implement evidence-based writing practices							
Objective: To improve all students' Content and Disciplinary literacy in Reading as measured by Milestones Lexile and RI Lexile.							
Procedures & Support:							
Utilization of evidence-based Reading practices (Bookworms in Elementary and Secondary Literacy Template utilizing Adolescent Reading Strategies in Middle and High).							
Develop instructional model to support evidence-based practices in Reading. Includes:							
<ul style="list-style-type: none"> • expected instructional minutes • scheduling considerations • staffing considerations • coherent framework for instructional practices 							
Provide resources to implement evidence-based instruction in Reading							
<ul style="list-style-type: none"> • instructional materials that align with standards and grade level expectations • lesson and unit plans for align with standards and grade level expectations • assessments that align with standards and grade level expectations 							
Develop teacher capacity to deliver evidence-based practices in Reading using instructional model and resources via							
<ul style="list-style-type: none"> • Face-to-face professional learning • Virtual learning (using Canvas, our existing Learning Management System and Skype) • Instructional coaching • Collaboration and Professional Learning Community work via f-t-f and virtual platforms 							
Inputs		Outputs-Activities	Outputs-Products		Outcomes – Short	Outcomes – Medium	Outcomes - Long
Utilization of evidence-based practices (EBP) in Reading practices	→	Define EBP for Reading within a coherent instructional framework (Bookworms at Elementary and Secondary Literacy Reading template utilizing Adolescent Reading Strategies at Middle and High)	Utilization of EBP for Reading (Bookworms at Elementary and Secondary Literacy Reading template utilizing Adolescent Reading Strategies at Middle and High)	→	Quality teaching validated by observations & scored on fidelity checklist	Analyze classroom observation data and student data to make immediate adjustments	Students reading on grade level as measured by GMA, Lexile 3x per year Reading Inventory, and formative data
Develop instructional model to support evidence-based practices in Reading. This includes expected instructional minutes, scheduling & staffing considerations, as well as a coherent framework for use of EBP in Reading and Writing	→	Professional learning to build teacher capacity in using EBP in Reading within instructional framework and use of appropriate instructional materials	Instructional schedules, staffing models, and coherent framework for use of EBP in Reading	→	Student progress on progress monitoring assessments of Reading	Analyze classroom observation data and student data to make immediate adjustments	Analyze summative data to make adjustments for long term
Provide EBP instructional materials that align with standards and grade	→	Collaborative and individual teacher planning and professional learning	Collaborative planning minutes, lesson plans, and fidelity checklist to	→	Quality teaching validated by observations &	Student growth on 3x per year RI and other interim assessments	Students reading on grade level as measure by GMA and Lexile

level expectations in Reading		sessions around developing instruction that includes language-rich instructional materials to support wide and varied Reading equipping classrooms with wide and varied texts and materials for Reading instruction	demonstrate use of EBP in Reading that incorporates wide and varied Reading tests and materials		scored on fidelity checklist		
Develop teacher capacity to deliver EBP in Reading within instructional framework	→	Integration of EBP protocols in collaborative planning, instruction, and data protocols that demonstrate teacher capacity to deliver EBP	Collaborative planning minutes, lesson plans, and fidelity checklist to demonstrate EBP in Reading	→	Teacher training in EBP	Teacher utilization of EBP with fidelity	

Goal Area 2: Content and Disciplinary Literacy

<p>Rationale: Students who are not reading on grade level (as measured by GMA Lexile) are extremely likely to demonstrate below grade level performance in all other content and disciplinary subjects on GMA and End of Pathway assessments.</p>
<p>Evidence Base Practice: In Teaching Disciplinary Literacy to Adolescents, Shanahan and Shanahan conclude, "Apparently, strong early reading skills do not automatically develop into more complex skills (Pearle et al, 2005) Most students need explicit teaching of sophisticated genres, specialized language conventions, disciplinary norms of precision and accuracy, and higher-level interpretive processes. Simply put, sound later-reading instruction needs to be built on a solid foundation of sound early-reading instruction if students are going to reach literacy levels that enable them to compete for the most lucrative jobs in the U.S. economy."</p>
<p>Strategy: Refine district and school curricular resources to better ensure a guaranteed and viable curriculum that includes rigorous and relevant disciplinary Reading and Writing instruction within all subjects. This will be done by providing evidenced-based strategies such as PALs, Quad Text Sets, Reading Guides to all Content and Disciplinary Literacy area teachers.</p>
<p>Objective: To improve all students' content and disciplinary literacy in Writing as measured by Milestones ELA and formative writing assessments.</p> <p>Objective: To improve all students' content and disciplinary literacy in Math, Science, Social Studies, and CTAE courses as measured by Milestones and End of Pathway assessments.</p>
<p>Procedures and Support:</p> <p>Students engaged in rigorous and relevant Reading and Writing tasks in all subject areas</p> <ul style="list-style-type: none"> • refine curriculum maps and units to integrate <ul style="list-style-type: none"> ○ engaging, high interest texts ○ rigorous and relevant tasks ○ learning activities ○ assessments <p>Utilize Georgia Center for Assessment Writing Assesslets</p> <ul style="list-style-type: none"> • formative writing assessments that align to GMA and GSO expectations • provide GCA follow-up professional learning to teachers and leaders to interpret scores and make appropriate instructional adjustments <p>Develop teacher capacity to deliver evidence-based practices in Reading using instructional model and resources via</p> <ul style="list-style-type: none"> • Face-to-face and virtual professional learning (using Canvas, our Learning Management System and Skype) • Instructional coaching • Collaboration and Professional Learning Communities

Inputs		Outputs-Activities	Outputs-Products		Outcomes – Short	Outcomes – Medium	Outcomes - Long
Utilization of rigorous and relevant Reading and Writing tasks in all content areas: Science, Social Studies, CTAE	→	Define EBP Reading and Writing practices within a coherent instructional framework for disciplinary literacy	Use of EBP Reading and Writing practices in content area classes based on fidelity checklist	→	Quality teaching validated by observations & scored on fidelity checklist	Student growth on 3X per year RI and other interim assessments. Student performance on content class assessments	Students reading on grade level. Students demonstrating proficiency on content area GMSs and End of Pathway assessments

Refine curriculum maps and units to integrate rigorous and relevant tasks, learning activities, and assessments that incorporate Reading and Writing within authentic disciplinary contexts	→	Convene teams of teachers to work with consultants and district leaders to develop curricular resources	Curriculum maps and lesson plans that incorporate rigorous and relevant Reading and Writing tasks in all content areas	→	Student mastery of content area material including disciplinary Reading and Writing on classroom assessments	Student mastery of content subject material on GMAs	Students reading on grade level. Students demonstrating proficiency on content area GMAs and End of Pathway assessments.
Provide EBP instructional materials that align with standards and grade level expectations for Reading and Writing in disciplinary areas	→	Resourcing content classes with non-fiction text for wide and varied reading at a range of levels. Provision of instructional materials to build students' ability to write in disciplinary contexts	Incorporation of non-fiction texts in content class coursework in order to build students' disciplinary literacy.	→	Use of EBP Reading and Writing practices in content classes that includes wide and varied text	Student mastery of content area material including disciplinary Reading and Writing on classroom assignments	Students reading on grade level. Students demonstrating proficiency on content area GMAs and End of Pathway Assessments
Develop and/or refine assessments to align to rigor of grade level and content standards	→	Convene teams of teachers to work with consultants and district leaders to develop rigorous assessments and/or select rigorous assessment items	Use of rigorous assessments in order to gauge students' disciplinary literacy and content mastery	→	Use of assessments that reflect the rigor of the grade level standards	Student mastery of content area material including disciplinary Reading and Writing on classroom assessments	Students reading on grade level. Students demonstrating proficiency on content area GMAs and End of Pathway assessments.
Utilize GCA Writing Assesslets and formative Writing assessment and include professional learning from GCA to support teacher feedback and implementation							
Provide teacher professional learning for teachers of content subjects in using EBP in Reading and Writing for disciplinary literacy	→	Professional learning for content area teachers in the use of EBP for Reading and Writing in order to build students' disciplinary literacy	Use of EBP Reading and Writing practices in content area classes based on fidelity checklist	→	Quality teaching validated by observations and scored on fidelity checklist	Student mastery of content area material including disciplinary Reading and Writing on classroom assessments	Students reading on grade level. Students demonstrating proficiency on content area GMAs and End of Pathway Assessment

Goal Area 3: Multi-Tiered Systems of Support

<p>Rationale: Limited literacy and disciplinary Literacy rates are most pronounced in our subgroup populations: Students with Disabilities, Economically Disadvantaged, and English Learners.</p>
<p>Evidence Base Practice: In their 2011 report, <i>Best Practices in Response to Intervention Implementation</i>, Hanover Research concluded that "perhaps the strong endorsement of the overall positive effect that MTSS programs can have on student achievement comes from the U.S. Department of Education's What Works Clearinghouse (WWC)...(which) found evidence that indicates that practices inherent to MTSS programs are of benefit to students." In speaking to the necessity of research-based interventions, Torgesen provides educators recommendations for how to address the range of at-risk readers' needs. He states, "...schools must work to provide more preventative interventions to eliminate the enormous reading practice deficits that result from prolonged reading failure" and "...schools must find a way to provide interventions for older children with reading disabilities that are appropriately focused and sufficiently intensive."</p>
<p>Strategy: Refine MTSS protocols and provide access to a suite of research-based reading interventions aligned with the Science of Reading for students along the full reading continuum</p>
<p>Objective: To improve reading performance of EL, ED, and SWD subgroups as measured by Milestones and RI Lexile.</p>
<p>Procedures & Support: Refine intervention protocol to reduce gaps of academic achievements within subgroup population</p> <ul style="list-style-type: none"> refine assessment practices to immediately identify students who are not responding to Tier 1, Tier 2 and Tier 3 instruction

- refine documentation and meeting practices to provide seamless system of analyzing data, troubleshooting student performance issues, determining appropriate interventions, assessing student response, making appropriate adjustments
- Utilization of research-based interventions for Reading and Writing
- Read 180 and System 44 for students needing additional support in MTSS
 - IRead for students in primary grades needing support in MTSS
 - Achieve3000 in MTSS
 - Foundations in MTSS
- Develop teacher capacity to deliver research-based practices to provide appropriate, effective, and research-based interventions for struggling students
- Face-to-face professional learning
 - Virtual learning (using Canvas, our existing Learning Management System and Skype)
 - Instructional coaching
 - Collaboration and Professional Learning Community work via f-t-f and virtual platforms
 - Clinical practice and observations through KSU Academy of Language and Literacy
 - Participation in KSU annual ESOL conference

Inputs		Outputs-Activities	Outputs-Products		Outcomes – Short	Outcomes – Medium	Outcomes - Long
Utilization of Evidence Based Reading and Writing interventions	→	Professional learning to build teacher capacity in using EB interventions within instructional framework use of appropriate intervention materials	Fidelity checklist to determine levels of implementation	→	Short term action planning cycle to scale interventions quickly and with fidelity	Short term action planning cycle to scale interventions quickly and with fidelity	Subgroup students closing the achievement gap by demonstrating more than one year's growth
Enhance Multi-tiered System of Support protocol to reduce gaps of academic achievement with subgroup populations	→	Fully articulate the MTSS protocol with fidelity and use of EB interventions that are embedded in the protocol	Clearly articulated MTSS protocol and EB intervention materials: iRead Read180 Foundations	→	Short term action planning cycle to scale interventions quickly and with fidelity	Analyze classroom observation data and sub-group data to make immediate adjustments	Analyze summative data to make adjustments for long-term
Develop teacher capacity to deliver EB interventions within MTSS protocols	→	Professional learning to build teacher capacity in using MTSS protocol, matching EB interventions, monitoring student progress, and making adjustments	Implementation of MTSS protocol and EB interventions	→	Fidelity checklist to determine levels of implementation	Short-term action planning cycle to scale interventions quickly and with fidelity	Short term action planning cycle to scale interventions quickly and with fidelity

Goal Area 4: Student Engagement

<p>Rationale: Through stakeholder group input, surveys, and analysis of attendance and discipline, student engagement has been identified as a barrier to literacy achievement. Perhaps the most discouraging and alarming data comes from our students who often cite feelings of disconnect from adults in their schools, lack of relevance of schoolwork to life outside school, and lack of clarity about how their daily actions shape their learning.</p>
<p>Evidence Base Practice: Research is emerging about the critical relationship between social emotional learning and academic success. A 2009 study conducted by the Centers for Disease Control and Prevention cites research that has demonstrated a strong relationship between school connectedness (student belief that adults and peers in school care about their learning and about them as individuals) and educational outcomes including attendance, continued enrollment, higher grades, and classroom test scores. In turn, students who do well in school are less likely to engage in risky behaviors.</p>
<p>Strategy: Develop classroom learning communities that are equitable and inclusive of all learners, set high expectations for teachers and students, and include instructional strategies and techniques that are specifically designed to engage all learners.</p>
<p>Objective: To improve students' engagement in literacy learning as measured by attendance rates, disciplinary incidents, and Safe and Healthy Schools survey.</p>
<p>Procedures & Support:</p>

Development of classroom and school environments that develop and attend to students' social and emotional learning

- Continue to review and improve implementation of PBIS
- Support SEL with implementation of Capturing Kids Hearts and Check & Connect
- Student goal setting and feedback techniques
- Implementation of every pupil response techniques
- Use of cognitive engagement strategies

Development of support network to attend to whole child issues that support and or/impede student learning

- Refine protocol to provide better access to supports such as health care, mental health resources, and family support

Build resource network of support and care partners via community partnerships

Student Engagement

Inputs	Outputs-Activities	Outputs-Products	Outcomes - short	Outcomes - Medium	Outcomes - Long
Teachers using EB engagement strategies	Professional Learning in how to cognitively engage students in a safe and rigorous learning environment	Utilization of every student response techniques, goal setting & feedback, cognitive engagement strategies	Fidelity checklist to determine levels of implementation and make adjustments	Reduced discipline referrals; higher levels of engagement and school connectedness reported by students on surveys	Students reading and writing on grade level; reduced discipline referrals; increased student attendance rate
Classrooms/schools that develop and attend to social and emotional learning	PL to equip teachers in the use of EB engagement practices, rigorous and relevant curriculum, and whole child supports	Implementation of Capturing Kids Hearts programs in middle and high schools; expansion of PBIS in all schools	Fidelity checklist to determine levels of implementation and make adjustments	Reduced discipline referrals; higher levels of engagement and school connectedness reported by students on surveys	Students reading and writing on grade level; reduced discipline referrals; increased student attendance rate
Classroom and school environments that develop and attend to the whole child	Refine protocol to provide better access to supports such as health care, mental health resources, family support	Student access to supports for health, mental health, and family support	Protocol for accessing support along with a resource network available to meet a range of student social, emotional, and health needs	Additional supports available and utilized to address whole child needs	Reduced discipline referrals; higher levels of engagement and school connectedness reported by students on surveys; increased utilization of whole child supports

Goal Area 5: Literacy Leadership

Rationale: Leaders at all levels of our District cite instructional leadership and literacy leadership as key areas for growth and development.

Evidence Base Practice: In a 2004 study commissioned by The Wallace Foundation, Leithwood et al. had several key findings that inform Paulding's Literacy by Design project:

- "The change of any reform improving student learning is remote unless district and school leaders agree with its purposes and appreciate what is required to make it work."
- "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school."
- Further, "leadership effects are usually largest where and when they are needed most."

Strategy: Build a comprehensive system that includes:

- Supports such as training and coaching
- Processes such as short-term action plans and impact checks
- And accountability measures such as data monitoring and clear expectations.

The ultimate goal is to design such a system that can be scaled with leaders across the district and sustained over time as attrition and turnover occurs among leadership ranks.

Objective: To develop a Literacy Leadership model that gets results for students, can be replicated with other leaders in the district, and is sustainable over time.

Procedures & Support:
Develop leaders who know and understand what evidence-based Literacy instruction based on the Science of Reading should look like

- professional learning in leading Literacy initiatives
- develop leaders who can support and coach teachers with evidence-based Literacy instruction
- implementation of a coaching and feedback protocol
- develop leaders who can effectively manage a wide-scale implementation and lead change

- utilize evidence-based principal coaching modules
- provide executive coaching

Literacy Leadership

Inputs	Outputs-Activities		Outputs-Products		Outcomes - short	Outcomes - Medium	Outcomes - Long
Leaders who know and understand what literacy looks like and can coach teachers and provide feedback in EBP in Reading and Writing	Professional learning to build capacity for instructional leadership, knowledge of literacy, EB strategies, coaching, and feedback practices	➔	Leader understanding of EBP framework for Reading and Writing; Coaching protocol	➔	Fidelity checks	Progress monitoring	A school and district teacher leaders who can lead, support, and sustain literacy work
Leaders who are skilled at leading and supporting change and who can manage a large, multi-year, multi-faceted project implementation	Executive coaching from ICLE to support leaders in change management and project management	➔	Leader plans, processes, organization, time prioritization, implementation plans, reflections	➔	Short term action plans that guide leaders' Literacy work	Annual implementation plans that are reviewed through the Impact Check process and utilized as a component of Leader Keys Evaluation System	Model for PL in literacy leadership that would be used to train leaders across the district

Goal Area 6: Community Partnerships & Support

Rationale: While our community has indicated broad support for school and various Literacy initiatives, efforts are random and disconnected.

Evidence Base Practice: According to FSG, a mission-driven consulting firm working for social change, "large-scale social change comes from better cross-sector coordination rather than from isolated interventions of individual organizations. Collective impact occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning efforts, and using common measures of success."

Strategy: Develop Paulding's Literacy by Design project into a collective impact project with PCSD as the lead partner developing a Literacy coalition from many contributing entities including the Get Georgia Reading Campaign, preschool partners, Paulding Family Collaborative, Paulding County Health Department, Babies Can't Wait, Paulding County Library System, Family Alliance, NWGA RESA, Kennesaw State University, Chattahoochee Technical College, and other civic and governmental entities.

Procedures & Support:

Develop community agency to impact students' Reading and Writing

- Get Georgia Reading Campaign
- Paulding Family Connections
- #ReadingRocksPaulding

Develop civic and governmental organization support for Literacy outcomes for students

- Train family service partners to educate parents on the importance of literacy in the birth to five population

Develop early Literacy programs in preschool programs that are grounded in Get Georgia Reading's Four Campaign Pillars: Language Nutrition, Access, Positive Learning Climate, and Teacher Preparation and Effectiveness

- equip preschool classrooms with wide and varied print material for abundant, language-rich classrooms to address Language Nutrition
- facilitate preschool partners' participation in and access to supports provided through Paulding Family Connections, Ferst Foundation, district Title I Family Engagement Specialist, district social/emotional support systems, and Get Georgia Reading Campaign to address Access to Support and Services
- Positive Behavior Intervention and Supports training, support, and implementation as well as technical support for Georgia Department of Early Care and Learning accreditation to address Positive Learning Climate
- professional learning and coaching through the Rollins Center for Language and Literacy as well as attendance at applicable professional conferences such as NAEYC to address Teacher Preparation and Effectiveness

Develop partnership with P20 organizations for Professional Learning, content and disciplinary literacy experience, clinical practice, teacher recruitment, evaluation and technical assistance

- Kennesaw State University
- Chattahoochee Technical College

• Northwest GA RESA

Community Partnerships and Support

Inputs	Outputs-Activities		Output Products		Outcomes – Short	Outcomes – Medium	Outcomes - Long
Develop community plan to impact students' reading and writing	Work to develop a collective impact plan that includes interagency roles, responsibilities, and commitments to PCSD's Literacy By Design initiative	→	Paulding Family Connection's lead in Get Georgia Reading Campaign, commitments from other civic and governmental agencies to support		Continuation of Paulding Family Connection's Annual plan with Get Georgia Reading included as a key strategy	Full implementation of Paulding Family Connection Literacy plan	Collective impact partnership with Paulding Family Connection around Get Georgia Reading campaign with PFC taking on B-5 Coordination
Develop community partners ability to develop parent's knowledge around building their child's literacy skills	Professional learning with community partner's staff and purchase of resources to share with parents		Community Partners, training, purchase of resource materials	→	Build plan with community, district and school leaders	Implementation of Literacy By Design B-5 component	Students who do not attend early care programs will be ready for Kindergarten
Expand community wide campaign #ReadingRocksPaulding	Community-wide support for and understanding of the importance of reading outside school hours and the varied ways and materials that people can read in authentic daily-life situations		Social media posts, digital engagement opportunities, community presentations, publicity communications		Full implementation of #PauldingReadingRocks campaign	Continued efforts to build paMTSScipation	Community buy-in to the importance of reading
Develop pre-school programs that include Language Nutrition	Identify high-quality instruction materials and print resources to provide abundant, language-rich classrooms	→	Equipping classrooms with wide and varied print materials		Classrooms have a wide variety of instructional material and print material	Teachers utilize print materials in meaningful, effective ways	Students leave pre-school and enter kindergarten with a foundation of literacy skills
Develop pre-school programs that include access to services and supports for the Whole Child	Paulding Family Connection partners are available as a resource to pre-school families		Cross-functional team including Paulding Family Connection, Family Alliance, Paulding County Health Department, Babies Can't Wait and others provide supports to families	→	Build a plan with partners to include protocol for accessing supports and services	Implementation of supports and services plan with regular monitoring and adjustments	Determine effectiveness of plan and the areas of continued need in order to project future needs, secure additional partners, and determine ways to secure additional supports
Develop pre-school programs that include positive learning climates	Professional learning and planning for implementation of Positive Behavior Interventions and supports; technical support and assistance in applying for accreditation	→	Implementation of PBIS and continued accreditation for pre-school		Implement PBIS and monitor student behavior trends through SWSS;	Monitor student behavior through SWSS and make PBIS enhancements and adjustments; family education sessions on how to set and reinforce appropriate behavior expectations	Improved student behavior as measured by SWSS; reduced referrals for evaluation through Students services at PCSD
Develop pre-school programs that include Teacher Preparation and Effectiveness	Professional learning offered to staff at pre-school and students at CTC in the Early Care program		Utilization of instructional strategies that immerse students in language-rich environments staffed by highly-qualified teachers; train parents on use of such strategies at home and provide language-rich environments.	→	Utilization of instructional strategies as measured by fidelity check list; provide coaching or additional training as indicated through checks	Use fidelity checklist to determine teacher utilization of strategies and need for continued or additional training; family education sessions on incorporating language rich interactions and environments for students at home; provide parents with materials	Students leave pre-school and enter kindergarten with appropriate levels of literacy and readiness skills.

District Summary: Paulding County School District

Paulding County is located 35 miles northwest of Atlanta and sits on the outskirts of the Metropolitan Atlanta Community. The county has diverse communities that range from suburban to rural, with a vast difference in the resources and demographics offered depending on where you reside. One of the challenges families face is the county is a bedroom community of Atlanta and lacks a substantial number of job opportunities. The Paulding County School District is the largest employer in the county, with 3600 employees. The next largest employer is Wellstar Hospital with 1,500. The lack of job opportunities forces most residents (72%) to drive outside of the county each day for work and leads to the longest average commute in Metro Atlanta (37 minutes one way each day). This time away from their families often interferes with parents desire to be engaged and involved in their child’s education. Another issue that plagues Paulding residents is lack of public transportation, making it difficult for residents to access services and supports, including early care and education programs. Less than half of Paulding birth to five population (47.7%) attend any formal early care education program before they reach Kindergarten.

The Paulding County School District (PCSD) is the 12th largest district in the State of Georgia and serves 31,007 students in 19 elementary schools, nine middle schools, five high schools, one virtual/online program, one alternative education program, and a College and Career Academy. Although PCSD is 12th in the state in enrollment, because of the lack of industry located in our community, we are 154th in state revenue. Paulding County receives the second largest amount of equalization funding which attempts to level the field but still is not enough to fill the district’s financial needs. The district budget is comprised of 92% employee salaries and benefits, leaving only 8% for classroom resources, transportation, nutrition, and other supports. Our mission is Engage. Inspire. Prepare. with a vision of preparing ALL students for success today and tomorrow. In the past few years, we have made gains towards realizing this vision with the resources available, but there is still work to be done.

Identification of feeder system(s) in LEA-Partnership (pre-school/early care provider(s), elementary, middle, high and community served

The Paulding L4GA2 Literacy by Design initiative will focus on three feeder patterns, which will be comprised of three high schools, four middle schools, eight elementary schools, and one early learning center. The first feeder pattern is located in the heart of Paulding County and serves students who reside in the city of Dallas and the Yorkville community. It also serves a small section of the Burnt Hickory community. This feeder is anchored by Paulding County High School (PCHS). Schools that feed into PCHS include Herschel Jones Middle School (HJMS), Allgood Elementary, Northside Elementary, and Poole Elementary.

The second feeder pattern is located on the east end of the county and serves the New Hope community. This pattern is anchored by East Paulding High School. EPHS has two feeder middle schools, Moses and East Paulding Middle, along with two feeder elementary schools, Roberts Elementary and Abney Elementary.

The third feeder pattern is located in the northern part of Paulding County and serves the Burnt Hickory and Crossroads Communities. It is anchored by North Paulding High School. Within this feeder pattern is also a middle school; McClure Middle, and three elementary schools; Burnt Hickory Elementary, Russom Elementary, and Shelton Elementary to round out this feeder pattern.

The Paulding County YMCA Early Care Center will be the Early Care and Education provider partner on this grant. This center serves all three of these feeder patterns with their Pre-K program.

Identification of all LEA-Partnership partners (organization, role of the organization in partnership, contact person, title, contact information)

The Paulding County School District will serve as the lead partner and fiscal agent in the Paulding Literacy by Design initiative. Many members of the district’s administrative leadership team are involved in the initiative, in partnership with leaders from community organizations who make up the Initiative Core Team.

NAME	TITLE and ORGANIZATION	Role
Dr. Susan Browning	Assistant Superintendent, Paulding County School District	Head District Literacy Team as the team works to address priorities identified in district analysis
Dr. Jason Gregaydis	Executive Director of Curriculum and School Improvement, Paulding County School District	Serve on District Literacy Team to review data and support implementation of Literacy Plan
Michele Craig	Coordinator, Paulding Family Connection	Serve as liaison between district and Paulding Family Connection members with a focus on GGRC pillar of Access
Megan Benvenuto	Director, YMCA Paulding Early Learning Academy	Serve as partner with the district to improve literacy acquisition among emerging and early reading the county
Kimberly Freedman	K-5 Curriculum Coordinator, Paulding County School District & L4GA Grant Coordinator	Serve as district coordinator to work with elementary schools, early learning centers, and other community organizations to develop literacy for all students
Lindsay Hodges	6-12 Curriculum Coordinator, Paulding County School District	Serve as district coordinator to work with middle and high schools to develop literacy for all students
TBA	Literacy Intervention Coach	Serve as district coach to work with grant schools on implementation of MTSS interventions.
TBA	B-5 Community Literacy Coordinator, Paulding County School District	Will serve as a contact between the PCSD and community partners who are engaging in Literacy activities throughout the community.

Jasmyn Adwaters	Literacy Coach, YMCA Early Childcare Center	Coordinate early care within Literacy By Design
Amy Mollenkamp	Paulding County Public Library System	Get Georgia Reading Campaign partner; support the Literacy By Design initiative
Nicki Ivey	Nurse Manager, Paulding County Health Department	Serves as contact for Literacy By Design with our WIC families
Karen Faircloth	Director of School Improvement and Professional Learning, Northwest Georgia RESA	Serve as a partner with PCSD to provide professional learning to teachers addressing the GGRC pillar of preparation and effectiveness
Dr. Neporcha Cone	Department Chair, Associate Professor of Science Education, Kennesaw State University	Serve as partner with PCSD to improve literacy proficiency of at-risk learners; provide professional learning to aspiring teachers in teacher preparation programs
Missy Cusack	Vice President of Student Affairs, Chattahoochee Technical College	Serve as partner with PCSD to improve literacy proficiency of at-risk learners; provide professional learning to aspiring teachers in teacher preparation programs
Tamika Bundidge	Early Childhood Education Lead Faculty, Chattahoochee Technical College	Serve as partner with PCSD to improve literacy proficiency of at-risk learners; provide professional learning to aspiring teachers in teacher preparation programs
Linda Verscharen	Executive Director, Family Alliance of Paulding	Will provide literacy information and training to parents who have children involved in the Foster Care system, as well literacy resources and support to Foster parents in our community.
Virginia Goldstein	Case manager, Babies Can't Wait	Literacy contact for Babies Can't Wait Early Intervention program.
Larri Wolf	Intake Service Coordinator, Family Alliance	Manager of Foster Care visitation center and Parenting programs.
Laura Knott-Riggan	North Paulding Speech Language Therapy	Owner and Speech Therapist – working with children birth to three

A brief description of the feeder system(s) identified

Feeder Pattern #1 included in this grant is anchored by Paulding County High School.

School	Enrollment	Free & Reduced Lunch	Graduation Rate
Paulding County High School	1880	48.16%	89.13%
Herschel Jones Middle School	835	60.47%	
Allgood Elementary School	901	62.51%	
Northside Elementary School	621	51.22%	
Poole Elementary School	454	46.89%	

Feeder Pattern #2 is anchored by East Paulding High School

School	Enrollment	Free & Reduced Lunch	Graduation Rate
East Paulding High School	1796	36.46%	88.9%
East Paulding Middle School	917	36.85%	
Moses Middle School	778	37.12%	
Roberts Elementary	670	43.79%	
Abney Elementary	1366	30.23%	

Feeder Pattern #3 is anchored by North Paulding High School

School	Enrollment	Free & Reduced Lunch	Graduation Rate
North Paulding High School	2561	19.34%	92.6%
McClure Middle School	778	15.94%	
Burnt Hickory Elementary	1062	18.38%	
Russom Elementary	887	25.92%	
Shelton Elementary	1253	18.84%	

History of the L4GA2019 LEA-Partnership

The Paulding County School District has long standing, rich partnerships with many members of the Paulding County community, including government, business, faith-based groups, civic and community organizations. For example, the PCSD and the Paulding Family Connection, an organization committed to identifying and addressing the most critical needs of children and families in our community, have worked together for the past 25 years to meet the needs of students and families in our community. The PCSD is the fiscal agent for this organization. PCSD has worked with the Paulding Family Connection to plan and implement a Birth-Graduation Literacy plan, as part of the larger Family Connection Strategic Plan, which integrates the work funded through the L4GA 2017 grant. The district recognizes these partnerships as both viable and sustainable in our efforts to improve not only literacy outcomes in our feeder pattern schools but also the social and emotional well-being of our students. Paulding County is a member of the “Get Georgia Reading” campaign and has the resources of our Family Connection collaborative supporting our community literacy effort. Other partners in the Family Connection Collaborative include representatives from the Georgia Department of Early Care and Learning (DECAL), the Department of Family and Children’s Services (DFCS), the Paulding County Health Department, CareLink of Northwest Georgia (a community-based clinic delivering healthcare, dental care and other resources to those in need in Paulding County), the Family Alliance and other partners who work with the PCSD to ensure that all of our students and their families receive the supports and services they need to thrive.

Another strong partner of the district is Chattahoochee Technical College. CTC, with a campus located in Paulding has long been a supporter of students in the PCSD through the Dual Enrollment program, the Paulding College and Career Academy and post-secondary and career awareness activities such as the High Demand Career Day for undecided seniors. The partnership through the L4GA2019 grant will allow the PCSD to support CTC students that are pursuing a career in the Early Child Education field by giving them professional learning opportunities alongside the early care centers that they may end up working in one day. This benefits the students, the centers, and the children that they will be instructing in the future.

A second P20 partner of the district is Kennesaw State University. KSU has a satellite campus located in Paulding County and many students that graduate from Paulding County Schools enroll here after graduation. KSU has a strong education program that feeds many teachers into our district. We will utilize this partnership to train pre-service KSU students alongside our staff with Literacy professional learning so that they will already be familiar with the Literacy By Design concepts while they are serving as student teachers in our classrooms and well before they are possibly hired by our district to work in their own classrooms.

The PCSD also has a long partnership with the Paulding County Library System. A PCSD employee has served on the Library Board for many years and joint events have been executed between the two organizations to promote summer literacy, Kindergarten readiness and resources that are available to students and parents.

The business community has been a strong supporter of the school district, with the Chamber of Commerce being one of our strongest partners. Their many members work with the district on initiatives including work-force development and food pantries/backpack programs for our economically disadvantaged students.

Population demographics of the community

Paulding County is currently considered one of the fastest-growing counties in the state. The county, which is comprised of three major ethnic groups: White (75.1%), African American (20.8%), and Hispanic (6.7%), has seen a tremendous 75% growth rate since 2000. In fact, the population has risen from 142,324 residents in 2010 to 164,044 in 2019. The Atlanta Regional Commission estimates there will be 260,000 residents of the county by 2040 (an 83% increase). With the current growth rate, we have faced a number of challenges.

Families who moved here during the housing boom of the 1990’s and early 2000’s, due to some of the most affordable housing in the Metropolitan Atlanta area, saw their jobs in the construction industry disappear with the economic downturn of the last several years. As a result, 72% of our working residents leave the county every day to commute approximately 37 minutes one way to their jobs in metro Atlanta and other areas, which poses significant challenges for school involvement for our students. Given that 26.1% of our population is under the age of 18 and 6.3% of those children are under the age of 5 (Census Bureau, 2016), it is reasonable to conclude that many of our youngest children are spending a considerable amount of time in the early learning centers in our community. However, only 43.5% of birth to five children in Paulding County attend any type of early learning program before they enter Kindergarten. This is a 10% decrease from just 2015. Many areas of our county do not have early care facilities available and there is no Pre-K program within the school district due to lack of space and funding.

As of 2018, the median household income for Paulding County is \$63,669. Per capita annual income for Paulding County is less than that of the state average at \$26,636. The median value of owner-occupied housing units in Paulding County has risen significantly in the last two year from \$130,000 to \$150,400, which means that it could be more difficult for families to find affordable housing.

Indicators tell us that risk factors for children in Paulding have been increasing over the last few years. The number of children living in single-parent homes is rising, from 23.2% in 2015 to 24.5% in 2017. There we also 15,533 children who were enrolled in Peachcare or Medicaid and one in five families (19.4%) with children had annual incomes of less than 150% of the Federal Poverty threshold and 12.7% of our children were living in poverty (KidsCount, 2017).

Climate Ratings for each school involved in the proposed partnership and PBIS implementation

Of the 15 schools that will be involved in the Paulding L4GA2 initiative, all but three received a 4 or 5 Climate Star rating during the 2018-2019 school year (as seen in the chart below). PBIS was successfully implemented in all PCSD schools as of the 2019-2020 school year.

Feeder Pattern #1	Climate Star Rating	PBIS	Feeder Pattern #2	Climate Star Rating	PBIS	Feeder Pattern #3	Climate Star Rating	PBIS
Paulding Co. High	3	Yes	East Paulding High	3	Yes	North Paulding High	4	Yes
Jones Middle	4	Yes	East Paulding Middle	5	Yes	McClure Middle	4	Yes
Northside Elementary	4	Yes	Moses Middle	4	Yes	Burnt Hickory Elementary	4	Yes
Poole Elementary	4	Yes	Roberts Elementary	5	Yes	Shelton Elementary	4	Yes
Allgood Elementary	3	Yes	Abney Elementary	4	Yes	Russom Elementary	4	Yes

Student Literacy/ELA Outcomes of the feeder system(s)

Both state-level and district-level data indicate literacy as a significant area of need in Paulding County elementary, middle, and high schools. For example, in 18-19, 34% of students in grades 3-10 scored at Basic or Below Basic on the RI, down from the 44% in the 16-17 school year. State-level data from Georgia Milestones Assessment (GMA), 52.36% of students in Paulding County fail to

meet grade-level literacy expectations. Of these students, almost none of them (< 4%) meet grade-level expectations in science, social studies, and mathematics. Moreover, according to longitudinal GMA data, 57% of our third-grade students are underprepared to meet the demands of fourth-grade literacy expectations. These data (i.e., GMA, RI) also reveal that literacy outcomes for economically disadvantaged (ED) students, students with disabilities (SWD), as well as students identified as English Learners (EL) in the PCSD differ significantly from that of their same-age peers in the county.

1. Low levels of meaningful engagement
2. Lack of literacy knowledge among school leadership
3. Lack of community consensus and engagement in the Literacy Work

Below are the literacy outcomes of students in all three feeder patterns. On average, more than 50% of our students in grades 3-8 are reading below grade-level [See Table I, III, & V]. Similar trends are noted for our K-2 students in these patterns. In fact, more than 30% of students at the grant schools did not receive a Lexile score by the end of the second grade [See Table II, IV, & VI]. This is an indication that they are not reading on grade level at the beginning of third grade and will be at serious risk of not attaining the basic literacy skills they need to reach the critical milestone of proficiency by the end of third grade. Another alarming statistic is that 50% of Kindergarten students in the grant schools during the 2019-2020 school year did not arrive with the basic skills needed for school success as measured by the GKIDS assessment [See Table VII]. As many of 80% of students were not ready at one of the schools that does not have an early care and education program located within a 15-mile radius. This indicates that a strong birth – five literacy component is needed to ready students not attending these programs before they enter Kindergarten.

Table I: Percentage of 3rd -8th grade students who scored below proficient on the GMA in FSY 2018-2019

PCHS Feeder	Grade-Level					
	3	4	5	6	7	8
Jones Middle				51	68	73
Northside Elementary	54	53	44			
Poole Elementary	67	49	57			
Allgood Elementary	66	56	59			

Table II: Students who did not receive a Lexile score by the end of second grade during the 2018-2019 school year

PCHS Feeder	Number		Percent
Northside Elementary	33		35%
Poole Elementary	28		35%
Allgood Elementary	34		25%

Table III: Percentage of 3rd -8th grade students who scored below proficient on the GMA in FSY 2018-2019

EPHS Feeder	Grade-Level					
	3	4	5	6	7	8
East Middle				42	55	53
Moses Middle				37	53	59
Roberts Elementary	55	43	50			
Abney Elementary	61	47	43			

Table IV: Number students who did not receive a Lexile score by the end of second grade during the 2018-2019 school year

EPHS Feeder	Number		Percent
Roberts Elementary	21		20%
Abney Elementary	46		23%

Table V: Percentage of 3rd -8th grade students who scored below proficient on the GMA in FSY 2018-2019

NPHS Feeder	Grade-Level					
	3	4	5	6	7	8
McClure Middle				33	42	47
Burnt Hickory Elementary	34	34	28			
Shelton Elementary	42	38	26			
Russom Elementary	37	37	38			

Table VI: Number students who did not receive a Lexile score by the end of second grade during the 2018-2019 school year

NPHS Feeder	Number	Percent
Burnt Hickory Elementary	26	16%
Shelton Elementary	76	35%
Russom Elementary	66	41%

Table VII: Percent of students who are not demonstrating Kindergarten readiness as measured by GKIDS assessment.

Elementary Schools	ELA	Math	Foundations of School Success
Allgood	64.1	64.8	66.2
Burnt Hickory	45.2	68.8	35
Roberts	51.1	79.3	39.1
Shelton	38.8	54.1	43.9
Poole	65.3	80.6	80.6
Northside	54.7	65.3	52.6
Russom	54.5	65.7	43.4
Abney	50.2	67.2	42.3

Plans for Engaging Partners:

It is the intent of PCSD to leverage partnerships by using our current data (i.e., GMA, HMH Reading Inventory, survey data, focus group data, etc.) to inform our community partners (listed above) of the current state of students’ academic performance in our district.

We intend to meet at least once a quarter with our direct community partners (as listed in Partnership table) to review data, discuss progress of the implementation of the initiative and make any changes that are warranted. The L4GA B-5 Coordinator, that will be hired as a part of this grant, will also be in direct contact with each **early childhood education partners** on a regular basis to collect data, share information and coordinate activities. Our ELA Coordinators will coordinate with our **P-20 and RESA partners** to plan, coordinate, and implement professional learning opportunities.

August will be declared Literacy Awareness month in Paulding County. We will hold an annual meeting for the Paulding Chapter of Get Georgia Reading, to coincide with the August Family Connection meeting, where we will discuss results with our larger group of **community coalition partners**. This will allow us the opportunity to communicate what activities have taken place, what results we have seen, and to receive feedback on changes that we could make to increase our results moving forward. The Paulding Family Connection collaborative will also provide monthly updates to members and ongoing inclusion/invitations to participate in community events in a wide range of organizations including private sector, nonprofit, government and faith-based organizations. All 33 of our schools will also be planning Family Literacy events that will include parents and many community partners to bring awareness to the importance of reading with children.

Key People Involved in the Grant

PCSD is prepared to leverage the full support of district personnel to support the L4GA grant. Key people involved in the grant are:

Name	Title	Grant Responsibilities
Dr. Brian Otott	Superintendent	Oversee and support grant activities
Dr. Susan Browning	Assistant Superintendent	Oversee and support grant activities, including: <ul style="list-style-type: none"> • Communicating with school and district leaders about expectations and progress • Ensuring compliance with all grant and district policies and procedures
Dr. Jason Gregaydis	Executive Director of Curriculum and School Improvement	Responsibilities include supervision of grant managers (K-5 and 6-8 ELA Coordinators) and assisting with: <ul style="list-style-type: none"> • Approving budget and orders • Working with the Curriculum team to ensure alignment of content • Oversee grant Professional Learning and School Improvement activities of L4GA grant
Kimberly Freedman	K-5 English Language Arts Coordinator	Responsibilities include day to day management of grant activities including: <ul style="list-style-type: none"> • Scheduling training • Managing the budget • Placing and receiving orders • Coaching teachers • Liaison with school administration and literacy teams
Lindsay Hodges	6-12 English Language Arts Coordinator	Responsibilities include day to day management of grant activities including: <ul style="list-style-type: none"> • Scheduling training • Managing the budget • Placing and receiving orders • Coaching teachers • Liaison with school administration and literacy teams
Jana Stegall	Grant Administrator	Work with grant managers (K-5 and 6-8 ELA Coordinators) to ensure that all grant requirements are met, including reporting and evaluation
TBD – position will be secured through funds of the grant if funded	Literacy Intervention Coach	Work with ELA Coordinators to ensure the implementation of programs for intervention in elementary, middle and high.
TBD – position will be secured through administrative funds of grant if funded	L4GA B-5 and Community Coordinator	Support family and community engagement of literacy, including: <ul style="list-style-type: none"> • Conduct community engagement activities with support of community partners • Facilitate meetings and trainings with B-5 and Post-Secondary partners • Assist with parent training on reading support of children • Assist schools with family engagement activities • District coordinator with Get Georgia Reading and Family Connections
Julie Ragsdale	Executive Director of Technology	Coordinate technology (hardware, software, networking) planning, installation, deployment and maintenance
Tiffany Frachiseur	Executive Director of Elementary Schools	Oversee L4GA Literacy by Design activities at the elementary school level
Gary Plunkett	Executive Director of Middle Schools	Oversee L4GA Literacy by Design activities at the middle school level
Dr. Garrick Askew	Executive Director of High Schools	Oversee L4GA Literacy by Design activities at the high school level
Amy Penn	Executive Director of Student Services	Oversee L4GA Literacy by Design activities for students with disabilities
Teresa Benefield	Director of Title I	Supervise Title I Interventionist and Title I Parent Engagement Coordinator to ensure coaching teachers, professional learning, and school improvement is aligned with L4GA Literacy by Design
Trina Williams	District Title I Interventionist – Reading	Support professional learning and implementation of L4GA Literacy by Design in Title I schools
Kimberly Williams	Title I Family Engagement Coordinator	Support family and community engagement of literacy in Title 1 schools
Steve Barnette	Chief Financial Officer	Fiscally oversee grant

Abi Dye	Senior Grants Accountant	Work with K-5 and 6-12 ELA Coordinators to ensure that all grant requirements are met including expenditure reporting and accounting procedures
Ashley Anderson	Director of Curriculum Services	Coordinate ELL within the Literacy by Design initiative
Jenna Barton	Instructional Technology Coordinator	Support the use of instructional technology within the Literacy by Design initiative
Laura Freeman	Math Curriculum Coordinator	Coordinate Math area within the Literacy by Design initiative
Tammy Brown	Science Curriculum Coordinator	Coordinate Science area within the Literacy by Design initiative
Debbie Kelly	Social Studies Curriculum Coordinator	Coordinate Social Studies area within the Literacy by Design initiatives
Marores Perry	CTAE Director	Coordinate CTAE area within the Literacy by Design initiative
Cassandra Dobbs	Director of Diversity, Equity, and Inclusion	Oversee and coordinate student engagement initiatives

Community partners will be a vital piece of the success of Paulding Literacy by Design. The following will be key leaders in the implementation process:

Name	Title	Grant Responsibilities
Karen Faircloth	Northwest Georgia RESA	Serve as a partner to PCSD to provide professional learning to teachers
Dr. Nepocha Cone	Kennesaw State University	Serve as partners with PCSD to provide professional learning to teachers in teacher preparation programs
Misty Cusack	Chattahoochee Technical College	Serve as partners with PCSD to provide professional learning to early childhood teachers in certification programs
Michele Craig	Coordinator, Paulding Family Connection	Coordinate community support to families and co-organize Get Georgia Reading activities
Jasmyn Adwaters	Literacy Coach, YMCA Pre-K Academy	Coordinate early care within Literacy by Design
Amy Mollenkamp	Paulding County Public Library System	Get Georgia Reading Campaign partner; support the Literacy by Design initiative
Melanie Robinson	Paulding Health Department	Support the Literacy by Design initiative with family training
	WellStar Pediatric Emergency Center	Support the Literacy by Design initiative with family training
Larri Wolf	Family Alliance of Paulding	Support the Literacy by Design initiative with family training
Virginia Goldstein	Babies Can't Wait	Support the Literacy by Design initiative with family training

As implementation begins, other partnership may be identified that will be important to the success of the project. These partners are in addition to current partners with prior grant feeder patterns. We will continually seek additional partners to ensure the success of our students.

Ensuring Services in B-5

The Paulding County School District knows that between birth to age 5, a child learns at a speed unmatched by the rest of their life; and, a child's school career starts long before they enter a classroom for the first time. In Paulding County in 2017, 56.5% of our enrolled kindergarten students had not experienced any formalized Pre-K program. Therefore, we are committed to ensuring services in B-5. To this end, we have been established as a Get Georgia Reading community. The Paulding Family Connections and the Paulding Library System have committed to be our Get Georgia Reading coordinators. In addition, we are developing partnerships with several community agencies, including the Paulding Health Department, Wellstar Pediatric Emergency Center, Babies Can't Wait, and Family Alliance to assist with the critical element of parental involvement in high-quality care and education of babies, toddlers, and preschoolers.

To ensure services in B-5 and community engagement, a position will be contracted through grant funds for the term of the grant which will be support of early childhood literacy and family and community engagement of literacy. This individual will:

- Conduct community engagement activities with support of community partners
- Facilitate meetings and trainings with B-5 and Post-Secondary partners
- Assist with parent training on reading support of children
- Assist schools with family engagement activities
- District coordinator with Get Georgia Reading and Family Connections

During the term of the grant, the contracted coordinator will work with Family Connections Board and local community agencies to adopt the roles and responsibilities of the coordinator by the end of the grant term

Grant function as part of District Strategic Plan and Comprehensive Needs Assessment

The L4GA grant will function in alignment with the district strategic plan. We are currently operating under the 2017-2022 District Strategic Plan. This plan was initiated in the Fall of 2016, when PCSD began work with Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) to facilitate a strategic planning process identifying initiatives, resources, and accountability. GSBA and GLISI guided the district to identify key stakeholders to participate in the process. These stakeholders included representative district and school administrators; teachers from elementary, middle, and high; parents; board

members; business and civic leaders; higher education faculty; local government staff; PTA members; parents; and students. This group met over the course of a year to analyze data and conduct root cause analysis; identify performance goals, measures, and initiatives; and set forth a Theory of Action to drive the improvement process. The result was a 5-year strategic plan that identified key areas of work and a strong process for refining and updating the strategic plan. The strategic plan has four strategic goal areas, the first which is student success for all with a district-wide initiative of high levels of literacy in every classroom.

The PCSD Strategic Plan has driven the district's work with the annual Comprehensive Needs Assessment. A large cross-section of district and school leaders, along with parents, students and community representatives, engaged in the CNA process to determine critical needs, identify improvement strategies, and develop an action plan to address the areas of overarching needs. The PCSD CNA included the following overarching needs:

- Students lack literacy and language development in Math and Science in grades 3-8 on Georgia Milestones which impacts their performance in high school and post-secondary
- Students lack literacy readiness skills in ELA grades K-5 which impacted our middle school CCRPI scores in ELA, especially in our EL, ED & SWD subgroups
- Building level leaders and school staff lack capacity to effectively use data to increase literacy and language skills in ELA and Social Studies for grades K-12

PCSD's plan for L4GA is in direct alignment with all strategic plans as well as the CNA. With or without the L4GA grant, district stakeholders are committed to improving literacy outcomes for our students. A shared consensus and a sense of urgency centers around the critical work of literacy. If awarded, L4GA funding will accelerate the critical work that has already been identified and has already begun in prior granted feeder patterns. By providing the financial resources, technical support, professional learning, and community engagement, L4GA will allow us to continue this critical work within additional feeder patterns to improve our overall students' literacy proficiency.

Handling of financial aspects of the grant

The Paulding County School District establishes and maintains internal controls to ensure compliance with laws and regulations. The Business Plus accounting system provides separate accounting for each federal program which allows easy access for the Senior Accountant and Grant Manager. To ensure appropriate segregation of duties, expenditures are authorized by the Grant Manager and processed through the system by the accounting department. Cash drawdowns are performed by the Senior Accountant and cash reconciliations are performed by the Accounts Payable department. Grant funds that are used for personnel are monitored separately through Payroll while the Grant Manager can review the list of employees funded under the grant.

Dedicated staff members at the district office with the responsibility of grant administration

The K-5 and 6-12 ELA Coordinators will be subject area experts to manage the L4GA grant. These individuals will be responsible for:

- Scheduling training
- Managing the budget
- Placing and receiving orders
- Coaching teachers
- Liaison with school administration and literacy teams

The district currently has a full-time Grant Administrator and a full-time Grant Accountant. The two positions are responsible for coordinating all district-awarded grants. The Grant Administrator will be responsible for making sure that all L4GA grant requirements are met including budget, reporting, and evaluation. The Grant Accountant will be responsible for all financial aspects of the L4GA grant award. The Grant Administrator and the Grant Accountant will meet quarterly.

To ensure services in B-5 and community engagement, a position will be contracted through grant funds for the term of the grant which will be responsible support of early childhood literacy and family and community engagement of literacy. This individual will be responsible for:

- Conduct community engagement activities with support of community partners
- Facilitate meetings and trainings with B-5 and Post-Secondary partners
- Assist with parent training on reading support of children
- Assist schools with family engagement activities
- District coordinator with Get Georgia Reading and Family Connections

Ability of the LEA to adequately administer the funding

The Paulding County School District has received several grant awards comparable to what is anticipated being awarded through the L4GA grant to implement the literacy plan for PCSD. During the last fiscal year alone, several grants were received including:

GRANT SOURCE	AMOUNT
SPECIAL ED FLOW-THROUGH	\$4,648,356
TITLE I-A	\$3,627,086
TITLE II-A	\$ 606,425
TITLE IV-A	\$ 266,273
GOSA ACCELERATOR PILOT GRANT	\$ 49,440
CS4GA GRANT	\$ 24,962

These Federal grants have an enormous amount of reporting and documentation requirements that must be completed to stay in compliance. ***PCSD has remained in compliance with all requirements of each grant.***

The Paulding County School District was also a recipient of the 2017 L4GA grant and was awarded \$4,502,990 to implement Literacy activities in 18 schools through 2 feeder patterns. ***This specific grant was recently audited by the GaDOE, and there were no findings from that audit.***

Financial and programmatic audit findings over the past three years

Each year the school district is audited by the Georgia Department of Audits and Accounts. If any noncompliance is noted, the district develops a plan for prompt action to be taken to resolve the noncompliance. The audit contacts for the school district are the Chief Financial Officer and the Controller. ***The Paulding County School District has had no financial or programmatic audit findings for the past three years.***

Discuss controls for spending

The K-5 and 6-12 ELA Coordinator will be responsible for coordinating all purchases associated with the Paulding Literacy by Design initiative. The Executive Director of Curriculum and School Improvement will approve purchases after verifying that requests align with grant guidelines and district purchasing procedures.

The Paulding County School District establishes and maintains internal controls to ensure compliance with laws and regulations. The Business Plus accounting system provides separate accounting for each grant program which allows easy access for the Senior Accountant and Grant Manager. To ensure appropriate segregation of duties, expenditures are authorized by the Grant Manager and processed through the system by the accounting department. Cash drawdowns are performed by the Senior Accountant, and cash reconciliations are performed by the Accounts Payable department.

PCSD Board Policy DJED Formal Bids and Quotations governs purchasing in such a way as to provide the best quality goods and services in the most economical manner to the district. This policy outlines procedures for formal bids, competitive negotiations or requests for proposals, informal quotes, emergencies purchases, sole/single source purchases, and purchases without competitive processes.

Paulding Literacy by Design Projected Expenditures

Goal Area 1: Literacy for All - Improve literacy outcomes for all students to ensure all students meet grade-level literacy expectations.

Rationale: Across all grade levels, 50% of Paulding students demonstrate basic/below basic grade level proficiency on the GMA.

Budget Item	Sustainability Plan
Bookworms Texts	After initial grant investment, any needed replacement texts will be purchased through local funds and QBE funds
Classroom Libraries	See above
Novel Sets	See above
Instructional Materials Cost	See above
Writing Instructional Materials	See above
Costs for Reading and Writing Consultant/Trainer	District will use PL funds and other allowable funds such as Title I, II, IV to secure training expertise as needed
Substitute Teacher Costs	No costs after grant period
Literacy Conference Costs	No costs after grant period

Goal Area 2: Content & Disciplinary Literacy - Improve student performance in content-specific area through the use of evidence-based approaches that benefit discipline literacy.

Rationale: Students who are not reading on grade level (as measured by GMA Lexile) are extremely likely to demonstrate below grade level performance in all other content & disciplinary literacy on GMA and End of Pathway assessments.

Budget Item	Sustainability Plan
Classroom Libraries of Non-Fiction Texts for Content Classes	After initial grant investment, any needed replacement texts will be purchased through local funds and QBE funds
Digital Reading Material	After initial grant investment, some content will not require future funding. For content accessed through continued subscriptions, district instructional materials funds will be used
Costs for Curriculum Work	As is currently the case, district PL funds will be used to pay stipends to teachers for summer “Curriculum Review” work to revise, refine, and develop new resources to be shared across district
Purchase of Rigorous Standards-Based Assessment Items	After initial grant investment, some content will not require future funding. For content accessed through continued subscriptions, district instructional materials funds will be used
Georgia Center For Assessment Writing Assesslets	After initial grant investment, Assesslets will be budgeted from district instructional materials funds
Costs for Consultant/Trainer	District will use PL funds and other allowable funds such as Title I, II, IV to secure training expertise as needed
Costs for Substitute Teachers	No costs after grant period
Model Schools Conference Costs	No costs after grant period

Goal Area 3: Multi-Tiered Systems of Support - Provide a systematic, tiered interventions to support the literacy needs of students who fail to meet grade-level literacy expectations despite comprehensive, high-quality Tier 1 instruction.

Rationale: Limited literacy and disciplinary Literacy rates are most pronounced in our subgroup populations: Students with Disabilities, Economically Disadvantaged, and English Learners.

Budget Item	Sustainability Plan
Purchase of IRead for Grades K-2 with Training/Coaching Included	No costs for licenses beyond initial grant investment. For maintenance, district already pays a flat annual fee for current HMH programs including RI and MI subscriptions, so no new costs incurred. PL for new staff will be funded through district PL funds and/or with district staff.
Technology Hardware for IRead	After initial grant investment, computers and other devices or hardware will fall into our district’s five year refresh cycle. Funds such as ERate, SPLOST, and general fund are used to purchase replacement equipment for the refresh cycle
Purchase of Read 180 for Grades 4-12 with Training/Coaching Included	No costs for licenses beyond initial grant investment. For maintenance, district already pays a flat annual fee for current HMH programs including RI and MI subscriptions, so no new costs incurred. PL for new staff will be funded through district PL funds and/or with district staff.
Technology Hardware for Read 180	After initial grant investment, computers and other devices or hardware will fall into our district’s five year refresh cycle. Funds such as ERate, SPLOST, and general fund are used to purchase replacement equipment for the refresh cycle

Purchase of System 44 for Grades 3-12 with Training/Coaching Included	No costs for licenses beyond initial grant investment. For maintenance, district already pays a flat annual fee for current HMH programs including RI and MI subscriptions, so no new costs incurred. PL for new staff will be funded through district PL funds and/or with district staff.
Technology Hardware for System 44	After initial grant investment, computers and other devices or hardware will fall into our district's five year refresh cycle. Funds such as ERate, SPLOST, and general fund are used to purchase replacement equipment for the refresh cycle
Purchase of Goalbook Toolkit for Special Education Grades K-12 with Training/Coaching Included	After initial grant investment, Title VI Special Education funds will support the maintenance of implementation.
Purchase of Sonday System for Special Education Grades 6-8 with Training/Coaching Included	After initial grant investment, Title VI Special Education funds will support the maintenance of implementation.
Purchase of Sonday System for Special Education Grades K-5 with Training/Coaching Included	After initial grant investment, Title VI Special Education funds will support the maintenance of implementation.
Substitute Teacher Costs	No costs after grant period
Costs for Consultant/Trainer	District will use PL funds and other allowable funds such as Title I, II, IV to secure training expertise as needed

Goal Area 4: Student Engagement - Develop student-centered, literacy-focused classrooms and schools in which both reading and writing occur at high-levels and in which students develop self-efficacy in their literacy learning.

Rationale: Through stakeholder group input, surveys, and analysis of attendance and discipline, student engagement has been identified as a barrier to Literacy achievement. Perhaps the most discouraging and alarming data comes from our students who often cite feelings of disconnect from adults in their schools, lack of relevance of school work to life outside school, and lack of clarity about how their daily actions shape their learning.

Budget Item	Sustainability Plan
Training and Implementation Costs for Capturing Kids Hearts	After initial grant investment, staff training that becomes necessary due to attrition or turnover will be provided through PL funds
Costs for Supplementing and Enhancing PBIS Initiatives	As is currently the case, District will incur cost of training and technical support. Schools will utilize local funds to provide incentives and enhancements
Costs for Consultant/Trainer	District will use PL funds and other allowable funds such as Title I, II, IV to secure training expertise as needed
Substitute Teacher Costs	No costs after grant period
Materials Cost	No costs after grant period

Goal Area 5: Literacy Leadership - Develop school and district leaders who understand how to: a) identify and support evidence-based practices in literacy, b) coach and support teachers in developing their literacy practices, c) scale and sustain school-wide curriculum, and d) lead change efforts.

Rationale: Leaders at all levels of our District cite instructional leadership and Literacy leadership as key areas for growth and development.

Budget Item	Sustainability Plan
Literacy Leadership Contract Costs for Administrators Training and Coaching	After initial grant funding, training for future administrators will be provided through in-house staff who have participated in grant work
Travel and Registration Costs for Attendance at Conferences	No costs after grant period
Travel Costs for Visits to Other Schools	No costs after grant period
Costs for Consultant/Trainer	District will use PL funds and other allowable funds such as Title I, II, IV to secure training expertise as needed

Goal Area 6: Community Engagement - Improve and sustain our working relationships with community partners, including those who directly impact students in B-5, in efforts to continuously improve students' educational experiences and ultimately, improve the social and economic capital of our community.

Rationale: While our community has indicated broad support for school and various Literacy initiatives, efforts are random and disconnected.

Budget Item	Sustainability Plan
Consultant/Training Cost for Preschool Teachers	After initial grant investment, staff training that becomes necessary due to attrition or turnover will be provided through preschool funding and/or in-house staff training

Substitute Teacher Costs	No costs after grant period
Classroom Libraries	After initial grant investment, any needed replacement texts will be purchased through preschool funding
Instructional Materials	No costs after grant period
Family Learning Materials	No costs after grant period
Cost of Family Learning Sessions	No costs after grant period
Cost for Printing and Marketing Programs and Supports	No costs after grant period
Literacy Outreach Materials for B-5 Community Partners	No costs after grant period
Cost for Training and Initial Implementation of PBIS	After initial grant investment, preschools will utilize local funds to provide incentives and enhancements
Cost for Preschool Conference Attendance	No costs after grant period
Travel Costs to/from P20 and RESA Partners	No costs after grant period
Contracted B-5/Community Outreach Coordinator	After initial grant investment to coordinate all community agencies working toward one common goal, Paulding Family Connections will take over the coordinating role.

District In-Kind Contribution

Goal Area 1: Literacy for All	<ul style="list-style-type: none"> • Reading Inventory already in implementation to measure Lexiles • Personnel for coaching and modeling with teachers (district and school leaders including principal, assistant principals, evaluation and assessment coordinators, Title I instructional lead teachers, Title I reading specialist, and school and district teachers on assignment) • Media center and classroom reading resources • Classroom technology • Staff
Goal Area 2: Content & Disciplinary Literacy	<ul style="list-style-type: none"> • Existing curriculum maps, units, and assessments that have been developed and vetted through district • Canvas Learning Management System • Sharepoint • Achieve3000 at Middle and High Schools • Existing novel sets • Content instructional resources including textbooks, digital platforms, and other instructional resources • Staff
Goal Area 3: Multi-Tiered Systems of Support	<ul style="list-style-type: none"> • Classroom technology • Mobile technology • Technology infrastructure including Networking and Robust Wifi Coverage in Classrooms • Staff
Goal Area 4: Student Engagement	<ul style="list-style-type: none"> • PBIS Training and Implementation • SWSS Utilization • Reading Inventory for Goal Setting • Staff
Goal Area 5: Literacy Leadership	<ul style="list-style-type: none"> • Staff • LETRS Training for Elementary Principals • ICLE Coaching Support for Leaders
Goal Area 6: Community Engagement	<ul style="list-style-type: none"> • Title I Family Engagement Specialist • Title I Reading Specialist • Staff • Communications Staff and Platforms including Social Media Network • District Staff for PBIS Training and Implementation Support • District Director of Diversity and Engagement • District Coordinator of Prevention/Intervention

Paulding Literacy by Design Budget & Scope of Work Projection

There are several categories of expenses that will be required to implement the Literacy By Design initiative within the 15 schools included in our grant activities. The tables indicate the anticipated approximate percentage of total allocation that will be expended for each goal area. Within each goal area, line items (listed in left column) will be budgeted when the exact amount of grant allocation is determined. The “Year” columns display the estimated timelines for degree of implementation lift (based on a 100-point scale) that will be needed for each year. The Importance is what each item will accomplish in each goal area.

Goal 1: Literacy for All - 20%

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Importance
Bookworms Texts	75	12.5	12.5			To provide books used for the implementation of Tier 1 Elementary Curriculum
Classroom Libraries	25	50	25			To provide books for independent reading
Novel Sets	25	50	25			To provide books used in the curriculum development for Tier 1 Middle and High School Curriculum
Costs for Curriculum Work for ELA Tier 1	50	25	25			To create a Tier 1 Curriculum for Middle and High Schools
Instructional Materials	20	20	20	20	20	To provide resources for teachers to implement literacy rich activities focused on the science of reading in their classroom
Writing Instructional Materials	20	20	20	20	20	To provide writing instructional resources for teachers to compliment evidence-based writing instruction
Costs for Reading and Writing Consultant/Trainer	50	20	10	10	10	To hire consultants to provide evidence-based professional learning on the science of reading and writing and to support the writing of 6-12 Tier 1 curriculum units
Substitute Teacher Cost	50	20	10	10	10	To provide substitute coverage for teachers to attend literacy training and to work on the development of Tier 1 curriculum
Literacy Conference Cost	20	20	20	20	20	To provide teachers and leaders with the opportunity to attend literacy conferences about the latest reading research

Goal 2: Content & Disciplinary Literacy - 10%

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Importance
Classroom Libraries for Non-Fiction Texts for Content Classes	20	40	20	10	10	To supplement the content taught in science, social studies, and CTAE courses with nonfiction texts
Digital Reading Materials	20	20	20	20	20	To provide eBooks for students to access quality literary and informational texts on their own devices
Costs for Literacy Curriculum Work for Science, Social Studies, and CTAE Teachers	75	25				To hire consultant to work with content area teachers to implement literacy strategies in their unit design
Georgia Center for Assessment Writing Assesslets	20	20	20	20	20	To implement formative writing assessments to guide writing instruction
Costs for Consultant/Training	50	20	10	10	10	To train content area teachers on the importance of implementing literacy strategies using the Secondary Literacy Template
Costs for Substitute Teachers	50	20	10	10	10	To provide substitute coverage for teachers to attend literacy training to implement the Secondary Literacy Template into the content area
Model Schools Conference Costs	20	20	20	20	20	To provide teachers and leaders with the opportunity to attend literacy conferences about the latest reading research

Goal 3: Multi-Tiered Systems of Support -40%

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Importance
Purchase of iRead for Grades K-2 with Training/Coaching Included	100					To provide K-2 students with foundational reading skills practice
Technology Hardware for iRead	100					Students will need computers to access iRead program.
Purchase of Read 180 for Grades 4-12 with Training/Coaching Included	100					To provide 4-12 students struggling with fluency and comprehension with focused support targeting their needs
Technology Hardware for Read 180	100					Students will need computers to access R180 program
Purchase of System 44 for Grades 3-12 with Training/Coaching Included	100					To provide 3-12 students struggling with foundational reading skills with focused support targeting their needs

Technology Hardware for System 44	100					Students will need computers to access S44 program
Purchase of Souday System	100					To provide special education students access to Orton Gillingham reading program
Substitute Teacher Costs	20	20	20	20	20	To allow teachers to participate in professional learning opportunities during their normal work hours
Costs for Consultant/Trainer	50	20	10	10	10	To provide professional learning on effective implementation of interventions
Intervention Support Coach	20	20	20	20	20	Work with ELA Coordinators to ensure the implementation of programs for intervention in elementary, middle and high.

Goal 4: Student Engagement - 10%

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Importance
Training and Implementation of Capturing Kids Hearts	60	20	20			To provide teachers with training on Capturing Kids Hearts – SEL program
Training on Every Pupil Response & Cognitive Engagement Techniques	60	20	20			To provide training on student engagement strategies and techniques
Costs for Consultant/Trainer on Practices that Support the Whole Child	60	20	20			To hire a consultant to provide professional development on meeting the needs of the whole child
Substitute Teacher Costs	20	20	20	20	20	To allow teachers to participate in professional learning opportunities during their normal work hours

Goal 5: Literacy Leadership - 10%

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Importance
Travel and Registration Cost for Attendance at Literacy Conferences	20	20	20	20	20	To provide teachers and leaders with the opportunity to attend literacy conferences about the latest reading research
Costs for Consultant/Trainer	60	20	20			To provide our leaders with knowledge about evidence-based practices in literacy
Travel Costs for Visits to Other Schools	20	20	20	20	20	To provide our leaders with the opportunity to observe literacy leadership practices in other schools around the state

Goal 6: Community Engagement - 10%

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Importance
Consultant/Training Cost for Preschool Teachers	50	20	10	10	10	To provide quality professional learning experiences to increase staff knowledge in evidence-based literacy practices
Substitute Teacher Costs/Stipends	50	20	10	10	10	To allow staff to participate in professional learning and to provide for staff time to administer assessments
Classroom Libraries	50	50				To provide books and materials for staff to use with students and for parents to check out to use at home
Family Learning Materials	75	25				To provide materials to parents to use at home with their child to increase literacy skills
Professional Learning for Community Partners	50	20	10	10	10	To provide literacy instruction to parents with children birth to five to increase likelihood of Kindergarten readiness
Costs of Family Learning Sessions	50	20	10	10	10	To provide literacy resources to families
Cost for Printing and Marketing Programs and Supports	50	20	10	10	10	To provide literacy materials for families in the community
Literacy Outreach materials for B-5 Community Partners	50	20	10	10	10	To provide Community partners with books and literacy instruction information to give parents to use at home with their child
Cost for Preschool Conference Attendance	20	20	20	20	20	To provide training for early care staff to increase effectiveness of early literacy in their programs.
Travel Costs to/from P20 and RESA	20	20	20	20	20	To provide collaboration with P20 and RESA partners to plan literacy efforts
Contracted B-5/Community Outreach Coordinator	33.3	33.3	33.3			Support family and community engagement of literacy - Paulding Family Connections will pick up after implementation has been facilitated

Paulding County School District – L4GA Literacy by Design Bibliography

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140 Bethel Church Rd. – Hiram, Georgia 30141
770-443-8003 ext. 20211 – Fax: 770-443-8089
Email: mcraig2@paulding.k12.ga.us
Website: www.paulding.gaifcp.org

Michele Craig, Coordinator

January 30, 2020

To Whom This May Concern,

Paulding Family Connection brings together community leaders, members of the business community, faith based organizations, non-profits and families to work together to address two strategies 1) *improved family stability* and 2) *school success*. The PFC strategies focus on the family climate to promote safe, stable, and healthy environments. We know that early learning, student readiness and graduation rates are impacted by the family structure and strive to make supports available to all Paulding county students and families.

Paulding Family Connection has committed to partner with the Paulding County School District in the L4GA Literacy by Design initiative. We strive to see our children thrive and succeed with community partnerships such as this.

As an active partner in this initiative PFC will commit to working together with the Paulding County School District to continue providing communication, awareness, and support with the Get Georgia Reading Campaign with all segments of the Paulding County community.

Sincerely,

A handwritten signature in blue ink that reads 'Michele Craig'. The signature is written in a cursive, flowing style.

Michele Craig, Coordinator
Paulding Family Connection





January 17, 2020

To Whom It May Concern,

On behalf of Northwest Georgia RESA, I would like to express our support for and commitment to Paulding County School District (PCSD) as they submit their proposal for the Literacy for Learning, Leading, and Living in Georgia (L4) grant. We share PCSD's commitment to quality literacy and language experiences for Georgia children as well as a commitment to the Get Georgia Reading Campaign pillar of teacher preparation and effectiveness. We at Northwest Georgia RESA (NWGA RESA) are fully committed to partnering with and supporting our member districts in efforts to reduce the barriers even for our youngest of learners and the communities in which they reside.

NWGA RESA works alongside local, state, and national agencies to stay informed of critical issues facing our families and children in crisis. We have the flexibility to be highly responsive and leverage our services to equip our districts as we all work to develop unique, strategic, and innovative solutions to complex problems. We regularly offer supports for our schools and districts such as the K-12 Reading Endorsement credential, Rigor Redefined courses in Reading, Writing, and Content Literacy, specific workshops in areas such as Dyslexia, assistance with planning parent/community events, and Literacy Leadership training through our Northwest Principals Center and specialty seminars.

We are excited to "add a new layer" to our existing partnership with Paulding County School District to help create conditions for every child in Georgia to become a proficient reader by the end of third grade.

Sincerely,

A handwritten signature in black ink that reads "Karen F. Faircloth". The signature is written in a cursive style with a large, prominent "K" and "F".

Karen F. Faircloth
Director of School Improvement and Professional Learning
Northwest Georgia RESA



January 27, 2020

To Whom It May Concern:

Chattahoochee Technical College (CTC) and the Paulding County School District have a long history of working well together for the betterment of the county. We look forward to collaborating in their proposal for the Literacy for Learning, Leading and Living in Georgia (L4GA) grant. Please consider this letter official notification of our commitment.

We anticipate our Early Childhood Care and Education students could benefit from literacy trainings offered in our community. Such trainings will be a welcome addition to our curriculum. Tamika Brundidge, lead faculty member, and Missy Cusack, Vice President of Student Affairs, will be the CTC contacts.

Professional learning opportunities for our students through this grant will be very valuable. We look forward to working together to accomplish great things in Paulding with the Paulding County School District. We are happy to be part of this process.

Sincerely,

A handwritten signature in black ink that reads "Missy Cusack". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Missy Cusack
VP of Student Affairs

Paulding Campus

400 Nathan Dean Boulevard | Dallas, Georgia 30132
p: 770.443.3600 | f: 770.443.3613

www.ChattahoocheeTech.edu

Appalachian | Austell | Canton | Marietta | Mountain View | North Metro | Paulding | Woodstock

A Unit of the Technical College System of Georgia

"Passport to the World"
Paulding County Library Services
240 Constitution Blvd.
Dallas, GA 30132

Amy Mollenkamp,
Dallas Public Library, Branch Manager
amollenkamp@wgrls.org

January 23, 2020

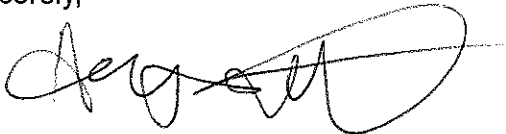
To Whom It May Concern,

On behalf of the Paulding County Library System, I would like to express our support for and commitment to the proposed Literacy for Learning, Leading and Living in Georgia (L4) grant. We recognize the significant and long-term consequences for all Georgians when students are not reading on grade-level by the end of third grade. Our Paulding County Libraries are fully committed to enhancing the quality of life by helping to reduce the education barriers by encouraging reading for young learners. We plan to be an involved partner in the Get Georgia Reading Campaign that the Paulding County School district and Paulding Family Connections have initiated for Paulding County.

We provide entertaining and educational programs in our libraries that appeal to early learners and inspire them to want to read. We play an important role in Paulding County quality of life by supporting and developing positive learning environments in our libraries helping to build a foundation for a lifetime of intellectual growth.

We are excited to become a partner with Paulding County School System in this grant.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amy Mollenkamp', written over a horizontal line.

Amy Mollenkamp
Dallas Public Library Manager and Children's Services Lead

Paulding County Health Department

451 Jimmy Campbell Parkway
Dallas, Georgia 30132
Phone 770-443-7881
Fax 770-443-7885



Northwest Georgia Public Health
Zachary Taylor, M.D., M.S.
Interim Director, Paulding County Board of Health
1309 Redmond Road, NW
Rome, Georgia 30165
www.nwgapublichealth.org

January 16, 2020

To Whom It May Concern:

I write on behalf of Paulding County Health Department and would like to express our support for and commitment to Paulding County School District as they submit their grant proposal for the Literacy for Learning, Leading, and Living in Georgia (L4) grant. We strongly support this grant application and are keenly aware of the significance and the long-term consequences for children birth to five years, who are unable to begin school with basic understanding and recognition of the alphabet. This is not just a school issue, it is also a community issue.

We are committed to working with other local collaborative agencies by looking at evidence-based interventions and finding ways to combat this issue. We wish to continue to build our relationships with our community partners especially the Paulding County School District to find creative ways to reach children birth to five years and their parents.

Sincerely,

Nicki Ivey

Nicki Ivey
Nurse Manager
Paulding County Health Department



Family Alliance of Paulding, Inc.

Mailing Address:

PO Box 1088
Hiram, GA 30141

Office Location:

1 Duncan Way
Dallas, Georgia

678-202-5777 office
678-202-5776 fax

Linda Verscharen

Executive Director
ext. 100

Larri Wolf

Program Director
ext. 101

Rachel Reimer

Program Assistant
ext. 103

Amanda Watkins

Youth Coordinator
ext. 103

Divisions

**Welcome Home
Center for Supervised
Family-time**

Drug Free Paulding



December 7, 2020

To Whom It May Concern,

On behalf of the Family Alliance of Paulding, Inc. I would like to express our support for and commitment to the proposed Literacy for Learning, Leading and Living in Georgia 2019 (L4) grant. We recognize the significant and long-term consequences for all Georgians when students are not reading on grade-level by the end of third grade. Reaching out to parents and children from birth to age five in order to better prepare children prior to entering school is paramount to success. With 60% of Paulding County students not attending pre-K prior to kindergarten, this population is sorely behind in basic skills necessary for school, not only reading readiness, but basic language development, socialization, and the ability to behave in a classroom setting.

The Family Alliance of Paulding, Inc. works with low income/ low education populations and sees the ravages to family success when parents lack the ability to successfully read. The majority of the families we serve are led by parents who did not complete high school. It is imperative that we come together as a community to meet the literacy needs of our children early in their development and instill a culture that strives for high school graduation.

We will work alongside the Paulding County School System as an executive partner of the Paulding Family Connection and other collaborative service agencies to stay informed of critical issues facing our families and children in crisis. We will leverage our services, especially evidence-based parenting education courses and parenting coaching services, to enable and equip parents with the skills and tools necessary for reading success for our children.

We are excited to become a partner with the Paulding County School System and other Paulding County children and family serving agencies to "create the conditions for every child in Georgia to become a proficient reader by the end of third grade."

Sincerely,

A handwritten signature in black ink that reads "Larri Wolf". The signature is fluid and cursive, with a large loop at the end of the last name.

Larri Wolf
Program Director

January 14, 2020


To Whom it May Concern,

Babies Can't Wait is Georgia's early intervention program that offers a variety of coordinated services for infants and toddlers with special needs, from birth to three years-of-age and their families. Early identification and screening of children with developmental delays and chronic health conditions are provided for families in the community. Support for the family members and caregivers is provided to enhance children's learning and development through everyday learning opportunities

Babies Can't Wait District 1-1, Paulding team, has committed to partner with the Paulding County school district in the L4GA, Literacy Design Initiative.

As an active partner in this initiative, Babies Can't Wait will commit to working together with the Paulding County school district become a Get Georgia Reading Campaign Community sharing the framework for action with all segments of the Paulding County community.

Sincerely,



Virginia Goldstein, L.C.S.W.

Service Coordinator

Early Intervention Specialist

Babies Can't Wait

Application: Paulding County Allgood Elementary

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Allgood Elementary
System ID	710
School ID	0299

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

68

Number of Paraprofessionals or Teaching Assistants in School

16

Principal or Director

Name	Donna Oldham
Position	Principal
Email	doldham@paulding.k12.ga.us
Phone	770-443-8070

L4GA 2019 School Contact

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

Name	Jenette Allen
Position	EAC
Email	jrallen@paulding.k12.ga.us
Phone	770-443-8070

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

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

[Paulding County - Allgood Elementary Literacy Plan - 8](#)

Filename: Paulding_County_-_Allgood_Elementary__0JTbpGi.pdf Size: 219.1 kB

Application: Paulding County Poole Elementary

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Poole Elementary
System ID	710
School ID	0104

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

41

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Paul Chaffee
Position	Principal
Email	pchaffee@paulding.k12.ga.us
Phone	770-505-5541

L4GA 2019 School Contact

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

Name	Katie Meeks
Position	EAC
Email	kmeeks@paulding.k12.ga.us
Phone	770-505-5541

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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- How evidence-based practices and activities will be selected

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

[Paulding County - Poole Elementary School Literacy Plan - 8](#)

Filename: Paulding_County_-_Poole_Elementary_Sch_Ve7hLJy.pdf Size: 220.8 kB

Application: Paulding County Abney Elementary

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	W C Abney Elementary
System ID	710
School ID	3052

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

87

Number of Paraprofessionals or Teaching Assistants in School

17

Principal or Director

Name	Scott Brock
Position	Principal
Email	rbrock@paulding.k12.ga.us
Phone	770-443-2756

L4GA 2019 School Contact

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

Name	Jodie Henson
Position	EAC
Email	jhenson@paulding.k12.ga.us
Phone	770-443-2756

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

[Paulding County - Abney Elementary Literacy Plan - 8](#)

Filename: Paulding_County_-_Abney_Elementary_Lit_UdhJatg.pdf Size: 218.5 kB

Application: Paulding County Roberts Elementary

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Roberts Elementary
System ID	710
School ID	0199

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

48

Number of Paraprofessionals or Teaching Assistants in School

11

Principal or Director

Name	Paul Wilder
Position	Principal
Email	pwilder@paulding.k12.ga.us
Phone	770-443-8060

L4GA 2019 School Contact

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

Name	Esther Jones
Position	EAC
Email	ejones@paulding.k12.ga.us
Phone	770-443-8060

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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- How evidence-based practices and activities will be selected

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

[Paulding County - Roberts Elementary School Literacy Plan - 8](#)

Filename: Paulding_County_-_Roberts_Elementary_S_4P3oEGR.pdf **Size:** 215.8 kB

Application: Paulding County Moses Middle

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Moses Middle School
System ID	710
School ID	0201

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

52

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Scott Viness
Position	Principal
Email	sviness@paulding.k12.ga.us
Phone	770-443-8727

L4GA 2019 School Contact

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

Name	Karen Kirby
Position	EAC
Email	kkirby@paulding.k12.ga.us
Phone	770-443-8727

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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- How evidence-based practices and activities will be selected

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

[Paulding County - Moses Middle School Literacy Plan - 8](#)

Filename: Paulding_County_-_Moses_Middle_School_vSOIXH6.pdf Size: 154.1 kB

Application: Paulding County Russom Elementary

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Russom Elementary
System ID	710
School ID	0204

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

60

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Libby Bell
Position	Principal
Email	lcbell@paulding.k12.ga.us
Phone	678-574-3480

L4GA 2019 School Contact

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

Name	Gwyneth Posey
Position	EAC
Email	gposey@paulding.k12.ga.us
Phone	678-574-3480

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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- How evidence-based practices and activities will be selected

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

[Paulding County - Russom Elementary School Literacy Play - 8](#)

Filename: Paulding_County_-_Russom_Elementary_Sc_biVk9H7.pdf Size: 217.9 kB

Application: Paulding County Burnt Hickory Elementary

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Burnt Hickory Elementary
System ID	710
School ID	0110

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

71

Number of Paraprofessionals or Teaching Assistants in School

18

Principal or Director

Name	Joy Viness
Position	Principal
Email	jviness@paulding.k12.ga.us
Phone	678-363-0970

L4GA 2019 School Contact

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

Name	Sarah Burger
Position	EAC
Email	sburger@paulding.k12.ga.us
Phone	678-363-0970

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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- How to monitor the implementation and effectiveness of services

[Paulding County - Burnt Hickory Elementary Literacy Plan - 8](#)

Filename: Paulding_County_-_Burnt_Hickory_Elemen_CLdLTp4.pdf **Size:** 218.9 kB

Application: Paulding County McClure Middle

Jana Stegall - JStegall@paulding.k12.ga.us
 L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	McClure Middle School
System ID	710
School ID	0108

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

78

Number of Paraprofessionals or Teaching Assistants in School

5

Principal or Director

Name	Jaynath Hayes
Position	Principal
Email	ihayes@paulding.k12.ga.us
Phone	770-505-3700

L4GA 2019 School Contact

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

Name	Teresa Bowles
Position	EAC
Email	tbowles@paulding.k12.ga.us
Phone	770-505-3700

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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[Paulding County - McClure Middle School Literacy Plan - 8](#)

Filename: Paulding_County_-_McClure_Middle_Schoo_b91rcAY.pdf Size: 154.2 kB

Application: Paulding County North Paulding High School

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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B5 Project/School Information

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

System Name	Paulding County
School or Center Name	North Paulding High School
System ID	710
School ID	0109

Non-traditional Grade Configuration

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

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

No

Level

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

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

High (9-12)

Number of Certified Teachers in School

142

Number of Paraprofessionals or Teaching Assistants in School

11

Principal or Director

Name	Gabriel Carmona
Position	Principal
Email	gcarmona
Phone	770-443-9400

L4GA 2019 School Contact

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

Name	Tracy Sellars
Position	EAC
Email	tsellers@paulding.k12.ga.us
Phone	770-443-9400

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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- How to identify students for literacy intervention or other support services
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[Paulding County - North Paulding High School Literacy Plan - 8](#)

Filename: Paulding_County_-_North_Paulding_High_emsOXUm.pdf Size: 158.2 kB

Application: Paulding County Paulding County High School

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Paulding County High School
System ID	710
School ID	2552

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

116

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Craig Wilcox
Position	Principal
Email	cwilcox@paulding.k12.ga.us
Phone	770-443-8008

L4GA 2019 School Contact

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

Name	Heather Dejohn-Mathis
Position	EAC
Email	hdejohnmathis@paulding.k12.ga.us
Phone	770-443-8008

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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- How to identify students for literacy intervention or other support services
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[Paulding County - Paulding County High School Literacy Plan - 8](#)

Filename: Paulding_County_-_Paulding_County_High_6qiPTtV.pdf Size: 164.1 kB

Application: Paulding County Shelton Elementary

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Shelton Elementary
System ID	710
School ID	0194

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

82

Number of Paraprofessionals or Teaching Assistants in School

5

Principal or Director

Name	Jeff Robinson
Position	Principal
Email	jkrobinson@paulding.k12.ga.us
Phone	770-443-4244

L4GA 2019 School Contact

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

Name	Lydia Kolb
Position	EAC
Email	lkolb@paulding.k12.ga.us
Phone	770-443-4244

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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[Paulding County - Shelton Elementary School Literacy Plan - 8](#)

Filename: Paulding_County_-_Shelton_Elementary_S_dikJIZu.pdf Size: 219.1 kB

Application: Paulding County Northside Elementary

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Northside Elementary School
System ID	710
School ID	0294

Non-traditional Grade Configuration

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

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

No

Level

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

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

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

45

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Susan Woodham
Position	Principal
Email	swoodham@paulding.k12.ga.us
Phone	770-443-7008

L4GA 2019 School Contact

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

Name	Lori Morgan
Position	EAC
Email	lwmorgan@paulding.k12.ga.us
Phone	770-443-7008

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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- How to monitor the implementation and effectiveness of services

[Paulding County - Northside Elementary School Literacy Plan - 8](#)

Filename: Paulding_County_-_Northside_Elementary_iKhq0dm.pdf **Size:** 232.2 kB

Application: Paulding County East Paulding Middle

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	East Paulding Middle School
System ID	710
School ID	0394

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

66

Number of Paraprofessionals or Teaching Assistants in School

8

Principal or Director

Name	Tom Alverson
Position	Principal
Email	talverson@paulding.k12.ga.us
Phone	770-443-7000

L4GA 2019 School Contact

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

Name	Kimberly Burford
Position	EAC
Email	kburford@paulding.k12.ga.us
Phone	770-443-7000

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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- How to monitor the implementation and effectiveness of services

[Paulding County - East Paulding Middle School Literacy Plan - 8](#)

Filename: Paulding_County_-_East_Paulding_Middle_V0UA1jW.pdf Size: 156.3 kB

Application: Paulding County Herschel Jones Middle School

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	Herschel Jones Middle School
System ID	710
School ID	2352

Non-traditional Grade Configuration

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

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

No

Level

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

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

Middle (6-8)

Number of Certified Teachers in School

56

Number of Paraprofessionals or Teaching Assistants in School

8

Principal or Director

Name	Tammy Skelton
Position	Principal
Email	tskelton@paulding.k12.ga.us
Phone	770-443-8024

L4GA 2019 School Contact

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

Name	Tiffany Canty
Position	EAC
Email	tcanty@paulding.k12.ga.us
Phone	770-443-8024

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

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

[Paulding County - Jones Middle School Literacy Plan - 8](#)

Filename: Paulding_County_-_Jones_Middle_School_9neoBMI.pdf **Size:** 155.6 kB

Application: Paulding County East Paulding High School

Jana Stegall - JStegall@paulding.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Paulding County
School or Center Name	East Paulding High School
System ID	710
School ID	0292

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

117

Number of Paraprofessionals or Teaching Assistants in School

12

Principal or Director

Name	Ronnetta Simpson
Position	Principal
Email	rbsimpson@paulding.k12.ga.us
Phone	770-445-5100

L4GA 2019 School Contact

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

Name	Irina Keith
Position	EAC
Email	ikeith@paulding.k12.ga.us
Phone	770-445-5100

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

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

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

15 points

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

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

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

Paulding County - East Paulding High School Literacy Plan - 8

Filename: Paulding_County_-_East_Paulding_High_S_yAMLCg0.pdf **Size:** 160.8 kB

School Name: Shelton Elementary

Brief School Narrative:

Since its opening in 1993, Floyd L. Shelton Elementary School at Crossroads has been known for its commitment to high academic standards and for consistently helping students succeed. Serving the northeastern area of Paulding County, Shelton currently has an enrollment of 1,250 students.. Demographically, our student body is 64% White, 19% Black, 9% Hispanic, 5% Multiracial, and 3% Asian. Approximately 9% of our current students are served through our Gifted and Talented program, while 14% are Students with Disabilities who receive various supports through different models. Our school’s MTSS/RTI program has been recognized by both our district and at the state level for its effectiveness in providing tiered support to students.. Overall, 17% of our students are considered economically disadvantaged..

Our mission to Nurture, Guide, and Challenge all learners leads to a commitment to provide enrichment and remediation to students as needed through rigorous and meaningful learning experiences. Our commitment to consistent school improvement goals driven by performance data and to nurturing our teachers’ professional growth. Teachers in K-2 have been trained in the Bookworms Literacy Framework. Continuing to grow teachers in all areas of literacy will further our students’ success in reading and writing.

School initiatives which have contributed to student success and teacher growth in literacy instruction include:

- Bookworms Literacy Components in K-1
- Differentiated Instruction (DI) Block in Reading in K-2
- Reading Inventory administration four times per year
- DIBELS assessment in K-2
- Early Intervention Program Innovative Model
- Professional Learning Community collaboration – grade levels and schoolwide vertical
- LETRS Training
- Reading Endorsement for teacher in all grade levels
- Brag Tags for Student Reading Incentives as part of PBIS
- Funding for Training in Rigor Redefined in Writing at NWGA RESA (2019-2020)

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

Shelton	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Grade	35	45	42	6	11	10	27	40	41
4th Grade	48	33	38	20	17	21	37	34	35
5th Grade	42	41	27	6	8	6	20	28	19

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Jeffrey Robinson	Principal
Lydia Kolb	Evaluation and Assessment Coordinator
Myers Moreland	Assistant Principal
Gina Zuganelis	Assistant Principal
Megan Gentry	Kindergarten Representative
Alecia Pence	1 st Grade Representative
Allison Morgan, Shannon McEntyre	2 nd Grade Representative
Jeremy Cole	3 rd Grade Representative
Melissa Maycumber, Michelle Williams	4 th Grade Representative
Risa McCowan	5 th Grade Representative
Keri Nall	Special Education Teacher
Jennifer Bennett	Media Specialist
Dr. Arvin Johnson	Community Representative
Cari Klewein	Parent Representative
Melissa Kollenberg	Early Intervention Program Teacher

Community Literacy Activities:

- Literacy- Based In-House Field Trips/Presenters
- Rotary Club Dictionary Presentations
- WatchDOGS Guest Readers in Classrooms
- NPHS Students Read to Classes on Read Across America Day
- Kindergarten Transition Plan – Kindergarten Roundup takes place each march for enrolling Kindergarten students. Information about these dates is shared with local daycare centers. Kindergarten teachers and paraprofessionals assist during registration and administer brief screenings to enrolling students.

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 1st-5th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Students in Kindergarten, 1st and 2nd grade take HMH's Foundational Reading Assessment (FRA) which measures the fluency and accuracy of foundational reading skills. Students must first demonstrate proficiency on the FRA prior to taking the Reading Inventory Assessment that produces a Lexile measure.

All kindergarten students are given the FRA three times a year (December, March, and May) in the Paulding County School District. If they demonstrate proficiency on the FRA, they also are given the opportunity to take the Reading Inventory Assessment that produces a Lexile measure.

DIBELS Next

DIBELS Next has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in Kindergarten through 5th grade in our school. We plan to kick off a schoolwide training for all general education teachers, special education teachers and early intervention program teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed on 2nd-5th graders every three weeks beginning in September with 1st grade beginning in January. The progress monitoring data will be analyzed with the grade level professional learning community every three weeks.

Informal Decoding Inventory

The Informal Decoding Inventory will be given to all first grade students, and to all students in 2nd-5th grade who score below the DIBELS Oral Reading Fluency August benchmark goal to determine if students have phonics gaps. This inventory includes six phonics subtests that progress in difficulty using real words and nonsense words. The first five address single-syllable decoding, while the last addresses multisyllabic decoding given only to students in 3rd-5th grade.

Assesslets

All students in grades 3-5 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

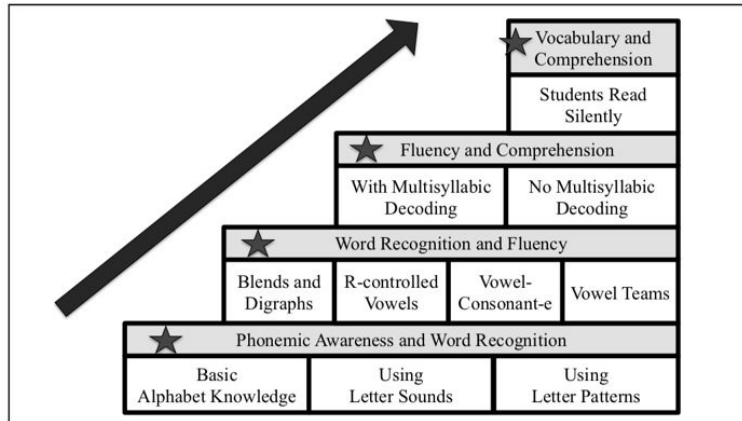
All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer's Simple View of Reading and Scarborough's Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students' literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Bookworms – Comprehensive core reading program for K-5, an Open Educational Resource

- Implementation requires three 45-minute segments, which can be scheduled in any order
 - *Interactive Read-Aloud, Grammar, and Writing Instruction* – The daily read aloud, which takes about 15 minutes, is highly interactive, involving frequent pauses to prompt inferential thinking and briefly model comprehension strategies in context. The next 15 minutes involve grammar instruction based on sentence composing, rather than descriptive grammar. The last 15 minutes are reserved for a response to writing, and the read-aloud lesson plans extend through about half of each nine weeks, with the remaining 45-minute segments reserved for genre-based writing instruction utilizing books read during Bookworms as mentor texts.
 - *Shared Reading* – At all grade levels, this segment involves eyes-on text and word study – in kindergarten, through the use of dialogic reading, phonological awareness through nursery rhymes and poems and print concepts, and in grades 1-5, through a word study component followed by two readings of a grade-level text.
 - *Differentiated Reading Instruction* – This is a multiple entry skills block in which easily gathered data guide teachers in the formation of small, temporary groups for targeted instruction. Ultimately, students progress up a carefully sequenced staircase of increasingly sophisticated skills (see figure below)



- Tier 2 Differentiated Instruction
 - **iRead** is a digital program designed to give children individualized experiences that will ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.
 - Students in K-2 will receive an extra dose of iRead in place of their written response during the Differentiated Instruction block
 - **READ 180®** is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students in 4th-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Tier 3 Differentiated Instruction
 - **Wilson Foundations** provides all students in K-3 classrooms with a systematic program in the foundational skills of reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling.
 - Students in K-2 will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students in 3rd-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention

- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student’s IEP goals and objectives.
 - Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student’s IEP goals and objectives.

Identification of Students for Interventions:

- Kindergarten – Second Grade
 - Students scoring Below Basic on the Foundational Reading Assessment, and/or Well Below Benchmark on DIBELS Next subtests are candidates for an extra dose of iRead
 - If students continue to show little progress on their identified need, students will become candidates for Foundations
- Third Grade
 - Students scoring a Lexile of 400L and below will be given HMH’s Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Fourth – Fifth Grade
 - Students scoring a Lexile of 400L and below will be given HMH’s Phonics Inventory
 - Students who receive a fluency score of 16 or below on HMH’s Phonics Inventory are candidates for System 44
 - Students who fall in the Below Basic or Basic Lexile band and higher than 400L on the Reading Inventory or students less than 400L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students’ literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every 3 weeks – School administrators and teachers will review and analyze the latest DIBELS progress monitoring data, end-of-cycle assessments, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district’s ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory and Foundational Reading Assessment through a visual representation in the school’s PLC room.

School Name: Herschel Jones Middle School

Brief School Narrative:

Herschel Jones Middle School is located in the heart of downtown Dallas in Paulding County, GA. HJMS is one of the oldest facilities in the district and is a cornerstone in Paulding County's educational history. The building we are in was established in 1901 as Dallas High School. It later became Paulding County Junior High, when Paulding County High was opened in 1969, and was renamed Herschel Jones Middle School in 1986. We have 50 classroom teachers and a host of paraprofessionals, counselors, front office staff, and administrators who provide quality instruction and care to 834 students daily. Jones Middle is comprised of a diverse population: 38.2% Black, 11.7% Hispanic, 41.2% White, and 7.5% Multi-racial. Additional subgroup data includes 60% economically disadvantaged, 4.9% English Language Learners, and 20.5% students with disabilities.

As indicated below, a large percentage of our students do not meet the expected achievement performance or Lexile levels on the ELA Milestones. These numbers reflect the effects of an array of contributing factors including frequent transfers, transiency, lack of resources to meet individual learning needs, and deficient basic skills instruction. Although we have seen some improvement, inconsistency looms and there remains a need for additional interventions and resources to combat our concerns.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

HJMS	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
6th Grade	70	63	52	44	40	34	63	52	48
7th Grade	79	73	69	35	36	25	44	45	45
8th Grade	63	83	73	16	27	26	38	47	41

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school's literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Tammy Skelton	Principal
Tiffany Canty	Evaluation and Assessment Coordinator
Brooke Murphy	ELA Department Chair
Alexis Jacobson	Content Area Teacher
Jason Yohe	Special Education Teacher
Sundi Cowser	Media Specialist
Joyce Davies	Community Representative
Kristin Bodnar	Parent Representative
Elisabeth Eaves	Other; 6 th ELA
Deidre Claffy	Other; 6 th Science

Community Literacy Activities:

- Annual Family Literacy Night
- STEM Night (activities incorporate disciplinary literacy)
- Social Studies Night (activities incorporate disciplinary literacy)
- Transition Plan - During April of each year, our school counselors collaborate with our feeder elementary schools to plan 5th grade tours to those students who will attend 6th grade at Jones. Students meet administrators and to familiarize themselves with the layout of the building on their student-guided tour. We also host a rising 6th grade parent night when upcoming students and their parents are addressed by administration and counselors about the 6th grade experience. Students receive summer reading campaign information and parents have a chance to ask any questions to ease their concerns about the 5th to 6th transition. Finally, we have our 6th grade Open House. Parents and students have another opportunity to visit before

school begins. Students receive their schedules and we provide a rotation schedule that allows them to visit each classroom and meet each teacher.

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 6th-8th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

DIBELS 8th Edition

DIBELS 8th Edition has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in our school. We plan to kick off a schoolwide training for all general education teachers and special education teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed each month beginning in September. The progress monitoring data will be analyzed with the grade level professional learning community each month.

Assesslets

All students in grades 6-8 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer's Simple View of Reading and Scarborough's Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students' literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Data-based Adolescent Reading Strategies – ELA classrooms will utilize DIBELS data and Reading Inventory Lexile data to determine which strategy will work best to allow students to have access to grade level text.
 - *PALS* - Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph “shrinking” (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage).
 - *Reciprocal Teaching* - Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.
 - *Collaborative Reasoning* - Students read a text that raises an unresolved issue with multiple and competing points of view. Students are expected to take positions on a big question, support the positions with reasons and evidence, carefully listen, evaluate, and respond to one another's arguments, and challenge one another when they disagree.
 - *Paired Reading* - Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read.

- Expeditionary Learning (EL Education) – An open education resource that provides high-quality, grade level texts that are the central focus of lessons and are accompanied by quality tasks aligned to the standards of reading, writing, speaking, listening, and language in service to grow literacy skills. Materials build knowledge through integrated reading, writing, speaking, listening, and language.
- Content Area Literacy Strategies
 - Content Area Teachers will promote and support a menu of content-area reading strategies across the curricula to ensure that all students, ultimately, deconstruct and construct meaning from complex, discipline-specific (i.e., history, science, social studies, etc.) texts.
 - Content area teachers will increase the amount of explicit instruction in research-based strategies for monitoring comprehension, activating prior knowledge, inferring, responding to questions, and summarizing.
 - Teachers of all content areas will use specific instructional strategies that lead to greater learning of essential content knowledge and increase the amount of quality discussion of reading content through setting and maintaining high standards for text level, increasing vocabulary, and deepening student responses.
 - Content area teachers will increase writing activities that will support reading proficiency. Because literacy outcomes are improved when writing activities are connected to reading across the curriculum, teachers will intentionally plan opportunities for students to respond to texts in writing, write summaries of texts, and answer written responses about a text.
- Tier 2 Differentiated Instruction
 - **READ 180**[®] is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students will participate in this intervention during a separate needs-based intervention block
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
 - **ACHIEVE3000** meets students one-on-one at their individual reading levels, while at the same time targeting grade-level state standards. Every lesson includes an article delivered at one of 12 Lexile levels in English and 8 in Spanish.
- Tier 3 Differentiated Instruction
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students will participate in this intervention during a separate needs-based intervention block
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.
 - Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- System 44 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Read 180 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory
 - Students who fall in the Below Basic or Basic Lexile band and higher than 600L on the Reading Inventory or students less than 600L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180
- ACHIEVE3000 Candidate
 - Students scoring within 200 Lexile points to the grade level Lexile midpoint

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students' literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every month – Teachers will review the latest DIBELS progress monitoring data and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district's ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory through a visual representation in the school's PLC room.

School Name: Allgood Elementary

Brief School Narrative:

Allgood Elementary is centrally located in Paulding County, GA. With an annual average of 920 students and 98 staff members, AES remains the largest Title 1 elementary school in the district. The staff is PBIS trained and fully implements Capturing Kids Hearts strategies. The staff is dedicated to supporting a positive student climate as a means for increasing student engagement and improving student achievement.

Allgood is a dynamic school that serves a diverse population. The largest three subgroups are economically disadvantaged (65.6%), students with disabilities (13.1%) and English language learners (5.4%). The school’s predominate racial and ethnic subgroups include black- 35.6%, Hispanic- 10.8%, multi-racial- 6.6%, and white- 45.9%. In addition to being diverse, the student population remains transient. Approximately 13% of the population will enroll and/or withdraw during each school year.

Since 2012, student achievement data consistently shows an upward trend. The percentage of students scoring below basic (level 1) on Georgia Milestones Reading/ELA and Math subtest consistently decreases. However, the percentage of students reaching proficient (level 3) and advanced (level 4) remains stagnant. Likewise, the students’ consistent below grade level Lexile scores hinder their achievement on all other sections.

In response to the need for more effective literacy interventions and consistent Tier 1 instruction, the staff implemented the differentiated instruction block, interactive read aloud, and shared reading strategies from the Bookworms Reading Program. While these initiatives have strengthened the literacy program, more intense interventions are still needed to move students from performing at the basic level (level 2) to demonstrating proficiency (level 3-4) and achieving on-grade level Lexile levels.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient:

Allgood	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Grade	62	61	66	16	22	22	42	52	59
4th Grade	49	56	56	31	31	32	46	51	49
5th Grade	66	56	59	19	22	18	41	42	40

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Donna Oldham	Principal
Jenette Allen	Evaluation and Assessment Coordinator
Tara Miller-Bristow	Kindergarten Representative
Jenny Bell	1 st Grade Representative
Nicole Folsom	2 nd Grade Representative
Charlene Gaddis	3 rd Grade Representative
Stacey King	4 th Grade Representative
Kimberly Chapman	5 th Grade Representative
Brandi Belknap	Special Education Teacher
Alisha Daniell	Media Specialist
TBD	Community Representative
TBD	Parent Representative
Michelle Hamilton	Title 1 Instructional Lead Teacher (if applicable)
Renea Gordon	Other - EIP Representative
Shontel Jones	Other- ESEP Representative

Community Literacy Activities:

- Annual Family Literacy Night
- Kindergarten Transition Plan: To support students transitioning from home and private daycares to public school as kindergarteners, Allgood participates in two annual initiatives. First, through our Title 1 program, we create welcome packets and

information guides that are distributed at local Georgia and private pre-k centers and daycares. Among these documents is an invitation to the district's Kindergarten Round Up held each March.

Next, as an extension to the district event, our teachers host an evening event for rising kindergarteners and their families. Families are given information about meal programs, after school care options, busing, and annual school events. Parents can ask questions about the typical school day and any school procedures. Additionally, families participate in a scavenger hunt that familiarizes students and their families with our school. They visit the café, media center, our Stem, Art, and Music rooms, and of course, the gym!

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 1st-5th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Students in 1st and 2nd grade take HMH's Foundational Reading Assessment (FRA) which measures the fluency and accuracy of foundational reading skills. Students must first demonstrate proficiency on the FRA prior to taking the Reading Inventory Assessment that produces a Lexile measure.

All kindergarten students are given the FRA three times a year (December, March, and May) in the Paulding County School District. If they demonstrate proficiency on the FRA, they also are given the opportunity to take the Reading Inventory Assessment that produces a Lexile measure.

DIBELS Next

DIBELS Next has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in kindergarten through 5th grade in our school. We plan to kick off a schoolwide training for all general education teachers, special education teachers and early intervention program teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed on 2nd-5th graders every three weeks beginning in September with 1st grade beginning in January. The progress monitoring data will be analyzed with the grade level professional learning community every three weeks.

Informal Decoding Inventory

The Informal Decoding Inventory will be given to all first grade students, and to all students in 2nd-5th grade who score below the DIBELS Oral Reading Fluency August benchmark goal to determine if students have phonics gaps. This inventory includes six phonics subtests that progress in difficulty using real words and nonsense words. The first five address single-syllable decoding, while the last addresses multisyllabic decoding given only to students in 3rd-5th grade.

Assesslets

All students in grades 3-5 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

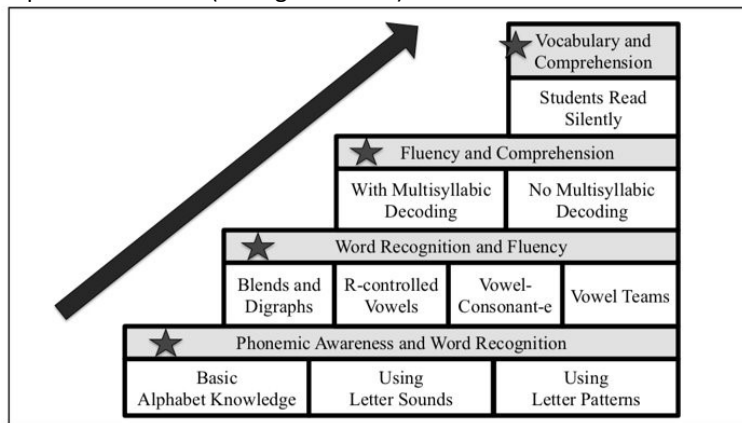
All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer's Simple View of Reading and Scarborough's Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students' literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Bookworms – Comprehensive core reading program for K-5, an Open Educational Resource
 - Implementation requires three 45-minute segments, which can be scheduled in any order

- *Interactive Read-Aloud, Grammar, and Writing Instruction* – The daily read aloud, which takes about 15 minutes, is highly interactive, involving frequent pauses to prompt inferential thinking and briefly model comprehension strategies in context. The next 15 minutes involve grammar instruction based on sentence composing, rather than descriptive grammar. The last 15 minutes are reserved for a response to writing, and the read-aloud lesson plans extend through about half of each nine weeks, with the remaining 45-minute segments reserved for genre-based writing instruction utilizing books read during Bookworms as mentor texts.
- *Shared Reading* – At all grade levels, this segment involves eyes-on text and word study – in kindergarten, through the use of dialogic reading, phonological awareness through nursery rhymes and poems and print concepts, and in grades 1-5, through a word study component followed by two readings of a grade-level text.
- *Differentiated Reading Instruction* – This is a multiple entry skills block in which easily gathered data guide teachers in the formation of small, temporary groups for targeted instruction. Ultimately, student’s progress up a carefully sequenced staircase of increasingly sophisticated skills (see figure below)



- Tier 2 Differentiated Instruction
 - **iRead** is a digital program designed to give children individualized experiences that will ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.
 - Students in K-2 will receive an extra dose of iRead in place of their written response during the Differentiated Instruction block
 - **READ 180®** is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students in 4th-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Tier 3 Differentiated Instruction
 - **Wilson Foundations** provides all students in K-3 classrooms with a systematic program in the foundational skills of reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling.
 - Students in K-2 will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students in 3rd-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Special Education

- Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student’s IEP goals and objectives.
- Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student’s IEP goals and objectives.

Identification of Students for Interventions:

- Kindergarten – Second Grade
 - Students scoring Below Basic on the Foundational Reading Assessment, and/or Well Below Benchmark on DIBELS Next subtests are candidates for an extra dose of iRead
 - If students continue to show little progress on their identified need, students will become candidates for Foundations
- Third Grade
 - Students scoring a Lexile of 400L and below will be given HMH’s Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Fourth – Fifth Grade
 - Students scoring a Lexile of 400L and below will be given HMH’s Phonics Inventory
 - Students who receive a fluency score of 16 or below on HMH’s Phonics Inventory are candidates for System 44
 - Students who fall in the Below Basic or Basic Lexile band and higher than 400L on the Reading Inventory or students less than 400L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students’ literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every 3 weeks – School administrators and teachers will review and analyze the latest DIBELS progress monitoring data, end-of-cycle assessments, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district’s ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory and Foundational Reading Assessment through a visual representation in the school’s PLC room.

School Name: North Paulding High School

Brief School Narrative :

North Paulding High School is the largest high school in the Paulding County School District, with a current student enrollment of 2563. North Paulding, located in Dallas, Georgia, shares a campus with Sammy McClure Middle School and Burnt Hickory Elementary School. The home of the Wolfpack was built to accommodate substantial growth in the northeast region of the district. North Paulding opened its doors in 2007, with the first graduating class in 2011. Today, the demographic makeup includes 9.5% Hispanic, less than 1% American Indian or Alaska Native, 1.4 % Asian, 20% Black, approximately 4% Multi-racial, and 64.7 % White. Just over 19% of our students qualify for free or reduced-price lunch, and 11.5% are served as students with disabilities. North Paulding provides students with a positive, safe, and supportive learning environment, academically challenging instruction, athletics, and a variety of clubs and organizations to better prepare our students for college and career readiness.

Our current data profile indicates a need for uniform, high quality literacy practices and evidence-based interventions across the curricula in grade levels 9-12. Continuing to develop instructional strategies in literacy through professional learning and PLC collaboration will support our school improvement initiatives and goals. Pervasive and consistent implementation of activities in reading content, student discussion, and writing will help to deepen student learning and increase achievement with performance at or above the midpoint grade-level Lexile band and scoring at levels 3 and 4 on the Georgia Milestones Assessments.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

NPHS	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Ninth Lit.	51	59	44	10	22	13	38	46	35
American Lit.	39	52	46	14	18	14	25	36	27

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, Common Formative Assessments, Assesslets, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Gabe Carmona	Principal
Tracy Sellars	Evaluation and Assessment Coordinator
Amy Summers	ELA Department Chair
Chelsea Adamczyk	Content Area Teacher - ELA
Wesley Willis	Special Education Teacher
Megan Poehner	CTAE Teacher
Faye Wood	Media Specialist
Celia Teague	Community Representative
Brent Moxey	Parent Representative
Christopher Davies	Assistant Principal
Lorilyn Harrell	Assistant Principal
Brandy Long	Content Area Teacher – Social Studies
Sindy Colden	Content Area Teacher – World Language
May Davis	Content Area Teacher - Math
Shannon Watkins	Content Area Teacher - Science

Community Literacy Activities:

- Annual Family Literacy Night will include teachers sharing literacy strategies and a variety of hands-on resources that parents and students can use at home.
- NPHS Scholar Athletes Reading Program- High School athletes (ie- football players, basketball players, cheerleaders) model the important balance of being a good athlete and having strong literacy skills. NPHS collaborates with our feeder elementary school, Burnt Hickory Elementary, to read to younger students to help enhance the love and interest in reading.

- 8th – 9th Transition Plan - Guidance Counseling for Middle School Students and Registration, Rising 9th Grade Student-Parent Night.
 - Reality Fair to help the 8th grade students to get acquainted with the high school environment, CTAE pathways, teachers, and staff.
 - CTAE department created a video of CTAE classes in action and sent that video to each middle school that feeds into EPHS, so the students can make informed decisions about their elective selections.
 - Presentations at each feeder middle school on graduation requirements and what to expect when students begin high school.
 - Achievement data analysis of the upcoming freshmen to ensure their learning needs are met, and appropriate classes, such as Achieve3000, Reading Enrichment, communication, and Foundations of Algebra are provided to the students as needed.

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given three times a year (August, December, and April) in the Paulding County School District for 9th-11th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Common Formative Assessments

At Paulding County High School, we believe that each teacher in our building brings a unique skill and perspective to the table. Collective teacher efficacy is key to ensuring student success; therefore, all teachers and staff serve on PLCs within our school. During collaboration time, teachers discuss content and disciplinary literacy best practices to make instructional and assessment decisions.

Teachers collaboratively create unit Summative Assessment and pre/post-tests aligned to Georgia standards. Pre/Post tests are used to obtain and analyze prior student knowledge to effectively pace and inform instructional decisions. Within each unit, common formative assessments are to effectively monitor student progress.

From pretest data, differentiation can occur throughout the unit. Common Formative Assessments (CFAs) are given as a benchmark this allows teachers to gauge student understanding, reflect on effectiveness of teaching practice and to provide remediation or acceleration. This assessment analysis and plan cycle recirculates after every assessment. PLCs in all content areas meet once a week in order to reflect and plan next steps for instruction and assessment reflection.

Assesslets

All students in Ninth Grade Literature and American Literature will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given twice each year (once each semester in October and February). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer’s Simple View of Reading and Scarborough’s Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students’ literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Data-based Adolescent Reading Strategies – ELA classrooms will utilize Reading Inventory Lexile data to determine which strategy will work best to allow students to have access to grade level text.
 - *PALS* - Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph “shrinking” (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage).

- Students scoring a Lexile of 600L and below will be given HMH’s Phonics Inventory
- Students who receive a fluency score of 16 or below are candidates for System 44
- Read 180 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH’s Phonics Inventory
 - Students who fall in the Below Basic or Basic Lexile band and higher than 600L on the Reading Inventory or students less than 600L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180
- ACHIEVE3000 Candidate
 - Students scoring within 200 Lexile points to the grade level Lexile midpoint

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students’ literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every month – Teachers will review Common Formative Assessments, Assesslet data, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district’s ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory through a visual representation in the school’s PLC room.

School Name: Roberts Elementary

Brief School Narrative:

Roberts Elementary School, located near the middle of the county right on eastern border of Paulding County, first opened its doors in August of 1998 and continues to serve as a neighborhood school providing instruction to students in special needs pre-kindergarten through grade five. The total student enrollment for the 2019-2020 school year is currently 657. There are 32 homerooms consisting of 90 Kindergarten students, 93 first grade students, 112 second grade students, 106 third grade students, 114 fourth grade students, 122 fifth grade students, and 37 self-contained special education students. The school serves a broad range of demographics including 0.3% American Indian, 0.6% Asian, 15.62% Black, 16.22% Hispanic, 62.16% White, and 4.95% Mutli-ethnic. Out of the total population, Roberts has 15.16% SWD, 6.54% EL, and 44.89% economically disadvantaged who receive free and/or reduced lunch.

In addition to the Shared, Interactive, and Differentiated Instruction of the Bookworms reading program, Roberts is in search of additional high quality literacy practices and evidenced-based interventions to increase the percentage of students achieving at or above Mid-Point which directly correlates with their success rate in other subjects as well as in future grades.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

Roberts	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Grade	44	48	55	7	16	14	39	44	56
4th Grade	50	46	43	25	29	26	43	44	42
5th Grade	58	50	51	16	19	14	28	46	41

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Mr. Paul Wilder	Principal
Dr. Esther Jones	Evaluation and Assessment Coordinator
Amanda Whelan	Kindergarten Representative
Sandy Gookins	1 st Grade Representative
Hope Price	2 nd Grade Representative
Ann Hill	3 rd Grade Representative
Jordan Londrville	4 th Grade Representative
Cydney Turner	5 th Grade Representative
Misty Baxter	Special Education Teacher
Dee Tackett	Media Specialist

Community Literacy Activities:

- Annual Family Literacy Night
- Kindergarten Transition Plan – As part of Kindergarten registration, students are screened and assessed on letter and sound identity and understanding. This data assists with appropriate placement and literacy instruction based on students’ needs.
- Festival of the Arts-Community members and parents volunteer to present mini-sessions revolving around literacy, art, and music themes. All students participate and watch the Book Character parade by dressing up as their favorite character.

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 1st-5th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Students in 1st and 2nd grade take HMH’s Foundational Reading Assessment (FRA) which measures the fluency and accuracy of foundational reading skills. Students must first demonstrate proficiency on the FRA prior to taking the Reading Inventory Assessment that produces a Lexile measure.

All kindergarten students are given the FRA three times a year (December, March, and May) in the Paulding County School District. If they demonstrate proficiency on the FRA, they also are given the opportunity to take the Reading Inventory Assessment that produces a Lexile measure.

DIBELS Next

DIBELS Next has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in kindergarten through 5th grade in our school. We plan to kick off a schoolwide training for all general education teachers, special education teachers and early intervention program teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed on 2nd-5th graders every three weeks beginning in September with 1st grade beginning in January. The progress monitoring data will be analyzed with the grade level professional learning community every three weeks.

Informal Decoding Inventory

The Informal Decoding Inventory will be given to all first grade students, and to all students in 2nd-5th grade who score below the DIBELS Oral Reading Fluency August benchmark goal to determine if students have phonics gaps. This inventory includes six phonics subtests that progress in difficulty using real words and nonsense words. The first five address single-syllable decoding, while the last addresses multisyllabic decoding given only to students in 3rd-5th grade.

Assesslets

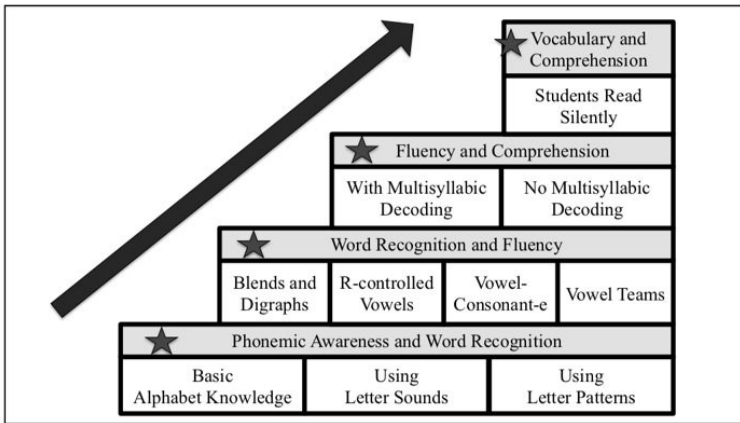
All students in grades 3-5 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

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Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer's Simple View of Reading and Scarborough's Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students' literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Bookworms – Comprehensive core reading program for K-5, an Open Educational Resource
 - Implementation requires three 45-minute segments, which can be scheduled in any order
 - *Interactive Read-Aloud, Grammar, and Writing Instruction* – The daily read aloud, which takes about 15 minutes, is highly interactive, involving frequent pauses to prompt inferential thinking and briefly model comprehension strategies in context. The next 15 minutes involve grammar instruction based on sentence composing, rather than descriptive grammar. The last 15 minutes are reserved for a response to writing, and the read-aloud lesson plans extend through about half of each nine weeks, with the remaining 45-minute segments reserved for genre-based writing instruction utilizing books read during Bookworms as mentor texts.
 - *Shared Reading* – At all grade levels, this segment involves eyes-on text and word study – in kindergarten, through the use of dialogic reading, phonological awareness through nursery rhymes and poems and print concepts, and in grades 1-5, through a word study component followed by two readings of a grade-level text.
 - *Differentiated Reading Instruction* – This is a multiple entry skills block in which easily gathered data guide teachers in the formation of small, temporary groups for targeted instruction. Ultimately, student's progress up a carefully sequenced staircase of increasingly sophisticated skills (see figure below)



- Tier 2 Differentiated Instruction
 - **iRead** is a digital program designed to give children individualized experiences that will ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.
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 - **READ 180®** is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students in 4th-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Tier 3 Differentiated Instruction
 - **Wilson Foundations** provides all students in K-3 classrooms with a systematic program in the foundational skills of reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling.
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 - Students in 3rd-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
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- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.
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Identification of Students for Interventions:

- Kindergarten – Second Grade
 - Students scoring Below Basic on the Foundational Reading Assessment, and/or Well Below Benchmark on DIBELS Next subtests are candidates for an extra dose of iRead
 - If students continue to show little progress on their identified need, students will become candidates for Foundations
- Third Grade
 - Students scoring a Lexile of 400L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Fourth – Fifth Grade

- Students scoring a Lexile of 400L and below will be given HMM’s Phonics Inventory
- Students who receive a fluency score of 16 or below on HMM’s Phonics Inventory are candidates for System 44
- Students who fall in the Below Basic or Basic Lexile band and higher than 400L on the Reading Inventory or students less than 400L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students’ literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every 3 weeks – School administrators and teachers will review and analyze the latest DIBELS progress monitoring data, end-of-cycle assessments, and new Reading Inventory data if available
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- HMM Coaching Support for Intervention Programs – HMM coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory and Foundational Reading Assessment through a visual representation in the school’s PLC room.

School Name: East Paulding Middle School

Brief School Narrative:

East Paulding Middle School is currently in its 29th year as a middle school in Paulding County and home to 917 students and 76 educators (66 certified and 10 classified). Over the 29 years of service to our school district, our student body has increasingly grown in diversity to include 11% Hispanic, 1% Asian, 21% African American, 5% Two or More Races, 61% Caucasian, 2 students of Native Hawaiian or Pacific Islander decent, and 1 student of American Indian or Alaskan Native decent. We are unique in that many of the individuals who walked the halls in the early 90's as students have returned to walk their own children through these very same halls as parents.

We are located on one of the major highways that travel through Paulding County, GA State Highway 92, and many of our county citizens pass by our school every day during their commute to and from their desired destinations. Most of our student body lives north of Charles Hardy Parkway in a variety of neighborhoods and free-standing homes that stretch along and between Highway 92 and GA State Highway 381. We currently serve 36% of our student body as economically disadvantaged/free and reduced lunch population, and our Special Education department works diligently to meet the needs and help support the 19.6% of our student population with disabilities and 2.1% English Language Learners. Our student attendance rate steadily meets the 95% mark each month which shows that our students and families value education. While the East Paulding Middle School community has seen an increase in families from diverse cultures and ethnicities, a steady rise in students who receive special education support, and a return to economic growth leading to an increase in student population, we are proud to continue to provide our community with consistent, high-level learning opportunities for the middle school students we serve.

However, as evidenced through the data below, increased support and resources to help students read at and above grade-level expectations must be pursued. While many of our teachers utilize research-based adolescent reading strategies to support students coming to us not reading on grade level, these strategies alone cannot close our current literacy gaps. Additional resources including: engaging and relevant texts; digital resources; access to technology; and teacher professional learning, coupled with continued and on-going support is needed to enhance the push and efforts already provided by our educators. It is our mission to see every student leave East Paulding Middle School reading on or above grade level to begin their high school education.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

EPMS	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
6th Grade	56	56	43	30	34	27	45	47	40
7th Grade	54	60	56	20	22	18	31	33	31
8th Grade	50	73	53	11	16	11	21	32	25

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school's literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Tom Alverson	Principal
Kim Burford	Evaluation and Assessment Coordinator
Amanda Baker	ELA Department Chair
Rebecca Williams	Content Area Teacher - Social Studies
Morgan Cochran	Content Area Teacher - Science
Shea Childers	ELA Special Education Teacher
Kara Bechtel	Media Specialist
Armida Montiel	Community Representative
Krysia Suttles	Parent Representative
Suzanne Simmons	Reading Connections Teacher

Community Literacy Activities:

- Bi-Annual Book Fair
- Annually - MI/MO Students Attend EPHS One Act Play
- Annual 5th Grade Field Trip for Upcoming 6th Graders
- Annual 5th Grade Parent Night for Upcoming 6th Graders
- PCHS and HHS Magnet School Visit
- EPHS Reality Fair
- EPMS Annual Career Day
- 8th to 9th Grade Transition Meetings
- 8th Grade Annual Visit to Atlanta Center for Civil and Human Rights
- JLEA Club to Provide Students Connection to Local Law Enforcement
- 9th Grade Lit Students – To Kill a Mockingbird movie viewing
- Book Club – Themed Field Trips for students and staff
- Spanish Club Celebration of Cultural Holidays

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 6th-8th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

DIBELS 8th Edition

DIBELS 8th Edition has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in our school. We plan to kick off a schoolwide training for all general education teachers and special education teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed each month beginning in September. The progress monitoring data will be analyzed with the grade level professional learning community each month.

Assesslets

All students in grades 6-8 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer’s Simple View of Reading and Scarborough’s Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students’ literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Data-based Adolescent Reading Strategies – ELA classrooms will utilize DIBELS data and Reading Inventory Lexile data to determine which strategy will work best to allow students to have access to grade level text.
 - *PALS* - Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph “shrinking” (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage).
 - *Reciprocal Teaching* - Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions

using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.

- **Collaborative Reasoning** - Students read a text that raises an unresolved issue with multiple and competing points of view. Students are expected to take positions on a big question, support the positions with reasons and evidence, carefully listen, evaluate, and respond to one another's arguments, and challenge one another when they disagree.

- **Paired Reading** - Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read.

- Expeditionary Learning (EL Education) – An open education resource that provides high-quality, grade level texts that are the central focus of lessons and are accompanied by quality tasks aligned to the standards of reading, writing, speaking, listening, and language in service to grow literacy skills. Materials build knowledge through integrated reading, writing, speaking, listening, and language.

- Content Area Literacy Strategies

- Content Area Teachers will promote and support a menu of content-area reading strategies across the curricula to ensure that all students, ultimately, deconstruct and construct meaning from complex, discipline-specific (i.e., history, science, social studies, etc.) texts.

- Content area teachers will increase the amount of explicit instruction in research-based strategies for monitoring comprehension, activating prior knowledge, inferring, responding to questions, and summarizing.

- Teachers of all content areas will use specific instructional strategies that lead to greater learning of essential content knowledge and increase the amount of quality discussion of reading content through setting and maintaining high standards for text level, increasing vocabulary, and deepening student responses.

- Content area teachers will increase writing activities that will support reading proficiency. Because literacy outcomes are improved when writing activities are connected to reading across the curriculum, teachers will intentionally plan opportunities for students to respond to texts in writing, write summaries of texts, and answer written responses about a text.

- Tier 2 Differentiated Instruction

- **READ 180**[®] is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.

- Students will participate in this intervention during a separate needs-based intervention block

- Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention

- **ACHIEVE3000** meets students one-on-one at their individual reading levels, while at the same time targeting grade-level state standards. Every lesson includes an article delivered at one of 12 Lexile levels in English and 8 in Spanish.

- Tier 3 Differentiated Instruction

- **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.

- Students will participate in this intervention during a separate needs-based intervention block

- Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention

- Special Education

- Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.

- Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- System 44 Candidate

- Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory

- Students who receive a fluency score of 16 or below are candidates for System 44

- Read 180 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH’s Phonics Inventory
 - Students who fall in the Below Basic or Basic Lexile band and higher than 600L on the Reading Inventory or students less than 600L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180
- ACHIEVE3000 Candidate
 - Students scoring within 200 Lexile points to the grade level Lexile midpoint

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students’ literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every month – Teachers will review the latest DIBELS progress monitoring data and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district’s ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory through a visual representation in the school’s PLC room.

School Name: W. C. Abney Elementary

Brief School Narrative :

W.C. Abney Elementary School is located in the New Hope community of Paulding County, GA, approximately 45 miles northwest of Atlanta. The New Hope community has historically been small and rural but, in the past three decades, has become a fast-growing suburban area. Abney began as a one room school known as New Hope School in the late 1800s. For fifty- four years, Abney was located along Dallas-Acworth Highway. During this time, in 2001, Abney was awarded the Georgia School of Excellence Award. Since the opening of our current school building in 2010, student enrollment has increased from 554 students to our present enrollment of 1358 students. At 63 pre-kindergarten through fifth grade home rooms/classrooms, we are currently the largest elementary school in Paulding County. Despite this growth, we still pride ourselves on the loving, family atmosphere that sets our school apart from others. School racial and ethnic subgroup data includes 23% African American, 4% Multi-Racial, 63% Caucasian, and 10% other. Other subgroup data includes 4% English Learners, 8% Gifted and Talented students, and 13% Special Education students. At Abney Elementary 28% of the student population are classified as economically disadvantaged.

Current Instructional Initiatives

As literacy has come into focus for Abney Elementary School and the Paulding County School District, a priority has been placed on collecting and analyzing more meaningful reading data. This data has been used to tailor instruction and prioritize professional development. In the 2017-2018 school year, Abney Elementary School began using Comprehensive Reading Solutions as a resource for reading instruction and began a more intense use of Walpole and McKenna’s Bookworms Literacy Model. Current literacy instruction initiatives include:

- Bookworms Differentiated Reading Instruction Block (K-5)
- Bookworms Shared Reading Block (K-5)
- Bookworms Interactive Read Alouds (K-3)
- Professional Learning for Bookworms Literacy Program
- Reading Inventory (RI) used as a universal screener
- Professional Learning Community Teams Focused on Literacy
- Literacy Focused Data Days (K-5)
- DIBELS Fluency and Progress Monitoring (1-5)
- Morning Tutoring Reading initiative offered to struggling readers using Read Alive/Read Naturally

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

Abney ES	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Grade	56	56	62	13	14	16	44	46	53
4th Grade	47	51	47	24	23	27	42	40	43
5th Grade	53	51	43	8	8	14	36	31	28

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Scott Brock	Principal
Jodie Henson	Evaluation and Assessment Coordinator
Amy Nicholson, Sherri Cheshire	Kindergarten Representatives
Brittany Hayes, Brittaney Mauldin	1 st Grade Representatives
Regina Rowland, Lori Maddux	2 nd Grade Representative s
Sabrina Allen	3 rd Grade Representative
Ashley Harrison, Ashley McGlothlin	4 th Grade Representative s
Alisha Queen, Amanda Clark	5 th Grade Representatives
Karen Furman	Special Education Teacher
Marla Kuhn	Media Specialist
Randel Hambrick	Community Representative

Melissa Westmoreland	Parent Representative
Melissa Belanger, Megan Geisen	ELA representatives
Lauren VanSant, Meredith Johnson	Support teachers
Kim Hembree, Camille Alderman	Assistant Principals

Community Literacy Activities:

- Kindergarten Transition Plan –Field trip for Pre-K students to visit and learn about the day of a Kindergartener
- Kindergarten teachers and paras assist during registration to begin building relationships with the students and family
- Library Nights
- Guest readers throughout the year (Dr. Seuss Day, etc.)
- Read A Thon fundraiser through our Media Center
- Rotary Club donation of Dictionaries each year for 3rd grade
- Watchdog Dad volunteer readers in classrooms

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 1st-5th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Students in 1st and 2nd grade take HMH’s Foundational Reading Assessment (FRA) which measures the fluency and accuracy of foundational reading skills. Students must first demonstrate proficiency on the FRA prior to taking the Reading Inventory Assessment that produces a Lexile measure.

All kindergarten students are given the FRA three times a year (December, March, and May) in the Paulding County School District. If they demonstrate proficiency on the FRA, they also are given the opportunity to take the Reading Inventory Assessment that produces a Lexile measure.

DIBELS Next

DIBELS Next has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in kindergarten through 5th grade in our school. We plan to kick off a schoolwide training for all general education teachers, special education teachers and early intervention program teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed on 2nd-5th graders every three weeks beginning in September with 1st grade beginning in January. The progress monitoring data will be analyzed with the grade level professional learning community every three weeks.

Informal Decoding Inventory

The Informal Decoding Inventory will be given to all first grade students, and to all students in 2nd-5th grade who score below the DIBELS Oral Reading Fluency August benchmark goal to determine if students have phonics gaps. This inventory includes six phonics subtests that progress in difficulty using real words and nonsense words. The first five address single-syllable decoding, while the last addresses multisyllabic decoding given only to students in 3rd-5th grade.

Assesslets

All students in grades 3-5 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer’s Simple View of Reading and Scarborough’s Rope. Our district has also begun LETRS training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the

science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students’ literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction

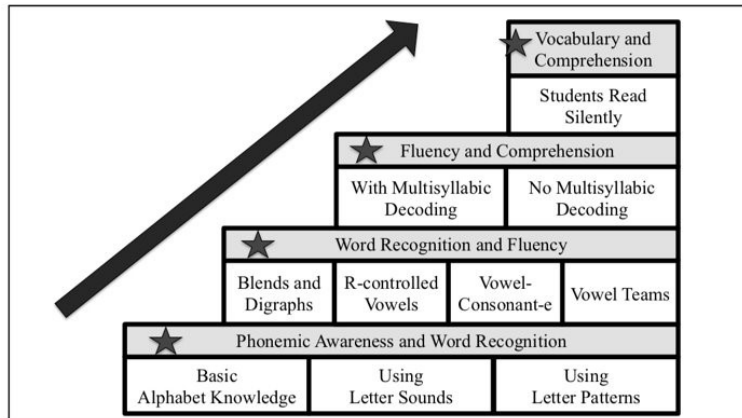
- Bookworms – Comprehensive core reading program for K-5, an Open Educational Resource

- Implementation requires three 45-minutes segments, which can be scheduled in any order

- *Interactive Read-Aloud, Grammar, and Writing Instruction* – The daily read aloud, which takes about 15 minutes, is highly interactive, involving frequent pauses to prompt inferential thinking and briefly model comprehension strategies in context. The next 15 minutes involve grammar instruction based on sentence composing, rather than descriptive grammar. The last 15 minutes are reserved for a response to writing, and the real-aloud lesson plans extend through about half of each nine weeks, with the remaining 45-minute segments reserved for genre-based writing instruction utilizing books read during Bookworms as mentor texts.

- *Shared Reading* – At all grade levels, this segment involves eyes-on text and word study – in kindergarten, through the use of dialogic reading, phonological awareness through nursery rhymes and poems and print concepts, and in grades 1-5, through a word study component followed by two readings of a grade-level text.

- *Differentiated Reading Instruction* – This is a multiple entry skills block in which easily gathered data guide teachers in the formation of small, temporary groups for targeted instruction. Ultimately, student’s progress up a carefully sequenced staircase of increasingly sophisticated skills (see figure below)



- Tier 2 Differentiated Instruction

- **iRead** is a digital program designed to give children individualized experiences that will ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.

- Students in K-2 will receive an extra dose of iRead in place of their written response during the Differentiated Instruction block

- **READ 180®** is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.

- Students in 4th-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.

- Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention

- Tier 3 Differentiated Instruction

- **Wilson Foundations** provides all students in K-3 classrooms with a systematic program in the foundational skills of reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling.

- Students in K-2 will participate in this intervention in place of the Bookworms Differentiated Instruction block.

- **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students in 3rd-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.
 - Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- Kindergarten – Second Grade
 - Students scoring Below Basic on the Foundational Reading Assessment, and/or Well Below Benchmark on DIBELS Next subtests are candidates for an extra dose of iRead
 - If students continue to show little progress on their identified need, students will become candidates for Foundations
- Third Grade
 - Students scoring a Lexile of 400L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Fourth – Fifth Grade
 - Students scoring a Lexile of 400L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below on HMH's Phonics Inventory are candidates for System 44
 - Students who fall in the Below Basic or Basic Lexile band and higher than 400L on the Reading Inventory or students less than 400L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students' literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every 3 weeks – School administrators and teachers will review and analyze the latest DIBELS progress monitoring data, end-of-cycle assessments, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district's ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory and Foundational Reading Assessment through a visual representation in the school's PLC room.

School Name: Sammy McClure Middle School

Brief School Narrative :

Sammy McClure Middle School was established in 2007-2008. It is one of nine middle schools in the Paulding County School District and is located in the northeastern section of Paulding County. The school has seen significant growth since its opening with a population of 787 students. Currently, the student population is 1433 and is comprised of sixth, seventh, and eighth grade students. A highly qualified staff of 96 (84 Certified and 12 Classified) teaches students at Sammy McClure Middle School.

The demographic make-up of our students reflects the growing diversity of a larger community. The demographics of the students are as follows: 10 % Hispanic, .4% American Indian or Alaska Native, 1.3% Asian, 14% Black or African American, .06% native Hawaiian or Other Pacific Islander, 70% White, and 3.8% Two or More Races. Special Education students comprise 10% of our student population and 16% of the students qualify for free and reduced lunch.

Additionally, Sammy McClure Middle School is part of a three-school campus consisting of an elementary school, middle school, and high school which promotes involvement by teachers and students at all levels. This unique setting offers many opportunities and flexibility for vertical planning and collaboration among the teachers at the different levels. Accessibility to students in different grades offers many opportunities for students to interact and support each other.

Sammy McClure Middle School strives to provide equitable and challenging learning experiences for all students. The staff is committed in ensuring that each child experiences a caring and challenging learning environment. By providing a rigorous and relevant curriculum, students are empowered to become critical thinkers for a problem-solving world.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

McClure	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
6th Grade	43	42	33	16	18	20	32	29	31
7th Grade	42	44	42	10	15	10	18	23	21
8th Grade	48	62	48	6	14	6	20	32	21

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Jaynath Hayes	Principal
Teresa Bowles	Evaluation and Assessment Coordinator
Melissa Barber	ELA Department Chair
Jessica Kutsche	Content Area Teacher
Alyssa Trapp	Special Education Teacher
Rhonda Boggs	Media Specialist
Karen Floyd	Community Representative
Kathryn Daniell	Parent Representative
James Long	Assistant Principal
Tamara Vickers	Assistant Principal
Tammy Ponder	Teacher
Lindsey Stephens	

Community Literacy Activities:

- Grade Level Literacy Nights
- Content Area Literacy Nights
- Interschool Literacy Partnership

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 6th-8th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

DIBELS 8th Edition

DIBELS 8th Edition has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in our school. We plan to kick off a schoolwide training for all general education teachers and special education teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed each month beginning in September. The progress monitoring data will be analyzed with the grade level professional learning community each month.

Assesslets

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Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer's Simple View of Reading and Scarborough's Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students' literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

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 - Data-based Adolescent Reading Strategies – ELA classrooms will utilize DIBELS data and Reading Inventory Lexile data to determine which strategy will work best to allow students to have access to grade level text.
 - *PALS* - Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph “shrinking” (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage).
 - *Reciprocal Teaching* - Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.
 - *Collaborative Reasoning* - Students read a text that raises an unresolved issue with multiple and competing points of view. Students are expected to take positions on a big question, support the positions with reasons and evidence, carefully listen, evaluate, and respond to one another's arguments, and challenge one another when they disagree.
 - *Paired Reading* - Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read.
 - Expeditionary Learning (EL Education) – An open education resource that provides high-quality, grade level texts that are the central focus of lessons and are accompanied by quality tasks aligned to the standards of reading, writing,

speaking, listening, and language in service to grow literacy skills. Materials build knowledge through integrated reading, writing, speaking, listening, and language.

- Content Area Literacy Strategies
 - Content Area Teachers will promote and support a menu of content-area reading strategies across the curricula to ensure that all students, ultimately, deconstruct and construct meaning from complex, discipline-specific (i.e., history, science, social studies, etc.) texts.
 - Content area teachers will increase the amount of explicit instruction in research-based strategies for monitoring comprehension, activating prior knowledge, inferring, responding to questions, and summarizing.
 - Teachers of all content areas will use specific instructional strategies that lead to greater learning of essential content knowledge and increase the amount of quality discussion of reading content through setting and maintaining high standards for text level, increasing vocabulary, and deepening student responses.
 - Content area teachers will increase writing activities that will support reading proficiency. Because literacy outcomes are improved when writing activities are connected to reading across the curriculum, teachers will intentionally plan opportunities for students to respond to texts in writing, write summaries of texts, and answer written responses about a text.
- Tier 2 Differentiated Instruction
 - **READ 180**[®] is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students will participate in this intervention during a separate needs-based intervention block
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
 - **ACHIEVE3000** meets students one-on-one at their individual reading levels, while at the same time targeting grade-level state standards. Every lesson includes an article delivered at one of 12 Lexile levels in English and 8 in Spanish.
- Tier 3 Differentiated Instruction
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students will participate in this intervention during a separate needs-based intervention block
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.
 - Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- System 44 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Read 180 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory
 - Students who fall in the Below Basic or Basic Lexile band and higher than 600L on the Reading Inventory or students less than 600L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180
- ACHIEVE3000 Candidate
 - Students scoring within 200 Lexile points to the grade level Lexile midpoint

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students' literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every month – Teachers will review the latest DIBELS progress monitoring data and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district’s ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory through a visual representation in the school’s PLC room.

School Name: Russom Elementary

Brief School Narrative:

Opened in 2004, Russom Elementary School is located in the northern part of Paulding County Georgia. Russom is one of the four largest elementary schools in the county, out of a total of nineteen elementary schools. Current enrollment is 908 students. Enrollment data is as follows: 1% Asian, 19% African American, 8% Hispanic, 6% Multi-racial, 67% White. Of these students, 30% are considered Economically Disadvantaged, 13% as SWD, and 15% are served through EIP. The percentage of students receiving free or reduced lunch is 29.57%. The school currently has 37 homeroom teachers, six special education teachers, two EIP support staff, a media specialist, a full-time school nurse, one full time and one half-time counselor, and a half-time STEM teacher. Additionally, Russom has fine arts programs (music and art), a physical education program, a gifted program, part time ESOL, and speech. Russom has a Climate Star rating of 4 with a score of 94.1, indicating that overall climate, student perception, staff perception and parent perception are all very positive. The school enjoys a large amount of community support and a very active PTA.

Current Instructional Initiatives

We firmly believe that every child deserves high-quality, effective literacy instruction. Literacy is the foundation for equity among students. Future job prospects, health and wellbeing, ability to engage productively in society, and likelihood of incarceration are all tied to literacy; therefore, literacy instruction is our priority. We continually analyze data to differentiate instruction and monitor progress. Current literacy instruction initiatives include:

- Differentiated Reading Instruction Block (K-2)
- Shared Reading (1-3)
- Interactive Read Alouds (K-5)
- Peer-Assisted Learning Strategies (PALS) (4-5)
- Reciprocal Teaching (4-5)
- Reading Inventory (RI) 4 times per year
- Foundational Reading Assessment (FRA) 4 times per year
- DIBELS Fluency and Progress monitoring (1-5)
- Schoolwide vocabulary program
- Reading and Writing Vertical Teams

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

Russom	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Grade	54	46	37	13	17	11	42	37	34
4th Grade	36	42	38	19	23	22	30	36	37
5th Grade	47	31	39	15	10	13	28	22	27

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Dr. Libby Bell	Principal
Gwyneth Posey	Evaluation and Assessment Coordinator
Shannon McGraw	Kindergarten Representative
Patricia Swift	1 st Grade Representative
Sara Kutas	2 nd Grade Representative
Leigh Maloney	3 rd Grade Representative
Angela Barnett	4 th Grade Representative
Elisha Neiswender	5 th Grade Representative
Michelle Banta	Special Education Teacher
Dana Humphries	Media Specialist

Mrs. Brandy Coffee	Community Representative
Mrs. Jen Smith/ Mrs. Missy Cusack	Parent Representative

Community Literacy Activities:

- Family Literacy Night
- Kindergarten Transition Plan – Kindergarten Round-up
- Annual Cobb EMC Author Visit
- Rotary Club annual gift of Dictionaries to students
- Watch DOGS (Dads of Great Students) visiting classrooms and engaging in literacy activities with the students
- PTA/ Parent volunteers (Mystery readers, fluency practice and tracking)

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 1st-5th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Students in 1st and 2nd grade take HMH’s Foundational Reading Assessment (FRA) which measures the fluency and accuracy of foundational reading skills. Students must first demonstrate proficiency on the FRA prior to taking the Reading Inventory Assessment that produces a Lexile measure.

All kindergarten students are given the FRA three times a year (December, March, and May) in the Paulding County School District. If they demonstrate proficiency on the FRA, they also are given the opportunity to take the Reading Inventory Assessment that produces a Lexile measure.

DIBELS Next

DIBELS Next has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in kindergarten through 5th grade in our school. We plan to kick off a schoolwide training for all general education teachers, special education teachers and early intervention program teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed on 2nd-5th graders every three weeks beginning in September with 1st grade beginning in January. The progress monitoring data will be analyzed with the grade level professional learning community every three weeks.

Informal Decoding Inventory

The Informal Decoding Inventory will be given to all first grade students, and to all students in 2nd-5th grade who score below the DIBELS Oral Reading Fluency August benchmark goal to determine if students have phonics gaps. This inventory includes six phonics subtests that progress in difficulty using real words and nonsense words. The first five address single-syllable decoding, while the last addresses multisyllabic decoding given only to students in 3rd-5th grade.

Assesslets

All students in grades 3-5 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

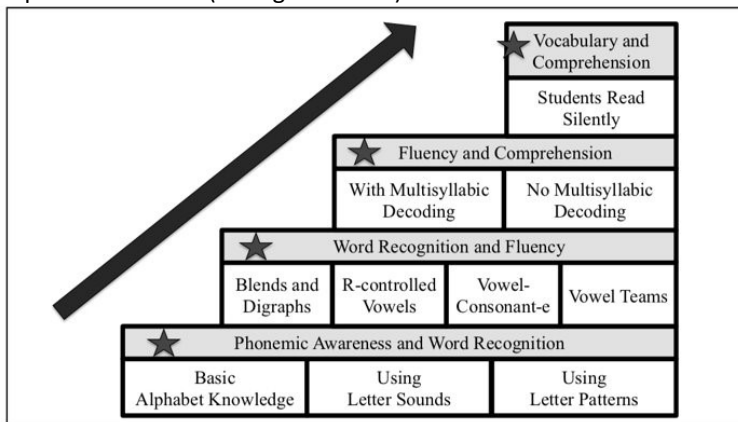
All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer’s Simple View of Reading and Scarborough’s Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students’ literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction

- Bookworms – Comprehensive core reading program for K-5, an Open Educational Resource
 - Implementation requires three 45-minute segments, which can be scheduled in any order
 - *Interactive Read-Aloud, Grammar, and Writing Instruction* – The daily read aloud, which takes about 15 minutes, is highly interactive, involving frequent pauses to prompt inferential thinking and briefly model comprehension strategies in context. The next 15 minutes involve grammar instruction based on sentence composing, rather than descriptive grammar. The last 15 minutes are reserved for a response to writing, and the read-aloud lesson plans extend through about half of each nine weeks, with the remaining 45-minute segments reserved for genre-based writing instruction utilizing books read during Bookworms as mentor texts.
 - *Shared Reading* – At all grade levels, this segment involves eyes-on text and word study – in kindergarten, through the use of dialogic reading, phonological awareness through nursery rhymes and poems and print concepts, and in grades 1-5, through a word study component followed by two readings of a grade-level text.
 - *Differentiated Reading Instruction* – This is a multiple entry skills block in which easily gathered data guide teachers in the formation of small, temporary groups for targeted instruction. Ultimately, student’s progress up a carefully sequenced staircase of increasingly sophisticated skills (see figure below)



- Tier 2 Differentiated Instruction

- **iRead** is a digital program designed to give children individualized experiences that will ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.
 - Students in K-2 will receive an extra dose of iRead in place of their written response during the Differentiated Instruction block
- **READ 180®** is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students in 4th-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention

- Tier 3 Differentiated Instruction

- **Wilson Foundations** provides all students in K-3 classrooms with a systematic program in the foundational skills of reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling.
 - Students in K-2 will participate in this intervention in place of the Bookworms Differentiated Instruction block.
- **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students in 3rd-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.

- Teachers will be trained by HMM and will have coaching throughout the year to support the implementation of the intervention
- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.
 - Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- Kindergarten – Second Grade
 - Students scoring Below Basic on the Foundational Reading Assessment, and/or Well Below Benchmark on DIBELS Next subtests are candidates for an extra dose of iRead
 - If students continue to show little progress on their identified need, students will become candidates for Foundations
- Third Grade
 - Students scoring a Lexile of 400L and below will be given HMM's Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Fourth – Fifth Grade
 - Students scoring a Lexile of 400L and below will be given HMM's Phonics Inventory
 - Students who receive a fluency score of 16 or below on HMM's Phonics Inventory are candidates for System 44
 - Students who fall in the Below Basic or Basic Lexile band and higher than 400L on the Reading Inventory or students less than 400L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students' literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every 3 weeks – School administrators and teachers will review and analyze the latest DIBELS progress monitoring data, end-of-cycle assessments, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district's ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMM Coaching Support for Intervention Programs – HMM coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory and Foundational Reading Assessment through a visual representation in the school's PLC room.

School Name: East Paulding High School

Brief School Narrative:

East Paulding High School (EPHS), located in Dallas, Georgia, is approximately 25 miles Northwest of Atlanta. Our student body consists of about 1800 students, 50% male and 50% female. Over the past few years, our demographics have been changing. From 2016-2017 to 2019-2020, the population of white students has decreased from 64.88% to 60% while the population of black students and Hispanic students have grown from 20.59% to 24% and 7.71% to 10%, respectively. The population of English language learners has grown from 0.60% to 1.12%. In addition, the percentage of students who qualify for free and reduced lunch has increased from 33.21% to 37.04%. EPHS also serves a growing population of students with disabilities; the percentage has increased from 12.45% in 2016-2017 to 17.79% in 2019-2020.

EPHS is committed to empowering each student to reach his or her full potential by developing knowledge, skills, character, and confidence. East Paulding High school’s faculty and staff have a common vision of all students graduating from EPHS as confident, goal-driven learners who are independent, productive members of society. EPHS’s graduates (graduation rate of 88.7%) attend colleges and universities (60% of the 2019 class) and in-state technical college (23% of the 2019 class), join the military/workforce (4% of the 2019 class) and begin their careers (12% of the 2019 class).

Current Instructional Initiatives:

Our current instructional focus remains literacy growth for all students. The data analysis conducted by the EPHS data team revealed the literacy problem among our students: only about 58% of all EPHS students are proficient and advanced readers as indicated on the reading inventory screener. EPHS administrators and teachers believe in shared leadership, collaborative culture, job-embedded teacher professional learning, and coaching. Therefore, EPHS is dedicated to implementing a school-wide literacy initiative including comprehensive reading and writing strategies. EPHS literacy team provided professional learning to teachers on CSET writing strategy and PALS, reciprocal teaching, and collaborative reasoning reading strategies. Collegial culture at the school has grown, and peer collaboration including peer observations became an integral part of the school environment.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient:

EPHS	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Ninth Lit.	66	70	53	19	26	18	36	45	33
American Lit.	44	55	49	18	21	18	31	42	30

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (i.e. RI, Common Formative Assessments, Assesslets) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Ronnetta Simpson	Principal
Irina Keith	Evaluation and Assessment Coordinator
Thomas Jolly	ELA Department Chair
Bethany Schebler	ELA Teacher
Carol Payne	Special Education Teacher
Masude Sayedzada	CTAE Teacher
Martha Cheely	Media Specialist
Lisa Sandy	Community Representative
Crystal Heyliger	Parent Representative
Tiffany Lange	ELA Teacher
Christina Conley	ESOL Teacher
Breanne Cox	Fine Arts Teacher
Lisa Franklin	World Language Teacher
Avery Hall	Mathematics Teacher
Mary Dedominicis	World Language Teacher

Phillip Hatcher	Social Studies Teachers
Shimyra Knowles	Science Teacher
Belinda Mullins	ESEP Teacher
Emily Hamilton	ESEP Teacher

Community Literacy Activities:

- Annual Family Literacy Night
- Literacy focused Parent Newsletter - *Curriculum Corner*
- Student developed awareness campaign of literacy strategies shared via social media, YouTube channel, and newsletter.
- To help 8th graders transition from 8th to 9th grade, we conduct the following initiatives:
 - Reality Fair to help the 8th grade students to get acquainted with the high school environment, CTAE pathways, teachers, and staff.
 - Vertical planning during our Counselor Cluster Meeting.
 - CTAE department created a video of CTAE classes in action and sent that video to each middle school that feeds into EPHS, so the students can make informed decisions about their elective selections.
 - Presentations at each feeder middle school on graduation requirements and what to expect when students begin high school.
 - Achievement data analysis of the upcoming freshmen to ensure their learning needs are met, and appropriate classes, such as Achieve3000, Reading Enrichment, communication, and Foundations of Algebra are provided to the students as needed.

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given three times a year (August, December, and April) in the Paulding County School District for 9th-11th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Common Formative Assessments

Core subject areas teachers collaborate through PLCs to ensure common understanding of the standards. The teachers then unpack the standards and prioritize content standards using EPHS instructional framework derived from the GaDOE System for Effective School Instruction/Georgia FIP. Teachers then collaborate to design unit and lesson learning targets. The teachers collaborate to design the assessments and the testing window. Subsequent PLC sessions are schedule to analyze the data collected from the common formative assessments. Teachers develop student action plans as a result of the formative data analysis. Students are placed in categories levels 1-4 (1 – beginning, 2 – developing, 3 – proficient, and 4 – distinguished). Differentiation (reteaching) is designed for students in levels 1-2. In addition to reteaching, failing students have an opportunity to master the standards through an online option exclusive to EPHS, *Raider Repair*. The Program is designed to provide supplemental instruction for students who have fallen behind or have not mastered the content for each unit.

Assesslets

All students in Ninth Grade Literature and American Literature will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given twice each year (once each semester in October and February). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer’s Simple View of Reading and Scarborough’s Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students’ literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Data-based Adolescent Reading Strategies – ELA classrooms will utilize Reading Inventory Lexile data to determine which strategy will work best to allow students to have access to grade level text.

- *PALS* - Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph “shrinking” (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage).
 - *Reciprocal Teaching* - Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.
 - *Collaborative Reasoning* - Students read a text that raises an unresolved issue with multiple and competing points of view. Students are expected to take positions on a big question, support the positions with reasons and evidence, carefully listen, evaluate, and respond to one another's arguments, and challenge one another when they disagree.
 - Curriculum Development – Through the support of the text, *Architects of Deeper Learning* by Lissa Pijanowski, district, school, and teacher leaders will design, implement, and assess meaningful classroom lessons. The book offers a clear framework for designing student learning experiences that are rigorous, relevant, and engaging.
- Content Area and Disciplinary Literacy Strategies
 - Content Area Teachers will promote and support a menu of content-area reading strategies across the curricula to ensure that all students, ultimately, deconstruct and construct meaning from complex, discipline-specific (i.e., CTAE, history, science, social studies, etc.) texts.
 - Content area teachers will increase the amount of explicit instruction in research-based strategies for monitoring comprehension, activating prior knowledge, inferring, responding to questions, and summarizing.
 - Teachers of all content areas will use specific instructional strategies that lead to greater learning of essential content knowledge and increase the amount of quality discussion of reading content through setting and maintaining high standards for text level, increasing vocabulary, and deepening student responses.
 - Content area teachers will increase writing activities that will support reading proficiency. Because literacy outcomes are improved when writing activities are connected to reading across the curriculum, teachers will intentionally plan opportunities for students to respond to texts in writing, write summaries of texts, and answer written responses about a text.
 - CSET Writing strategy, as described by Bill Lewis in *Cracking the Common Core*, will be utilized by disciplinary contents to create learning activities that require students to read and write routinely. The CSET writing strategy is a tool for students to develop extended writing as well as share findings and results of research and inquiry to synthesize text-based information. Teachers will receive professional development in utilizing the strategy and assessing student writing.
- Tier 2 Differentiated Instruction
 - **READ 180**[®] is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students will participate in this intervention during a separate needs-based intervention block
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
 - **ACHIEVE3000** meets students one-on-one at their individual reading levels, while at the same time targeting grade-level state standards. Every lesson includes an article delivered at one of 12 Lexile levels in English and 8 in Spanish.
- Tier 3 Differentiated Instruction
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students will participate in this intervention during a separate needs-based intervention block
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student’s IEP goals and objectives.

- Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- System 44 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Read 180 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory
 - Students who fall in the Below Basic or Basic Lexile band and higher than 600L on the Reading Inventory or students less than 600L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180
- ACHIEVE3000 Candidate
 - Students scoring within 200 Lexile points to the grade level Lexile midpoint

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students' literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every month – Teachers will review Common Formative Assessments, Assesslet data, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district's ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory through a visual representation in the school's PLC room.

School Name: Northside Elementary

Brief School Narrative:

Northside Elementary is one of 19 elementary schools in the Paulding County School District. It is located on the northern end of Paulding County, just north of Dallas. The school opened in 1993, and the current student enrollment is 618. The current demographic makeup is approximately 55% white, 27% black, 11% Hispanic, 7% multiracial, and 0.5% Asian. Of our total student body, approximately 17% are identified as students with disabilities, 8% as gifted, and 4% as English language learners. Northside Elementary has a schoolwide Title I distinction with approximately 48% of our school population identified as economically disadvantaged.

Literacy is a priority at Northside Elementary School, and the staff engages in collaborative planning, data teams, grade level PLC’s, and quarterly data analysis meetings. The 2018-2019 Georgia Milestone Data shows that 57% of our 3rd-5th grade students met or exceeded the Lexile midpoint for their grade level band. In addition, only 50% of our 3rd-5th grade students scored proficient on the ELA portion of the assessment. Current literacy instruction initiatives include:

- Bookworms Differentiated Instruction reading block (K-3rd)
- Bookworms Shared Reading block (2nd -5th)
- Bookworms Interactive Read Aloud block(2nd-5th)
- Bookworms writing instruction (1st –5th)
- Reading Inventory (RI) 4 times per year
- Foundational Reading Assessment (FRA) 4 times per year
- DIBELS fluency and progress monitoring (2-5) 3 times per year
- Data Teams focused on writing (K-5)
- Quarterly grade level data analysis
- Writing PLC
- STEAM PLC
- PBIS PLC

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

Northside	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Grade	63	65	54	28	22	23	55	54	45
4th Grade	46	62	54	32	39	37	51	60	52
5th Grade	50	43	45	11	17	19	20	36	34

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Susan Woodham	Principal
Andy Davis	Assistant Principal
Lori Morgan	Evaluation and Assessment Coordinator
Laura Turner	Kindergarten Representative
Heather Reynolds	1 st Grade Representative
Brooke Rakestraw	2 nd Grade Representative
Holly Hudson	3 rd Grade Representative
Jill Brogdon (Jennifer Barner)	4 th Grade Representative
Becky Smith	5 th Grade Representative
Stacy Shead	Media Specialist
Lori Pullen	Community Representative
Karen Slate	Title 1 Instructional Lead Teacher (if applicable)

Community Literacy Activities:

- Two Title I Family Literacy Nights- reading data & strategies are shared with parents.

- Kindergarten Transition Plan- Northside Kindergarten teachers and paraprofessionals assist with kindergarten registration each spring to begin building relationships with students and families. In addition, the school hosts a kindergarten transition meeting in May to offer information for upcoming kindergarten students and their families.
- Read Across Paulding
- Read Across America

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 1st-5th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Students in 1st and 2nd grade take HMH’s Foundational Reading Assessment (FRA) which measures the fluency and accuracy of foundational reading skills. Students must first demonstrate proficiency on the FRA prior to taking the Reading Inventory Assessment that produces a Lexile measure.

All kindergarten students are given the FRA three times a year (December, March, and May) in the Paulding County School District. If they demonstrate proficiency on the FRA, they also are given the opportunity to take the Reading Inventory Assessment that produces a Lexile measure.

DIBELS Next

DIBELS Next has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in kindergarten through 5th grade in our school. We plan to kick off a schoolwide training for all general education teachers, special education teachers and early intervention program teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed on 2nd-5th graders every three weeks beginning in September with 1st grade beginning in January. The progress monitoring data will be analyzed with the grade level professional learning community every three weeks.

Informal Decoding Inventory

The Informal Decoding Inventory will be given to all first-grade students, and to all students in 2nd-5th grade who score below the DIBELS Oral Reading Fluency August benchmark goal to determine if students have phonics gaps. This inventory includes six phonics subtests that progress in difficulty using real words and nonsense words. The first five address single-syllable decoding, while the last addresses multisyllabic decoding given only to students in 3rd-5th grade.

Assesslets

All students in grades 3-5 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

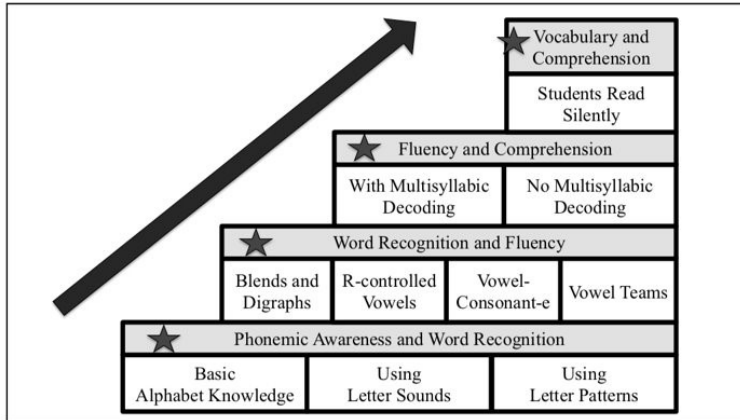
Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer’s Simple View of Reading and Scarborough’s Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students’ literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Bookworms – Comprehensive core reading program for K-5, an Open Educational Resource
 - Implementation requires three 45-minute segments, which can be scheduled in any order
 - *Interactive Read-Aloud, Grammar, and Writing Instruction* – The daily read aloud, which takes about 15 minutes, is highly interactive, involving frequent pauses to prompt inferential thinking and

briefly model comprehension strategies in context. The next 15 minutes involve grammar instruction based on sentence composing, rather than descriptive grammar. The last 15 minutes are reserved for a response to writing, and the real-aloud lesson plans extend through about half of each nine weeks, with the remaining 45-minute segments reserved for genre-based writing instruction utilizing books read during Bookworms as mentor texts.

- *Shared Reading* – At all grade levels, this segment involves eyes-on text and word study – in kindergarten, through the use of dialogic reading, phonological awareness through nursery rhymes and poems and print concepts, and in grades 1-5, through a word study component followed by two readings of a grade-level text.
- *Differentiated Reading Instruction* – This is a multiple entry skills block in which easily gathered data guide teachers in the formation of small, temporary groups for targeted instruction. Ultimately, students progress up a carefully sequenced staircase of increasingly sophisticated skills (see figure below)



- Tier 2 Differentiated Instruction
 - **iRead** is a digital program designed to give children individualized experiences that will ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.
 - Students in K-2 will receive an extra dose of iRead in place of their written response during the Differentiated Instruction block
 - **READ 180®** is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students in 4th-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMM and will have coaching throughout the year to support the implementation of the intervention
- Tier 3 Differentiated Instruction
 - **Wilson Foundations** provides all students in K-3 classrooms with a systematic program in the foundational skills of reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling.
 - Students in K-2 will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students in 3rd-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMM and will have coaching throughout the year to support the implementation of the intervention
- Special Education

- Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.
- Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- Kindergarten – Second Grade
 - Students scoring Below Basic on the Foundational Reading Assessment, and/or Well Below Benchmark on DIBELS Next subtests are candidates for an extra dose of iRead
 - If students continue to show little progress on their identified need, students will become candidates for Foundations
- Third Grade
 - Students scoring a Lexile of 400L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Fourth – Fifth Grade
 - Students scoring a Lexile of 400L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below on HMH's Phonics Inventory are candidates for System 44
 - Students who fall in the Below Basic or Basic Lexile band and higher than 400L on the Reading Inventory or students less than 400L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students' literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every 3 weeks – School administrators and teachers will review and analyze the latest DIBELS progress monitoring data, end-of-cycle assessments, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district's ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory and Foundational Reading Assessment through a visual representation in the school's PLC room.

School Name: Paulding County High School

Brief School Narrative:

Paulding County High School, located just 3 miles south of the city of Dallas, not only prides itself on being a STEM magnet high school and one of small number in the state with a biotechnology pathway, but also being a historical educational establishment as the oldest public high school in Paulding County. PCHS opened in 1969 and was formed by combining Dallas High School, Hiram High School, and Matthews School. One of the purposes of the new consolidated school was to help end segregation issues in the county. Our primary student population brings together those who have attended Herschel Jones Middle School, Scoggins Middle School and South Paulding Middle School, as well as the top achieving middle school scholars throughout the county who are accepted into the Magnet Program. Paulding County is a comprehensive high school serving 9th through 12th grades for the past 50 years. Paulding County opened its doors in August 1969 with approximately 165 Senior students and will now graduate more than double its size with approximately 360 students in May. Our school’s vision and mission are deeply rooted in enhancing student success by focusing on literacy strategies, professional learning communities, collaboration and data analysis to drive instruction and assessment decisions to support our students for college and career success.

Our current demographic makeup for our student population is 47% Caucasian, 30% African American, 10% Hispanic and 5% Multi-Racial. 49% percent of our student population qualify for free or reduce- price lunch. Additionally, 15% are served as students with disabilities.

Current School Literacy Initiatives

Our school’s instructional focus is increasing literacy success for all students. August 2019 schoolwide data shows that only 62% of students in grades 9-12 were in the proficient to advanced proficiency bands for their grade level, leaving 48% of our student population not grade-level proficient according to our reading inventory screener. This deficit presents prevalent challenges to our students who face the demands of on-level content material. In efforts to ensure that all students are set up for success, our school has established and created a comprehensive plan to support teachers and students in the area of literacy. This plan includes the implementation of research based adolescent literacy strategies such as PALS, reciprocal teaching, text mining, magnet summary and collaborative reasoning. Unique to Paulding County High School are our weekly “Literacy Walks” which entail small groups of administrators and teachers conducting peer walkthroughs to learn and give constructive feedback on literacy instruction. In addition, teachers utilize Reading Inventory data to make instructional and assessment decisions across all content areas. The culture of our school is that of shared vision and leadership, high expectations, reflective practice and collaboration.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

PCHS	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Ninth Lit.	68	71	53	24	27	23	39	44	38
American Lit.	43	53	49	20	26	23	30	41	37

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, Common Formative Assessments, Assesslets, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Craig Wilcox	Principal
Heather DeJohn-Mathis	Evaluation and Assessment Coordinator
Heather Byrd	ELA Department Chair
John Fink	Social Studies Content Area Teacher
Danielle Cato	Special Education Teacher
Tammy Moyses	CTAE Teacher
Gwen Church	Media Specialist
Jason Garland	Community Representative
Amber Jennings	Parent Representative
Gene Reynolds	CTI/Special Education
Anna Nero	ELA Teacher

Soriaya Ali	ELA Teacher
Tricia Pedersen	Science Teacher
Dean Petti	Math Teacher

Community Literacy Activities:

- Annual Family Literacy Night- Literacy Activities (such as Genre Museum and Library Scavenger Hunt), Author Visits and/or Book Signing, Book Walks, sharing of literacy strategies and a variety of hands-on resources that parents can use at home.
- Literacy Champions- Each month a content area chooses a student that shows the most growth and/or improvement in the area of literacy. This student is nominated and attends a ‘Breakfast of Literacy Champions’. At the breakfast, a community stakeholder is a guest and shares their favorite book or excerpt, why literacy is important to them and how it impacted their life. Students are rewarded with orange juice, Chik-Fil-A Biscuit and medal.
 - Scholar Athletes Reading Program- High School athletes (ie- football players, basketball players, cheerleaders) model the important balance of being a good athlete and having strong literacy skills. PCHS collaborates with surrounding feeder elementary schools to read to younger students to help enhance the love and interest in reading.
 - Scholastic Book Fairs (Fall and Spring)
 - Collaboration with West Georgia Regional Library System to provide literacy essentials such as student library cards and programs like STEAM Engine
 - Empty Bowls Community Night where raising money for local charity and literacy are paired hand in hand with various opportunities such as poetic presentations, blackout poetry and free books, to promote the art of literacy.
 - Poetry Out Loud Performances and/or Speaker’s Podium paired with PTA Meetings
 - 8th-9th Grade Transition Plan
 - Middle school counselors have teachers complete academic section prior to PCHS counselor visits
 - PCHS counselors to middle schools to present PowerPoint complete elective portion of IGP’s.
 - Middle school counselors determine the 8th grade students that are zoned to PCHS and facilitate PCHS counselors to feeder middle schools on specific dates
 - 8th Grade Parent Night is held at PCHS
 - 8th Grade IGP’s entered into MYAP at PCHS
 - For any new 8th graders who enroll after IGP’s have been brought to PCHS, middle school counselor will complete IGP with the student. Middle school counselor will then send the IGP to PCHS. PCHS counselor will enter IGP into MYAP.

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given three times a year (August, December, and April) in the Paulding County School District for 9th-11th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Common Formative Assessments

At Paulding County High School, we believe that each teacher in our building brings a unique skill and perspective to the table. Collective teacher efficacy is key to ensuring student success; therefore, all teachers and staff serve on PLCs within our school. During collaboration time, teachers discuss content and disciplinary literacy best practices to make instructional and assessment decisions.

Teachers collaboratively create unit Summative Assessment and pre/post-tests aligned to Georgia standards. Pre/Post tests are used to obtain and analyze prior student knowledge to effectively pace and inform instructional decisions. Within each unit, common formative assessments are to effectively monitor student progress.

From pretest data, differentiation can occur throughout the unit. Common Formative Assessments (CFAs) are given as a benchmark this allows teachers to gauge student understanding, reflect on effectiveness of teaching practice and to provide remediation or acceleration. This assessment analysis and plan cycle recirculates after every assessment. PLCs in all content areas meet once a week in order to reflect and plan next steps for instruction and assessment reflection.

Assesslets

All students in Ninth Grade Literature and American Literature will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given twice each year (once each semester in October and February). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance.

Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer’s Simple View of Reading and Scarborough’s Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students’ literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Data-based Adolescent Reading Strategies – ELA classrooms will utilize Reading Inventory Lexile data to determine which strategy will work best to allow students to have access to grade level text.
 - *PALS* - Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph “shrinking” (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage).
 - *Reciprocal Teaching* - Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.
 - *Collaborative Reasoning* - Students read a text that raises an unresolved issue with multiple and competing points of view. Students are expected to take positions on a big question, support the positions with reasons and evidence, carefully listen, evaluate, and respond to one another’s arguments, and challenge one another when they disagree.
 - Curriculum Development – Through the support of the text, *Architects of Deeper Learning* by Lissa Pijanowski, district, school, and teacher leaders will design, implement, and assess meaningful classroom lessons. The book offers a clear framework for designing student learning experiences that are rigorous, relevant, and engaging.
- Content Area and Disciplinary Literacy Strategies
 - Content Area Teachers will promote and support a menu of content-area reading strategies across the curricula to ensure that all students, ultimately, deconstruct and construct meaning from complex, discipline-specific (i.e., CTAE, history, science, social studies, etc.) texts.
 - Content area teachers will increase the amount of explicit instruction in research-based strategies for monitoring comprehension, activating prior knowledge, inferring, responding to questions, and summarizing.
 - Teachers of all content areas will use specific instructional strategies that lead to greater learning of essential content knowledge and increase the amount of quality discussion of reading content through setting and maintaining high standards for text level, increasing vocabulary, and deepening student responses.
 - Content area teachers will increase writing activities that will support reading proficiency. Because literacy outcomes are improved when writing activities are connected to reading across the curriculum, teachers will intentionally plan opportunities for students to respond to texts in writing, write summaries of texts, and answer written responses about a text.
 - CSET Writing strategy, as described by Bill Lewis in *Cracking the Common Core*, will be utilized by disciplinary contents to create learning activities that require students to read and write routinely. The CSET writing strategy is a tool for students to develop extended writing as well as share findings and results of research and inquiry to synthesize text-based information. Teachers will receive professional development in utilizing the strategy and assessing student writing.
- Tier 2 Differentiated Instruction
 - **READ 180**[®] is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students will participate in this intervention during a separate needs-based intervention block

- Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
 - **ACHIEVE3000** meets students one-on-one at their individual reading levels, while at the same time targeting grade-level state standards. Every lesson includes an article delivered at one of 12 Lexile levels in English and 8 in Spanish.
- Tier 3 Differentiated Instruction
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students will participate in this intervention during a separate needs-based intervention block
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.
 - Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- System 44 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Read 180 Candidate
 - Students scoring a Lexile of 600L and below will be given HMH's Phonics Inventory
 - Students who fall in the Below Basic or Basic Lexile band and higher than 600L on the Reading Inventory or students less than 600L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180
- ACHIEVE3000 Candidate
 - Students scoring within 200 Lexile points to the grade level Lexile midpoint

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students' literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every month – Teachers will review Common Formative Assessments, Assesslet data, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district's ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory through a visual representation in the school's PLC room.

School Name: Moses Middle School

Brief School Narrative

Lena Mae Moses Middle School is located on Old County Farm Road in the northern end of Paulding County in the Dallas area. The current student enrollment is 781 and growing steadily as the area continues to develop and housing is built. The population at Moses has become very diverse over the past few years as the county and school population has grown. We have approximately 26% Black, 10% Hispanic, 2% Asian, 4% Multi-ethnic, and 58% Caucasian. Our Economically Disadvantaged (free and reduced lunch) percentage has grown to 37% and 15% of our students are classified Students with Disabilities.

Current Instructional Initiatives

Moses teachers and administrators believe that data should drive instruction and planning to ensure students are successful. The District’s focus on literacy has supported our vision to collect, analyze and use quality data to prepare lessons and develop our professional learning. Currently our goal at Moses is to differentiate by both methods and materials to better serve student needs in all content areas, with a specific focus on English Language Arts. Our teachers are using the district supported Adolescent Reading Strategies (PALS, Reciprocal Teaching, Text Mining, and Magnet Summary) in combination with appropriately leveled text to strengthen reading and comprehension. Formative assessments are being used more frequently to target gaps in academic performance and guide differentiation in the classroom. Collaborative planning and data analyzation are key to this process.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient:

Moses	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
6th Grade	52	51	37	25	27	23	40	38	34
7th Grade	67	59	53	21	21	15	34	28	26
8th Grade	56	76	60	11	15	18	29	40	33

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Scott Viness	Principal
Karen Kirby	Evaluation and Assessment Coordinator
Lindsey Merrill	ELA Department Chair
Ashley Collins	Content Area Teacher
Ashly Keadle	Special Education Teacher
Anita Boyd	Media Specialist
Karen Vaughn	Community Representative
Kristen Mullinax	Parent Representative
Dianah Johnson	Assistant Principal

Community Literacy Activities:

- Annual Family Literacy Night
- 5th to 6th grade Summer Camp (Upcoming 6th grade students come in for a day during the summer to tour the school, get their schedules and lockers and spend time doing activities with the 6th grade teachers. Lunch, a Moses shirt and a bag is provided to participants.)
- Annual Career Day
- Reading Buddies with Elementary Students (K-1)

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is given four times a year (August, October, January, and May) in the Paulding County School District for all 6th-8th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

DIBELS 8th Edition

DIBELS 8th Edition has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in our school. We plan to kick off a schoolwide training for all general education teachers and special education teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed each month beginning in September. The progress monitoring data will be analyzed with the grade level professional learning community each month.

Assesslets

All students in grades 6-8 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling.

All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer's Simple View of Reading and Scarborough's Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students' literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Data-based Adolescent Reading Strategies – ELA classrooms will utilize DIBELS data and Reading Inventory Lexile data to determine which strategy will work best to allow students to have access to grade level text.
 - *PALS* - Pairs of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the roles of tutor and tutee— read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph “shrinking” (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage).
 - *Reciprocal Teaching* - Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.
 - *Collaborative Reasoning* - Students read a text that raises an unresolved issue with multiple and competing points of view. Students are expected to take positions on a big question, support the positions with reasons and evidence, carefully listen, evaluate, and respond to one another's arguments, and challenge one another when they disagree.
 - *Paired Reading* - Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read.
 - Expeditionary Learning (EL Education) – An open education resource that provides high-quality, grade level texts that are the central focus of lessons and are accompanied by quality tasks aligned to the standards of reading, writing, speaking, listening, and language in service to grow literacy skills. Materials build knowledge through integrated reading, writing, speaking, listening, and language.
- Content Area Literacy Strategies

- Content Area Teachers will promote and support a menu of content-area reading strategies across the curricula to ensure that all students, ultimately, deconstruct and construct meaning from complex, discipline-specific (i.e., history, science, social studies, etc.) texts.
- Content area teachers will increase the amount of explicit instruction in research-based strategies for monitoring comprehension, activating prior knowledge, inferring, responding to questions, and summarizing.
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- Content area teachers will increase writing activities that will support reading proficiency. Because literacy outcomes are improved when writing activities are connected to reading across the curriculum, teachers will intentionally plan opportunities for students to respond to texts in writing, write summaries of texts, and answer written responses about a text.
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 - **READ 180®** is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students will participate in this intervention during a separate needs-based intervention block
 - Teachers will be trained by HMM and will have coaching throughout the year to support the implementation of the intervention
 - **ACHIEVE3000** meets students one-on-one at their individual reading levels, while at the same time targeting grade-level state standards. Every lesson includes an article delivered at one of 12 Lexile levels in English and 8 in Spanish.
- Tier 3 Differentiated Instruction
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
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 - Teachers will be trained by HMM and will have coaching throughout the year to support the implementation of the intervention
- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student's IEP goals and objectives.
 - Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student's IEP goals and objectives.

Identification of Students for Interventions:

- System 44 Candidate
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 - Students who receive a fluency score of 16 or below are candidates for System 44
- Read 180 Candidate
 - Students scoring a Lexile of 600L and below will be given HMM's Phonics Inventory
 - Students who fall in the Below Basic or Basic Lexile band and higher than 600L on the Reading Inventory or students less than 600L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180
- ACHIEVE3000 Candidate
 - Students scoring within 200 Lexile points to the grade level Lexile midpoint

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students' literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every month – Teachers will review the latest DIBELS progress monitoring data and new Reading Inventory data if available
- Literacy Walks

- School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
- District Leadership – The school leadership team will observe literacy instruction with the district’s ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory through a visual representation in the school’s PLC room.

School Name: Burnt Hickory Elementary

Brief School Narrative:

Burnt Hickory Elementary School is located in the northeast corner of Paulding County. Since our opening in 2008, enrollment has ranged from approximately 850 students to our current number of 1054. Our school shares a campus with Sammy McClure Middle School and North Paulding High School. The current demographic makeup for students is approximately 79% white, 9% black, 7% Hispanic, 3% multiracial, and 1% Asian. Of our total student body, approximately 13% are identified as students with disabilities, 14% as gifted. Approximately 17% of our students are identified as economically disadvantaged.

Burnt Hickory Elementary School is committed to providing high-quality, Tier 1 instruction for all students. The staff engages in collaborative planning, grade level PLC’s, and Vertical planning committees that regularly analyze student performance data to make instructional decisions. The Bookworms DI block, Shared Reading, and Interactive Read Aloud components provide teachers with a framework to ensure students receive effective literacy instruction through rich, authentic text that meets their instructional needs. The Georgia Milestones data reflects that 33% of our students received a 3 or 4 on the writing portion (Trait 1 and the Narrative) of the assessment. Burnt Hickory Elementary School strongly feels that reading and writing are a reciprocal process. We believe that for students to demonstrate that they are life-long readers and writers, today and in the future, we must provide solid, effective literacy instruction that transfers from instruction to assessment, one grade level to the next, and holds into a student's future endeavors. Current literacy instruction initiatives include:

- Differentiated Reading Instruction Block (K-3)
- Interactive Read Aloud and/or Shared Reading (K-5)
- Peer-Assisted Learning Strategies (PALS) (4-5)
- Reciprocal Teaching (4-5)
- Reading Inventory (RI) 4 times per year
- Foundational Reading Assessment (FRA) 4 times per year
- DIBELS Fluency and Progress monitoring (1-5)
- Bi-weekly Grade Level Planning meetings (writing instruction focus)
- Vertical PLC teams
 - Curriculum and Instruction
 - PBIS
 - Writing
 - Math
 - Reading/Social Studies
 - Science/STEM/Technology

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient:

BHES	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Grade	41	43	34	7	10	8	33	38	31
4th Grade	40	34	35	17	19	17	42	34	31
5th Grade	42	42	29	7	7	3	20	31	19

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Joy Viness	Principal
Sarah Burger	Evaluation and Assessment Coordinator
Candice Dyer	Kindergarten Representative
Clarice Weaver	1 st Grade Representative
Holly Butterworth	2 nd Grade Representative
Courtney Sharpe	3 rd Grade Representative
Angeline Hays, Alisha Collins	4 th Grade Representative

Arien Simmons, Hillary Smith	5 th Grade Representative
Nicole Stephens	Special Education Teacher
Rebecca Hammond	Media Specialist
Rebecca Taylor	Community Representative
Tracy Barnette	Parent Representative
Michelle Bjors	Gifted Teacher

Community Literacy Activities:

- Kindergarten Transition Plan – Burnt Hickory’s kindergarten teachers and paraprofessionals assist with kindergarten registration each spring to begin building relationships with students and families.
- Various community members and groups visit our school to read with students throughout the year including students from North Paulding High School’s Teaching as a Profession program and basketball teams, students from Sammy McClure Middle School’s Connections classes, field experience students from local university teaching programs, and community member “Mystery Readers.”

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 1st-5th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

Students in 1st and 2nd grade take HMH’s Foundational Reading Assessment (FRA) which measures the fluency and accuracy of foundational reading skills. Students must first demonstrate proficiency on the FRA prior to taking the Reading Inventory Assessment that produces a Lexile measure.

All kindergarten students are given the FRA three times a year (December, March, and May) in the Paulding County School District. If they demonstrate proficiency on the FRA, they also are given the opportunity to take the Reading Inventory Assessment that produces a Lexile measure.

DIBELS Next

DIBELS Next has been a benchmark assessment and progress monitoring tool used for students receiving Tier 2 or 3 interventions, however it has not been used pervasively in kindergarten through 5th grade in our school. We plan to kick off a schoolwide training for all general education teachers, special education teachers and early intervention program teachers to launch this as a pervasive assessment in our school. DIBELS benchmarks will be given in August, December and April, with Oral Reading Fluency progress monitors completed on 2nd-5th graders every three weeks beginning in September with 1st grade beginning in January. The progress monitoring data will be analyzed with the grade level professional learning community every three weeks.

Informal Decoding Inventory

The Informal Decoding Inventory will be given to all first-grade students, and to all students in 2nd-5th grade who score below the DIBELS Oral Reading Fluency August benchmark goal to determine if students have phonics gaps. This inventory includes six phonics subtests that progress in difficulty using real words and nonsense words. The first five address single-syllable decoding, while the last addresses multisyllabic decoding given only to students in 3rd-5th grade.

Assesslets

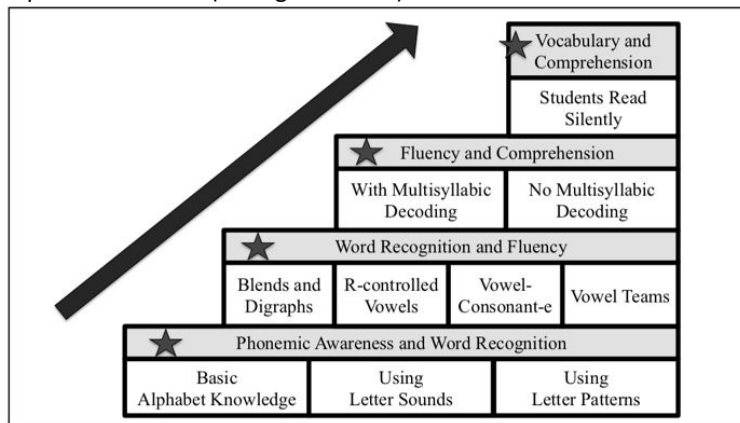
All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

Evidenced-Based Practices:

Our district has been actively engaged in professional development on the science of reading for the past three years. This training has focused on Gough and Tunmer’s Simple View of Reading and Scarborough’s Rope. Our district has also begun *LETRS* training for teachers and administrators which is a reading professional development course that bridges deep, meaningful research based on the science of reading into practical classroom success. Several of the schools in our district that were awarded the L4GA grant in 2017 have implemented the following evidenced-based practices which has resulted in a high impact on students’ literacy growth. We plan to replicate the same evidence-based practices that have been implemented successfully in other schools in our district, in our school.

- Tier 1 ELA Instruction
 - Bookworms – Comprehensive core reading program for K-5, an Open Educational Resource
 - Implementation requires three 45-minute segments, which can be scheduled in any order

- *Interactive Read-Aloud, Grammar, and Writing Instruction* – The daily read aloud, which takes about 15 minutes, is highly interactive, involving frequent pauses to prompt inferential thinking and briefly model comprehension strategies in context. The next 15 minutes involve grammar instruction based on sentence composing, rather than descriptive grammar. The last 15 minutes are reserved for a response to writing, and the read-aloud lesson plans extend through about half of each nine weeks, with the remaining 45-minute segments reserved for genre-based writing instruction utilizing books read during Bookworms as mentor texts.
- *Shared Reading* – At all grade levels, this segment involves eyes-on text and word study – in kindergarten, through the use of dialogic reading, phonological awareness through nursery rhymes and poems and print concepts, and in grades 1-5, through a word study component followed by two readings of a grade-level text.
- *Differentiated Reading Instruction* – This is a multiple entry skills block in which easily gathered data guide teachers in the formation of small, temporary groups for targeted instruction. Ultimately, students progress up a carefully sequenced staircase of increasingly sophisticated skills (see figure below)



- Tier 2 Differentiated Instruction
 - **iRead** is a digital program designed to give children individualized experiences that will ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.
 - Students in K-2 will receive an extra dose of iRead in place of their written response during the Differentiated Instruction block
 - **READ 180®** is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.
 - Students in 4th-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention
- Tier 3 Differentiated Instruction
 - **Wilson Foundations** provides all students in K-3 classrooms with a systematic program in the foundational skills of reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling.
 - Students in K-2 will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - **System 44** is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
 - Students in 3rd-5th grade will participate in this intervention in place of the Bookworms Differentiated Instruction block.
 - Teachers will be trained by HMH and will have coaching throughout the year to support the implementation of the intervention

- Special Education
 - Students served in reading through the special education program may receive services in any of the previous intervention programs above from a Special Education teacher trained on the interventions based on the needs of the student’s IEP goals and objectives.
 - Students served in reading through the special education program may also receive small group instruction through SPIRE (K-5) or Language Live! (6-12) based on the needs of the student’s IEP goals and objectives.

Identification of Students for Interventions:

- Kindergarten – Second Grade
 - Students scoring Below Basic on the Foundational Reading Assessment, and/or Well Below Benchmark on DIBELS Next subtests are candidates for an extra dose of iRead
 - If students continue to show little progress on their identified need, students will become candidates for Foundations
- Third Grade
 - Students scoring a Lexile of 400L and below will be given HMH’s Phonics Inventory
 - Students who receive a fluency score of 16 or below are candidates for System 44
- Fourth – Fifth Grade
 - Students scoring a Lexile of 400L and below will be given HMH’s Phonics Inventory
 - Students who receive a fluency score of 16 or below on HMH’s Phonics Inventory are candidates for System 44
 - Students who fall in the Below Basic or Basic Lexile band and higher than 400L on the Reading Inventory or students less than 400L with a Phonics Inventory fluency score 17 or higher are candidates for Read 180

Monitoring Implementation and Effectiveness:

We will put several initiatives in place to monitor the progress of our students’ literacy growth. Our Literacy Leadership Team will guide the work to implement the following monitoring tools:

- PLC Data Days every 3 weeks – School administrators and teachers will review and analyze the latest DIBELS progress monitoring data, end-of-cycle assessments, and new Reading Inventory data if available
- Literacy Walks
 - School Leadership – School administrators will conduct literacy walks to monitor the fidelity of the implementation of the evidenced-based practices put into place. Teachers will receive feedback on their implementation and coaching support to improve instructional literacy practices.
 - District Leadership – The school leadership team will observe literacy instruction with the district’s ELA Coordinator to review literacy implementation, provide guidance for next steps in professional development, and ensure fidelity of evidenced-based practices
- HMH Coaching Support for Intervention Programs – HMH coaches will work side-by-side with teachers implementing intervention programs to ensure fidelity of effective program delivery
- Reading Inventory Quarterly Protocol – Completed with school leaders, and then replicated with grade level PLCs by the school leaders to determine individual students who are growing, or not growing, and determine a plan to address needs
- Interactive Data Walls – Teachers will monitor the progress of students throughout the year on the Reading Inventory and Foundational Reading Assessment through a visual representation in the school’s PLC room.

School Name: Poole Elementary

Brief School Narrative:

Lillian C. Poole Elementary School is located in rural, western Paulding County. The school hosts its almost 500 students from one of the largest zones in the district. Built in 2003, the school enrollment has fluctuated from approximately 700 students to over 1,000 students before the building of new schools and redistricting. Following the 2008 recession as home building and the economy stalled, enrollment decreased as low as 389 students. As of January 7, 2020, we host 499 students. While the economy has rebounded in many areas since the 2008 recession, Poole Elementary continues to welcome students and families with significant needs. Poole Elementary is a school-wide Title 1 school with a growing population of economically disadvantaged students and families. Since 2016, the economically disadvantaged population has increased from 47% to 54%. School demographic data for the 2019-2020 school year illustrates Poole’s diversity: 22% Black/African American, 62% White/Caucasian, 9% Hispanic/Latino, 4% Multiracial, and 1% Asian (RESA Data Warehouse). Of our total student body, 19% are Students with Disabilities and 3% English Language Learners.

Poole Elementary School’s literacy focus is grounded in effective tier one instructional practices, planning and delivering engaging literacy experiences for students, targeted literacy interventions for students who struggle to make progress, and teacher analysis of and acting on meaningful student literacy data. Since 2016, Poole implements Walpole and McKenna’s Bookworms Literacy Model for all students. Poole’s current high-quality literacy practices and evidenced-based interventions include:

Tier 1

- Bookworms Differentiated Reading Instruction Block (K-5)
 - Bookworms Shared Reading Block (K-5)
 - Bookworms Interactive Real Alouds/Writing Instruction (K-5)
 - Ongoing Bookworms Professional Learning for all instructional staff
 - Literacy Professional Learning Community for all instructional staff to analyze student data
- DIBELS Fluency and Progress Monitoring

Tier 2

- iRead (K-2)
- Morning Intervention Program for selected students (2-5)
- After school tutoring program (3-5)

Tier 3

- Wilson Foundations

With an increased focus on student literacy since 2016, Poole students have shown growth according to literacy data measures such as the Foundational Reading Assessment (FRA) and Reading Inventory (RI). However, the translation of FRA and RI progress to the ELA section of the Georgia Milestones Assessments (GMAs) has been inconsistent. According to the results of the 2018-2019 GMAs in English Language Arts, approximately 53% of grade 3, 4, and 5 students scored at or above the Lexile readiness expectation for the next grade level (RESA Data Warehouse). In comparison, the 2017-2018 ELA GMA Lexile readiness was approximate 50% and 55% in 2016-2017. These inconsistent measures indicated our continued need for high-quality literacy practices and evidenced-based interventions.

Data (3-Year Trend Charts – GMA Lexile Below & GMA Not Proficient):

Poole	% of Students Below Proficiency on ELA Milestone			% of Students Below Grade Level Lexile			% of Students Below Lexile MidPoint		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
3rd Grade	74	50	68	27	19	19	55	50	57
4th Grade	57	61	49	37	46	30	47	57	50
5th Grade	53	59	58	13	23	20	31	43	36

Literacy Leadership Team Members:

The Literacy Leadership Team will coordinate the school’s literacy plan. They will meet three times per year (beginning, middle, end) to review literacy initiatives, plan professional learning and analyze school level formative data (RI, DIBELS, etc) to determine literacy instructional effectiveness, as well as next steps.

Name	Role
Paul Chaffee	Principal
Kristi Davis	Assistant Principal

Katie Meeks	Evaluation and Assessment Coordinator
Lisa Burton	Kindergarten Representative
Cassidy Murdock	1 st Grade Representative
Zuri West	2 nd Grade Representative
Morgan Frazier	3 rd Grade Representative
Sarah Hatzileris	4 th Grade Representative
Bethel Ostrow	5 th Grade Representative
Tessa Thomas	Special Education Teacher
Rhonda Willoughby	Media Specialist
Chrissy Harris	Community Representative
Chrissy Miller	Parent Representative
Wendy Howd	Title 1 Instructional Lead Teacher

Community Literacy Activities:

- Annual Family Literacy Nights - Two Title 1 literacy nights are held each year. The first event focuses on helping parents understand how literacy is taught at school through effective strategies, and the second event will detail how we work toward achieving literacy goals with students.
- Kindergarten Transition Plan – Poole Kindergarten teachers and paraprofessionals assist with Kindergarten registration each spring to begin building relationships with students and families. Following registration, a Kindergarten orientation is held to welcome and provide information to parents/guardians and students.
- Additional Transition Activities – Poole's Title 1 Instructional Lead Teacher provides transition information for parents/guardians of all students in the spring each year. Information and resources about each grade level are given to help families prepare for the upcoming school year.

Literacy Assessment Timeline:

Reading Inventory

The HMH Reading Inventory is already given four times a year (August, October, January, and May) in the Paulding County School District for all 1st-5th grade students. We currently use this data to inform our instruction and plan for differentiated instruction.

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Assesslets

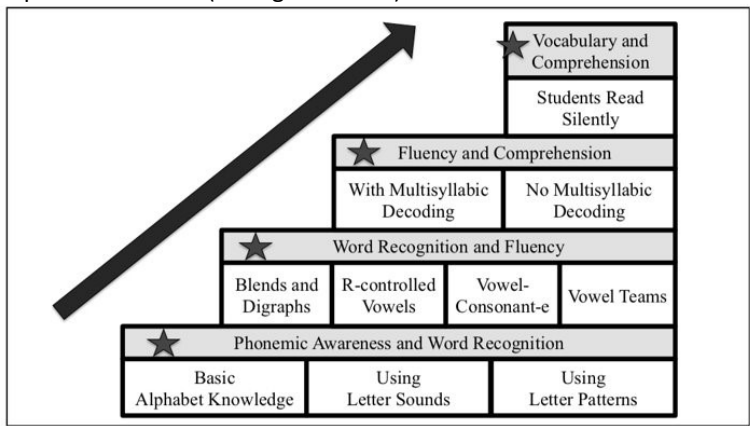
All students in grades 3-5 will complete the Assesslet from Georgia Center of Assessment. The assessment is currently given once each year (December). This formative tool aligns with the Georgia Standards of Excellence and provides data to drive instruction and conferencing in reading and writing performance. Teachers will use this data to analyze trends and form differentiated instruction. The results and reports provide teachers a basis for writing conferencing and modeling

All of the above assessments will be used to launch a uniform, school-wide approach to implement a differentiated instruction literacy instruction block. We believe we must use screening and diagnostic assessments to differentiate reading instruction based on skill (Phonological Awareness, Phonics, Fluency, Comprehension) strengths and needs, and not with an overall leveled placement assessment.

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