

Application: Terrell County B5 Revised

Tonya Perkins - tperkins@terrell.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000266
Last submitted: Feb 10 2020 05:16 PM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Terrell County

District Contact Information

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

Name	Tonya Perkins
Position	Federal Programs/Title I Director
Email	tperkins@terrell.k12.ga.us
Phone	229-995-4096

Grant Fiscal Agent MOU

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

[Terrell County MOU.pdf](#)

Filename: Terrell County MOU.pdf **Size:** 49.3 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.

[Terrell County COI.pdf](#)

Filename: Terrell County COI.pdf **Size:** 131.8 kB

Previous Grantee

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

no

Growing Readers

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

no

Get Georgia Reading

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

L4GA 2019 Full Application

Completed - Feb 10 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

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

All files uploaded files should be .pdf.

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

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

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

15 Points

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

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

Absolute Priorities for L4GA-Sub-grants:

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

Plan for engaging

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

[Terrell County School System Narrative.pdf](#)

Filename: Terrell County School System Narrative.pdf **Size:** 373.1 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.

[Terrell County School System Management Plan.pdf](#)

Filename: Terrell County School System Management Plan.pdf **Size:** 173.3 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)

[Terrell County School System Needs Assessment.pdf](#)

Filename: Terrell County School System Needs Assessment.pdf **Size:** 513.4 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 (GFPC; Get Georgia Reading Campaign)
- Governor’s Office of Student Achievement (GOSA)
- Literacy 4 All
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[Terrell County School System Project Goals.pdf](#)

Filename: Terrell County School System Project Goals.pdf **Size:** 344.4 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

[Terrell County School System Assessment Data Analysis Plan.pdf](#)

Filename: Terrell County School System Assessment Data Analysis Plan.pdf **Size:** 202.6 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.)

[Terrell County School System Professional Learning Strategies .pdf](#)

Filename: Terrell County School System Professional Learning Strategies .pdf **Size:** 149.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

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

10 points

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

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

Notes:

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

Examples of strategies, human resources, or instructional resources:

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

[Terrell County School System Resources Strategies and Materials Final.pdf](#)

Filename: Terrell County School System Resources Strategies and Materials Final.pdf **Size:** 70.1 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

[Terrell County School System Budget Narrative.pdf](#)

Filename: Terrell County School System Budget Narrative.pdf **Size:** 122.7 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

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

[Terrell County Commitment Letters.pdf](#)

Filename: Terrell County Commitment Letters.pdf **Size:** 250.1 kB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Terrell County
School or Center Name	B5 - Terrell County Pre-K and Head Start
System ID	735
School ID	1051 and CCLC-2129

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

8

Number of Paraprofessionals or Teaching Assistants in School

8

Principal or Director

Name	LaTosha Peters (Pre-K) and Anita Ware (Headstart)
Position	Principal / Director
Email	lpeters@terrell.k12.ga.us / aware@swgacac.com
Phone	229-995-5451/ 229-995-3473

L4GA 2019 School Contact

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

Name	Tonya Perkins
Position	Federal Programs/Title I Director
Email	tperkins@terrell.k12.ga.us
Phone	229-995-4096

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

[Terrell County School System B-5 Revised](#)

Filename: Terrell_County_School_System_B-5_Revised.pdf **Size:** 143.1 kB

Terrell County Early Learning Literacy Plan for Birth to Five

Terrell County Head Start Child Development Center (Terrell CDC) classrooms are federally funded comprehensive development program that serves children ages three and four years old. Terrell Head Start has five classrooms with capacity of 80 students. Funding goes directly from the federal government to local grantees. The federal government provides 80 percent of the annual cost to operate the program, and the remaining 20 percent must be generated locally. Terrell CDC is a licensed center through Bright from the Start and was recently awarded a Two Star-Quality Rating.

The overall plan for insuring school readiness at Southwest Georgia Community Action Council, Inc. Head Start Program is to establish realistic, long-range readiness goals for all children so they will be successful in public school; to develop quality instructional staff; to provide challenging age appropriate materials; to implement a curriculum which fosters readiness development for children; and to offer, educational support and information. Our school readiness goals reflect ages three to four. Collaboration between Local Education Agency (LEA) and Terrell Head Start Child Development Center has been established for many years. With L4GA the scope will broaden the spectrum of support children, families, and the entire community.

Terrell County School System's early learning also consists of three state funded Pre-K classes. The Pre-K program is located on the campus of Cooper-Carver Elementary School. There are 66 students served by 3 teachers and 3 paraprofessionals. They are mandated by Bright from the Start. Each program follows the procedures, guidelines and curriculum as prescribed. The implementation of Terrell County's L4GA plan Each program follows the procedures, guidelines and curriculum as prescribed. (Demographics described in the narrative). The needs assessment process involved Pre-K teachers, kindergarten teachers, parents and stakeholders. With the influence of L4GA the scope will broaden the spectrum of support to the entire community.

Between Head Start and Pre-K, there were multiple areas of need, however the task force chose to focus upon and build according to success and speed of implementation.

Early Learning Need 1 identified during needs assessment process

Emergent BB2A 100% An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.

KIDS COUNT Data: There is only one quality rated child care facility in the county.

Current Activities linked to **Assets** during needs assessment process

Early Enrichment Services (EES), Pre-K and the LEA meet quarterly; however not all birth-5 stakeholders are included. Separate Early Enrichment Services and Terrell Head Start and PreK plans are in place but nothing that coordinates activities or addresses needs from birth to three and four-year olds.

The Task Force will facilitate the development of a fully inclusive birth-five Literacy Learning Community (LLC). The LLC will meet monthly. The PreK Director will facilitate the first meeting until a strong leader is selected/emerges. The task force will use the Early Learning Literacy Plan to develop agendas and address identified issues.

<p>Outputs - Activities Task Force facilitates first Early Learning LLC; invites members representing all community and private service providers Develop 45 day action plan using the Early Learning Literacy Plan as a guide and seek ways to provide language nutrition to the 0-5 population Select a Task Force leader Calendar meetings</p>	<p>Outputs - Products Early Learning LLC Members List 45 day action plans Agendas Calendar Meeting minutes, sign in sheets</p>
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OUTCOMES
By 2021, the rating for BB2A on the Georgia Literacy Plan Birth – Five Needs Assessment will move from Not Addressed to Fully Operational.

<p>Early Learning Need 2 identified during needs assessment process</p>	
<p>Not Addressed (100%) BB2E A plan is in place to improve access for families to resources for developing early literacy in their homes. Also, according to the EES home survey, only 25% of young children in the program have access to picture books.</p>	
<p>Current Activities linked to Assets Early Enrichment Services currently provides literacy supports to children and families in the EES/Pre-K programs. Beyond that structure, no formal efforts have begun to provide support to parents of young children to develop early literacy.</p>	
<p>Once formed, the Early Learning LLC will investigate how to provide support to birth-5 parents and caregivers to develop early literacy. Parents and caregivers of young children will receive print and digital resources and training and support to develop early literacy.</p>	
<p>Outputs - Activities Investigate which literacy supports to provide. Use the EES home literacy survey to help guide the initial process. Develop a Home Literacy Survey for all birth-5 children to determine needs. Select print and digital resources aligned to evidence-based parent training for birth-5 parents to develop early literacy</p>	<p>Outputs - Products Meeting minutes List of supports Surveys Inventory and Usage Training agendas, sign in docs</p>
<p>OUTCOMES By 2021, the rating for BB2E on the Georgia Literacy Plan Birth – Five Needs Assessment will move from Not Addressed to Fully Operational. Birth-Five Early Enrichment Services and PreK Home Literacy Surveys will indicate that young children have more access to books.</p>	

Early Learning Need 3 as Identified during needs assessment process
Local Data: Almost half of upcoming kindergarten students qualify for intervention services annually. Birth to Five assessment data indicate children are progressing toward proficiency or progressing as expected; however, almost half of PreK student continue to qualify for intervention services. Assessment results are not used to determine effectiveness of programs or interventions. During the needs assessment process, kindergarten teachers

explained that more time could be devoted to literacy if students entering at the beginning of the year were well acquainted with rituals and routines.

Current Activities linked to **Assets** during needs assessment process
Professional learning will be provided to support the administering of assessments with fidelity.

Current professional learning for EES and PreK assessments provided and an emphasis will be placed on how all B-5 assessments are connected and aligned to preparing students for GSE in kindergarten. Emphasis will be placed on how important it is to target individual students' needs for possible intervention or support rather than using assessment results as a personal indicator of teacher effectiveness.

Outputs - Activities

Provide 'refresher' training in administering PreK assessments with fidelity

Develop and implement measures to assess fidelity of administration

LLC will discuss administration of assessments and results and will update needs accordingly

Select appropriate supplementary early literacy resources to increase volume of resources and align with rigor needed to prepare children for kindergarten

Outputs - Products

Documentation to support professional learning occurred (agenda, PL evaluation)

Fidelity measures

LLC agendas, examples of updates or adjustments based on discussions

Selection criteria, purchase documentation

OUTCOMES

By 2021, reduce the numbers of students who qualify for ELA kindergarten EIP.

Increase the number of students progressing as expected on PALS.

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.

Douglas Bell

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

Douglas Bell, Superintendent

Typed Name of Fiscal Agency Head and Position Title

February 10, 2020

Date

Signature of Applicant's Authorized Agency Head (required)

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

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Douglas Bell

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

Address: PO Box 151

City: Dawson Zip: 39842

Telephone: (229) 995-4425 Fax: (229) 995-4632

E-mail: dbell@terrell.k12.ga.us

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

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

February 10, 2020
Date (required)

Section 6 – Professional Strategies Identified on the Basis of Documented Need

Professional Learning Strategies Identified on the Basis of Documented Need

During the past few years, the Terrell County School System has invested heavily into designing various professional learning opportunities for all staff members. These professional learning opportunities are job-embedded, are tied directly to district goals and plans, and are tailored to meet the unique needs of each school in the Terrell County School System. As a result, there is a strong capacity in the school district for professional learning and to build upon additional professional learning opportunities.

One of the goals for personal learning in the TCSS is to build true learning communities for the different members and departments of the faculty and staff. As a result, participants will have the support, cohesiveness, and training needed for their specialized area(s). Additional PLC to be added include: counselors, media specialists, nurses, paraprofessionals, interventionists, and speech pathologists.

Existing and New Terrell County Professional Learning and Training Based on Needs

Professional Learning Strategy Objective	Targeted Audience	Targeted Outcomes	PL Effectiveness Measures	Additional Information
Early Learning and PreK New Teacher, WSO, and required one or two day annual PL – A minimum of one virtual Cox Campus	Early Learning Providers	Implement GELDS and support students’ mastery of GELDS	CLASS, TKES WSO progress Lesson Plans	Provided by Early Enrichment Services, DECAL, Bright from the Start – Offsite Cox Campus Online
Administering Assessments with Fidelity to include but not limited to PALS, PPVT, GKIDS, DIBELS – Next, HMH Reading Inventory, GA Milestones	Early Learning K-2, 3-5, 6-8, 9-12	Improve literacy outcomes and interventions by insuring assessments are administered with fidelity	Improved alignment between student performance and assessment results	GaDOE, EES, Bright from the Start, Selected Vendors, Job embedded during work day and on PL days
New Teacher Orientation	New instructional personnel	Support new personnel transition	PL evaluation	System Personnel Preplanning job embedded
L4GA Professional Learning	As selected by staff and as	Improve literacy, social	PL evaluation	L4GA Coordinator, Principals

Terrell County School System Professional Learning Strategies Identified on the Basis of Documented Need - 6

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Online Modules and Face-to-Face	required by GaDOE	emotional, climate outcomes	Classroom observations Annual Needs Assessments and Surveys	Job embedded
Efficient and Effective Use of Data	All instructional personnel and Literacy Learning Collaborative LLC *Include B-5 providers	Improve individual and collaborative use of data using specified protocols	Minutes Annual needs assessments Data progress monitoring documents Lesson plans and classroom observations	School and District Leadership Teams, RESA, Selected Vendors Job embedded during work day and on PL days
P-12 Positive Behavior Intervention Supports	All personnel	Teach behavior expectations	SWIS Data PBIS assessments Climate Rating	District PBIS and School PBIS Coaches Job embedded and off site for coaches
Implementing Core and Intervention Programs with Fidelity	All personnel	Improve proficiency in EOC and EOG GMA Close achievement gaps Improve Lexile levels	Core and Intervention Fidelity Checklists for Classroom Observations with feedback Improved proficiency in all content areas	Selected Experts, Selected Vendors Designated PL days, job embedded coaching
Standards Based Classroom, Instructional Framework	All K-2, 3-5, 6-8, 9-12 instructional personnel	Improve evidenced based instruction within content area Close achievement gaps Improve Lexile levels	PL implementation observation checklist of standards based classroom and instructional framework	RESA, P-20, Selected Experts Designated PL days, job embedded coaching
Co-Teaching Models	All K-2, 3-5, 6-8, 9-12 instructional personnel	Close achievement gaps Improve Lexile levels	PL Implementation GMAS achievement for subgroups Increase in flag for subgroups - CCRPI Increased CCRPI flags in subgroups meeting the improvement target Improved proficiency in all content areas	SPED Personnel, selected experts Designated PL days, job embedded coaching
Differentiated Instruction	All K-2, 3-5, 6-8, 9-12 instructional personnel	Improve evidenced based instruction within content area	PL Implementation GMAS achievement for subgroups	RESA, Selected Experts Designated PL days, job

Terrell County School System Professional Learning Strategies Identified on the Basis of Documented Need - 6

		Close achievement gaps Improve Lexile levels	Increase in flag for subgroups - CCRPI Increased CCRPI flags in subgroups meeting the improvement target Improved proficiency in all content areas	embedded coaching
Task Force Baby Steps	B-5 parents and caregivers	Improve early language development and early literacy outcomes	PL evaluations Annual GetLit Surveys and Needs Assessments	Get Lit Partners, Early Learning Providers Days, evenings, weekends
Task Force Family Nights Fall, Winter, Spring and Summer	0-12 children, parents, caregivers, community partners	Improve access to and use of quality print and digital resources	Surveys and Needs Assessments	Task Force Partnership Evenings, Weekends
APTT – Academic Parent Teacher Teams (Fall, Winter and Spring)	All K-2, 3-5, 6-8, 9-12 instructional personnel	Improve parent and teacher collaboration Improve literacy, social emotional, climate outcomes	Surveys	Instructional personnel, Building and district level administrators Minimum of three times per year
Science and Social Studies Supports	Job embedded professional learning and off site according to need	Improve proficiency on EOG EOC Milestones	Improved proficiency	RESA, GaDOE, P-20 Collaborative Job embedded and off site
Comprehensive Needs Assessment – District and Schools Summer Institute	Superintendent, BOE members, district administrators, school leadership teams, teacher leaders	Analyze formative and summative data to determine effectiveness and progress toward meeting district and school goals	PL evaluations	TCSS Personnel, Selected Vendors Summer

The school district has flexibility in the professional learning schedule to address professional learning needs as they arise within the school year.

To ensure that L4GA Grant-funded professional learning activities are adequate and effective, facilitators will create evaluations for all activities. Teacher feedback will help administrators plan for further training and tailor instruction to needs as identified by administrators and teachers alike. Professional learning activities differentiated to teachers’ needs will provide additional methods to ensure effectiveness.

Measureable goals for improving the quality of professional learning will be put into place utilizing various measures. Results from periodic survey sessions and P.L. evaluations will be vital in informing administrators as to the quality of the PL provided. The ultimate litmus test of the quality of PL is when those efforts truly transcend into students' academic success. Therefore, data from PALS, the Narrative Assessment Protocol, DIBELS-Next, Reading Inventory, WSO, GKids, GMAS, as well as common assessments implemented by the district will all be measures used to improve the quality of professional learning.

Teachers and administrators in the TCSS will continue to be provided with cutting edge professional learning community sessions utilizing data as their foundation. Teachers in the local Headstart programs will also benefit from professional learning on the use of data to guide instruction. Data, with an increased emphasis on literacy data, will be used in all parent and community meetings to inform and teach these stakeholders how they can assist with the literacy effort. This data will also continue to drive the school and district improvement efforts.

As a result of strong collaborative efforts among all Task Force members, there is strong capacity and sustainability to provide local PL that benefits all students and all L4GA sub-grantees. Specific PL detailed in the chart above detail how PL begins with early childhood care providers, is inclusive through K-12, and even extends into post-secondary.

Section 5 - Assessment/Data Analysis Plan

Community Level Data

Terrell County has a population of approximately 8,600. According to the U.S. Census Bureau 35.3% of the total population of Terrell County is living in poverty with 60% of children living below the poverty line (The Economics of Education). It has been well-established that there is a correlation between poverty and literacy ($r^2=.674$); therefore, without a sustained effort on the part of the TCSS and the community, literacy rates will not improve. According to data from Kids Counts Data Center, 49.6% of the eligible 4 year olds in Terrell County were enrolled in a GA Pre-K program; however, 54.7% of the eligible three and four year olds did not attend a preschool program. Using this data along with community health data including birth weight, infant mortality, teen pregnancies, and teen births will allow the Task Force to make intentional decisions about workshops, activities, and information needed to best support the community.

The TCSS has made data analysis a priority. The district does not currently have a protocol that is consistent among the schools. However, the district level curriculum administrator, building level administrators, academic coaches and school improvement specialists have participated in multiple sessions of professional learning this year based on Bambrick-Santoyo's *Driven by Data*. The team is currently in the process of creating a data analysis protocol that all of the schools will be able to use to develop and inform instruction. Focusing on data is not a new initiative; a primary focus of the PL sessions for the past three years has been to facilitate discussions and trainings on the use of data in differentiation. However, building staff capacity in the type of data collected and how it can be most effectively analyzed and used has been challenging. The TCSS is working to create a protocol for school leadership teams, as well as individual classroom teachers to use to ensure that data is being viewed through the lens of instructional improvement.

The following assessment protocol allows for the measurement and monitoring of literacy skills, as well as content knowledge from students in Georgia Headstart programs through grade 12 in the TCSS.

Assessment Protocol including Proposed Grant Assessments indicated by *				
Assessment	Target Group	Administered by	Administration Timeline	How is it used for instruction
Literacy Skills				
<i>Work Sampling Online (WSO)</i>	Pre-K students in the TCSS and GA Headstart Programs	Pre-K teachers / Headstart teachers using existing data	Aug and May	Used to determine learning and development across all domains
<i>*Narrative Assessment Protocol GPRA 1</i>	Pre-K students in the TCSS and GA Headstart Programs	Pre-K teachers / Headstart using the screener in the classroom	Aug and May	Used to determine oral language skills; remediation for specific skills will be provided if needed
<i>*Phonological Literacy Screening (PALS)</i>	Pre-K students in the TCSS and GA Headstart Programs	Pre-K teachers / Headstart using the screener in the classroom	Aug, Dec /Jan May	Used to determine growth in early reading and writing skills; remediation in alphabet knowledge, concepts of print, and phonological awareness may be provided
<i>GKids/Readiness</i>	Kindergarten	Kindergarten	Aug and May	Used to determine growth in

<i>Check & G Kids Performance Based Assessment</i>	Students	Teachers using existing data		literacy , math & general learning and development and readiness for entry into first grade Used for small group reading interventions, explicit comprehension strategy instruction and explicit vocabulary instruction
<i>Star Reading</i>	1 st – 5 th grade students	1 st – 5 th grade teachers using an online assessment	October December March May	Used to determine Lexile level, and reading growth progress Used for the purpose of differentiation in the classroom and grouping
<i>*DIBELS-Next</i>	K-5 students	K-5 teachers using a one on one administration strategy	Aug, Dec April	Used to determine growth in Reading skills (K-composite, 1 st nonsense word and oral reading fluency, 2 nd -5 th oral reading fluency) Used to track and monitor progress and make instructional decisions; remediation for specific skills will be provided if needed
<i>*Reading Inventory</i>	Grade 2-8 students (2 nd grade only takes the May administration)	Homeroom / Intervention teachers using an online assessment	August December March	Used to determine student growth in Lexile and reading comprehension for the purpose of differentiation in the classroom and grouping
<i>*Reading Inventory</i>	Grade 9-12 students	Homeroom or ELA (depending on scheduling) using an online assessment	August December March	Used to determine student growth in Lexile and reading comprehension for the purpose of differentiation in the classroom and grouping
<i>Write Score</i>	Grade K-8 students	Homeroom teachers using an online assessment	September February	Used by ELA teachers to analyze students' strengths and weaknesses in narrative, informational and opinion writing (K-2) and argumentative and informational writing and general grammar conventions in writing (3-8) Remediation in weak areas occurs through differentiation and grouping
Content Mastery				
Teacher Made formative and summative	PK-12 students	All teachers using classroom assessments	August through May	Used by teachers to monitor students' incremental mastery of Georgia Standards of Excellence; results used for differentiation (remediation or acceleration) in the classroom
Pre-Post	Grade 1-12	Teachers in non	August	Used by teachers to determine

Benchmarks	students	SGP classes using a variety of online, paper pencil and performance assessments	May	students' overall mastery of Georgia Standards of Excellence; results used for TKES growth measure in SGP classrooms
EOG Milestones	Grade 3-8 students	GMAS protocol used	April	Used by teachers to determine students' overall mastery of Georgia Standards of Excellence
EOC Milestones	9-12	GMAS protocol used	May	Used by teachers to determine students' overall mastery of Georgia Standards of Excellence
Georgia Alternate Assessment	Grades K-11	SPED Teacher	Formative and Summative assessment of IEP goals	Use to track and monitor achievement and growth for students not assessed using GMA
Health and Wellness				
Screenings for vision, hearing, dental, body mass index, risk for asthma	Target group will be determined based on the need.	School Based Health Clinic/Nurse	1 st 9 weeks of school	The information will be used to support the whole child. Parents will be connected with the appropriate organizations or resources to address issues that are identified.

Since literacy is not just a school issue, but affects the community as well, a variety of assessments will be put in place to measure community perception, involvement, and support of the TCSS Literacy Continuum. The following table identifies several initial assessments.

Efficacy of the TCSS Literacy Continuum				
Assessment	Target Group	Administered by	Administration Timeline	How is it used for instruction
Survey of Participant Involvement	TCSS Literacy Task Force members, parents, identified community leaders	Online survey sent to Task Force members and identified community leaders via email; stations set up at each TCSS school for parent participation	1 time per year	Data will be used to identify additional areas of support, resources to improve literacy initiatives, and areas of need as perceived by non TCSS employees.
School Climate Star Rating	Elementary , Middle and High Schools	Set of surveys taken by teachers, students and parents measuring their perception of school climate in addition to data collected on school discipline and student attendance	1 time per year	The School Climate Star Rating is used to determine schools in the TCSS are on the right path to school improvement.

Teachers and administrators in the TCSS will continue to be provided with cutting edge Professional Learning Community sessions utilizing data as their foundation. Teachers in the local Headstart programs will also benefit from this increased professional learning on the use of data to guide instruction. Data, with an emphasis on literacy data, will be used in all parent and community meetings to inform and teach stakeholders how they can assist with the literacy effort. This data will also continue to drive the school and district improvement efforts.

The TCSS will select the most cost efficient assessment tools to use for screeners, diagnostic assessments and benchmark data points. For example, DIBELS – Next is currently averaging three dollars per student including data platform and booklets.

Section 3 – Needs Assessment and Root Cause Analysis

Established Need

The process for establishing the need for L4GA in Terrell County included aggregating information and data from primary sources including: KIDS COUNT, US Census, GaDOE State Longitudinal Data System (SLDS), Work Sampling Online (WSO), District AdvancED External Report and the Comprehensive Needs Assessment (C.N.A.) Information was used to identify assets, needs, and root causes to help develop plans to implement evidence-based instructional programs, utilize effective instructional strategies and provide specific and timely interventions.

Needs Assessment and Root Cause Analysis

Overarching Need 1 – Improve Literacy

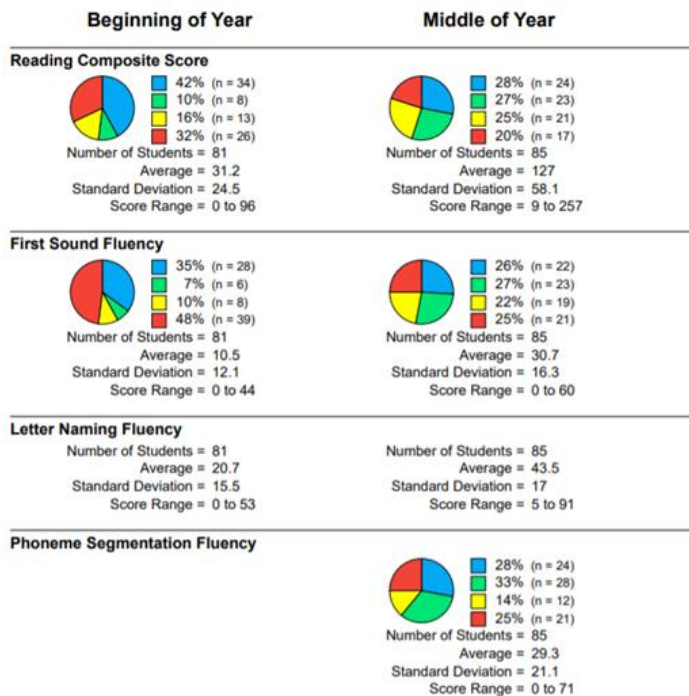
Root Causes:

- B-5 - Lack of collaboration with B-5 providers – Prior to the needs assessment for this grant, there has been little to no collaboration with outside providers birth to five.
- B-5, K-5 - Need to build foundation skills for early literacy and a proper means to measure progress.
- B-5, K-12 - Teachers lack knowledge of pedagogy and developmental reading progression
- Students are not spending enough time reading independently.

Supporting Data:

District: Terrell County Board of Education
Grade: Kindergarten
Year: 2019-2020

District Overview



Based on the Acadience Reading data, 58% of the students were unable to identify the initial sound in a word upon entering kindergarten. The L4GA grant would help to provide early and systematic intervention for phonological awareness and early language development.

STAR Reading Grade Level Averages						
	Lexile Band	2018-2019			2019-2020	
		August 2018	January 2019	May 2019	October 2019	December 2019
1 st Grade	190L-530L	BR400L	BR260L	BR130	BR400L	BR400L
2 ND Grade	420L-650L	BR125L	180L	240L	50L	90L
3 rd Grade	520L-820L	15L	190L	250L	245L	295L
4 th Grade	740L-940L	300L	435L	460L	385L	450L
5 th Grade	830L-1010L	550L	675L	675L	530L	600L

Although the STAR Reading class averages are increasing, they are not within the grade level Lexile bands.

3 rd -5 th Grade ELA- Georgia Milestones EOG –(GADOE SLDS)						
Achievement Levels	3 rd Grade		4 th Grade		5 th Grade	
	Spring 2018	Spring 2019	Spring 2018	Spring 2019	Spring 2018	Spring 2019
Beginning Learner (Level 1)	44.3%	32.3%	38.2%	40.0%	31.0%	26.9%
Developing Learner (Level 2)	38.7%	40.6%	39.2%	40.0%	51.0%	44.1%
Proficient Learner (Level 3)	16.0%	19.8%	19.6%	16.8%	17.0%	25.8%
Distinguished Learner (Level 4)	0.9%	7.3%	2.9%	3.2%	1.0%	3.2%
Proficient and Distinguished (Levels 3-4)	16.9%	27.1%	22.5%	20%	27.0%	29%

The percentage of students identified as beginning learners decreased in 3rd, 4th and 5th grades from the Spring 2018 to Spring 2019. The percentages of students identified in levels 2-4 are moving in a positive direction, however the percentages of students identified as proficient or distinguished is well below the 50 percentile.

6-8 Content Mastery -CCRPI 2019		9-12 Content Mastery -CCRPI 2019	
Content Mastery	39.8	Content Mastery	50.7
ELA	41.3	ELA	53.46
Math	41.56	Math	47.16
Science	33.17	Science	52.01
Social Studies	30.77	Social Studies	50.01

Current Assets	Current Professional Learning
<ul style="list-style-type: none"> Intervention teachers for ELA – Computer based intervention and small group instruction; Phonics intervention small group and push-in classroom model Consistent district-wide RTI process STAR Reading – Screener Acadience Reading Academic Coach APTT – Academic Parent Teacher Teams District Parent Coordinator PBIS implementation in all LCSS schools 	<ul style="list-style-type: none"> Deconstructing standards Standards Based Instruction Reading foundational skills and the “Science” of Reading Co-Teaching Strategies Data Analysis GMAS writing success

Overarching Need 2: Close achievement gap between regular education and special education

Root Causes:

- Difficult to recruit highly effective SPED teachers in a high poverty area
- Lack of knowledge of appropriate differentiated instructional strategies to meet the needs of individual students and co-teaching models
- Need increased monitoring with effective feedback

Supporting Data:

3 rd – 5 th Grade Achievement Levels (Subgroups) CCRPI 2019				
Achievement Levels	All Students	Black Students	Economically Disadvantaged	Students with Disabilities
Beginning Learner (Level 1)	30.91%	32.00%	27.78%	61.9%
Developing Learner (Level 2)	44.36%	45.20%	22.22%	23.81%
Proficient Learner (Level 3)	20.00%	18.40%	38.89	11.90%
Distinguished Learner (Level 4)	4.73%	4.40%	11.11%	2.38%

6 th – 8 th Grade Achievement Levels (Subgroups) CCRPI 2019				
Achievement Levels	All Students	Black Students	Economically Disadvantaged	Students with Disabilities
Beginning Learner (Level 1)	36.62%	39.93%	36.62%	63.16%
Developing Learner (Level 2)	42.67%	40.84%	42.61%	23.32%
Proficient Learner (Level 3)	18.31%	17.94%	18.31%	5.26%
Distinguished Learner (Level 4)	2.46%	2.29%	2.46%	5.26%

9 th – 12 th Grade Achievement Levels (Subgroups) CCRPI 2019				
Achievement Levels	All Students	Black Students	Economically Disadvantaged	Students with Disabilities
Beginning Learner (Level 1)	23.75%	24.03%	23.75%	52.38%
Developing Learner (Level 2)	48.75%	49.35%	48.75%	33.33%

Proficient Learner (Level 3)	24.38%	23.38%	24.38%	9.52%
Distinguished Learner (Level 4)	3.13%	3.25%	3.13%	4.76%

Current Assets	Current Professional Learning
<ul style="list-style-type: none"> • Consistent district SPED processes and procedures • Intervention times in school master schedules • Intervention Specialists • Consistent district-wide RTI process • STAR Reading – Screener • Acadience Reading • iReady for select students • Academic coach • APTT – Academic Parent Teacher Teams • District Parent Coordinator • PBIS implementation in all schools 	<ul style="list-style-type: none"> • Deconstructing standards • Standards Based Instruction • Reading foundational skills and the “Science” of Reading • Co-Teaching Strategies • Data Analysis • GMAS writing success

Coherent Instructional System

Past Instructional Initiatives: The TCSS has been using evidence based practices and programs such as *Accelerated Reader*, Jan Richardson’s *Guided Reading*, *Star Reading*, *Achieve 3000*, *USA Test Prep* and *Write Score* to varying degrees in each school for the past five plus years; however, the TCSS identified strengthening the continuity of curriculum and instruction across the district as a way to improve literacy. As part of that process academic coaches (AC) were placed in all schools to provide cohesion in instruction and practice. Professional Learning Communities were established in each school facilitated by the AC. Differentiated professional learning was provided based on the needs of the faculty and staff.

Current Instructional Initiatives

The PLC sessions during 2019-2020 academic year, provide a mix of district directed evidence based practices and learning sessions with school directed evidence based sessions. PLC topics include: Co-Teaching, Data Protocols – looking specifically at data related to literacy and achievement, Reading foundational skills, Instructional Frameworks, Standards Based Classroom, rigor, and Depth of Knowledge. The use of *Accelerated Reader*, Jan Richardson’s *Guided Reading*, *Star Reading*, *iReady*, and *iStation* as well as an increased use of *Read Works*, *Newsela*, and *Read Theory* show the increased emphasis the TCSS has placed emphasis on increasing the Lexile scores of students.

Identifying Students for Intervention

DIBELS – Next is used as the universal screener for kindergarten, and STAR Reading and Math are used as universal screener grades 1st -5th. Students in grades K-5 are screened three times a year (fall, winter, and spring) using each assessment. Teachers then complete a rubric to determine eligibility for intervention and RTI. Students who qualify are served in reading and/or math. Students begin with at least two days of intervention for RTI, but the frequency can be increased if needed. The intervention teacher progress monitors. Teachers use this information to plan small group instruction and student interventions.

Community and Family Engagement and Empowerment

In order to bridge the gap between parents, the community, and the schools, parent liaisons were hired for each school along with a District Family and Community Engagement Specialist who is housed at the district office. One of the responsibilities of the District Family and Community Engagement Specialist is to offer invitations to agencies such as Even Start, Head Start, daycares, and other preschool programs in an effort to engage parents in academic learning strategies, prior to students enrolling in school and to discuss the transition of participants in such programs to Cooper-Carver Elementary School. These parents are also invited to use the District Parent Resource Center and to attend academic workshops held throughout the school year to build strong relationships with parents prior to students beginning school.

The TCSS has implemented Academic Parent Teacher Teams (APTT) which is a family engagement model designed to strengthen teacher-family relationships by focusing on student academic growth and achievement. The APTT Model elevates the efforts of traditional parent-teacher conferences by inviting all families of the same classroom teacher to meet together rather than individually.

Effective and Engaged Leadership

In the TCSS school level and district level leaders participate in ongoing professional learning including PBIS, data analysis, effective evidence-based instructional practices and other initiatives identified at the school level. All administrators are committed to collaborating to increase literacy outcomes.

Positive Learning Environment

After looking at the school climate data, the decision was made for the TCSS to be trained by the State of Georgia in the implementation of Positive Behavior Interventions and Supports (PBIS). It was the desire of the district to improve school climate in order to ultimately improve academic achievement. The district is currently in its second year of implementation of PBIS. PBIS expectations are taught explicitly at the beginning of each school year and reviewed daily. Our RESA partners and School Climate Specialists work closely with the district on PBIS initiatives. Schools have observed a decline in disciplinary infractions and overall positive change in school climate.

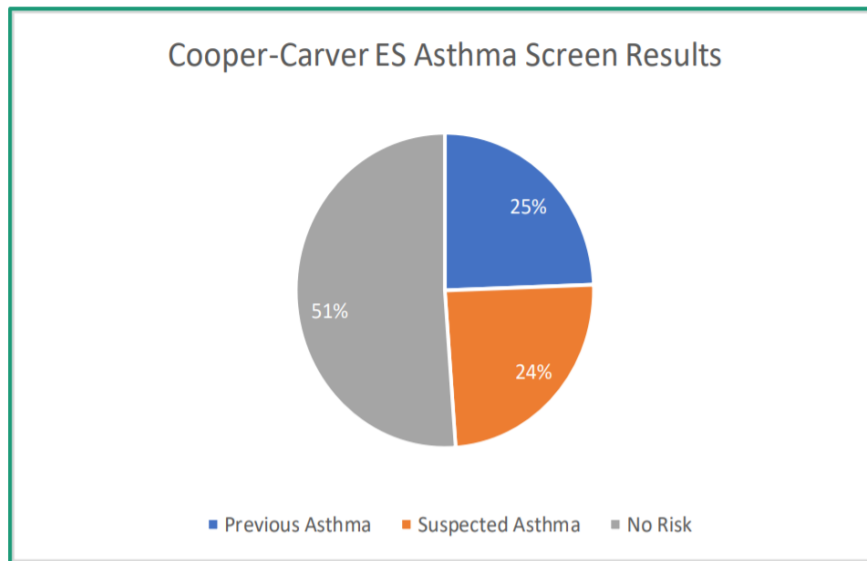
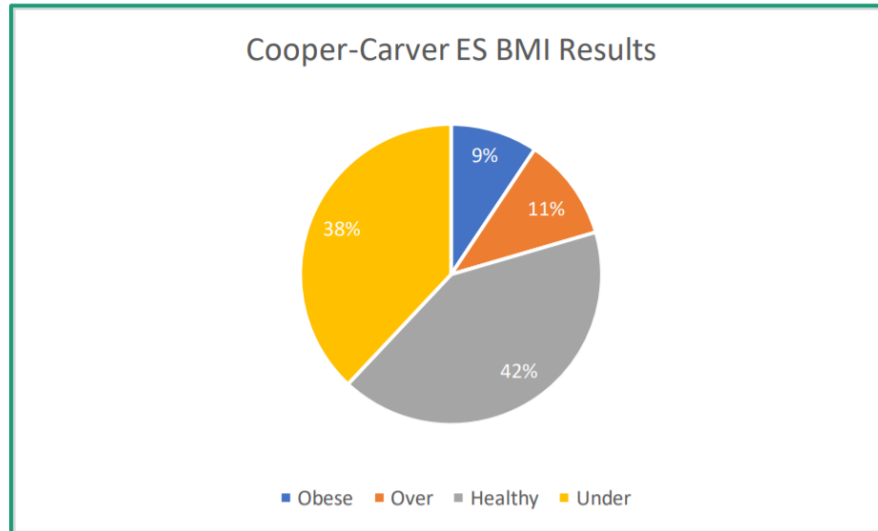
Professional Capacity

TCSS builds teacher capacity through intentional professional learning communities, mentors for new teachers and administrators, academic coaches to support instruction, opportunities to participate in new initiatives, and opportunities to become teacher leaders in the school.

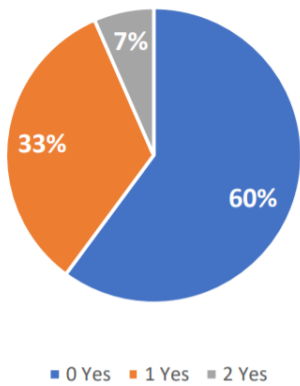
Whole Child and Well Rounded Education

In addition to academics, the TCSS provides a well rounded education to support the whole child by providing mental health support, mentoring programs for both male and female students, extra-

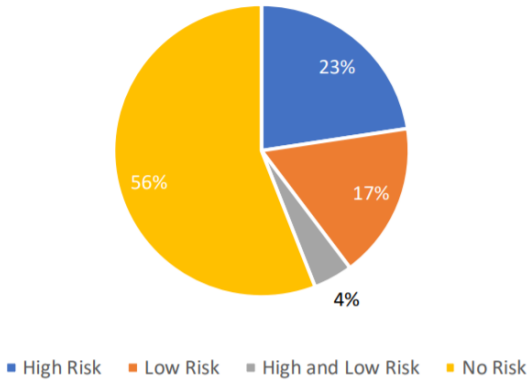
curricular activities including sports teams, dance teams, competitive math and robotics teams and the opportunity to participate in service projects in the community. In February of 2018, the TCSS in partnership with the Chief Turnaround Office conducted health and wellness screenings for students in 2nd – 4th grade. The screenings included body mass index, risk for asthma, food insecurity dental, hearing and vision. Support was provided for parents and students based on the need.



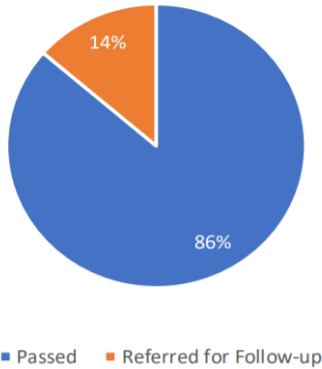
Cooper-Carver ES Food Insecurity

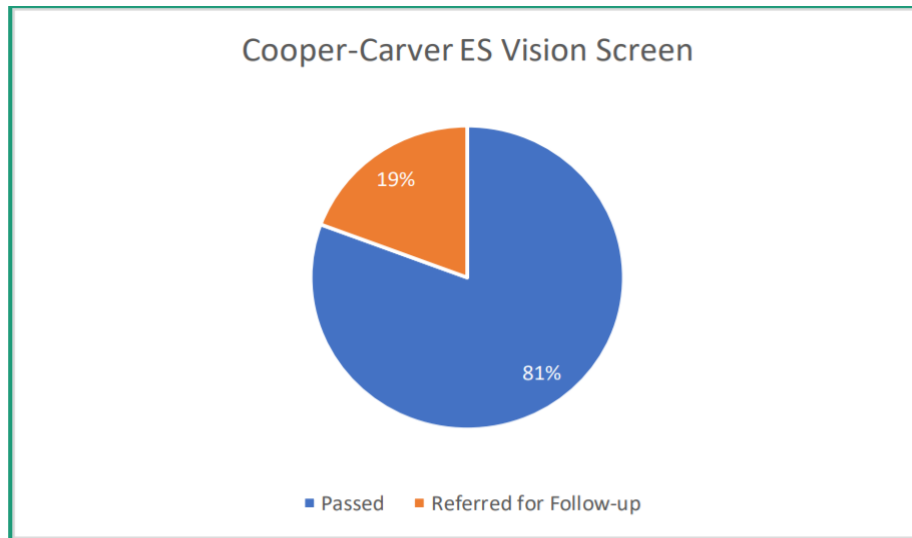


Cooper-Carver ES Dental Screen Results



Cooper-Carver ES Hearing Screen





Coordination Efforts with B-5 Out of School Providers and Community Organizations

A calendar will be created to coordinate efforts, communication and activities between all task force members including birth-5 providers, the TCSS, community organizations and out-of-school providers. Monthly and quarterly meetings will be held with both vertical and horizontal teams to make sure that every voice is heard and all task force members are active participants in supporting the literacy initiatives in Terrell County.

Needs Related to L4GA

Although the TCSS encourages stakeholder involvement, participation in school improvement, leadership, and collaboration for student success is less frequent. Based on discussions from the initial meeting of the TCSS-Community Literacy Task Force, community members have been waiting for a way to focus their efforts.

Terrell County educators and staff, parents, students, and community partners have identified the following specific needs in improving the literacy development of children birth through 12th grade:

- More effective diagnostic screeners and assessments
- Increase students’ Lexiles measure achievement
- Decrease SWD Gaps in ELA Achievement
- Provide teacher and leader development in literacy development, instruction, and evidence-based practices
- Improve Instructional Planning, Delivery, and Assessment
- Lack of professional development for head-start teachers
- Make Literacy More Visible and Valued in the Community
- Lack of Language Nutrition in Early Ages
- Lack of Summer Learning

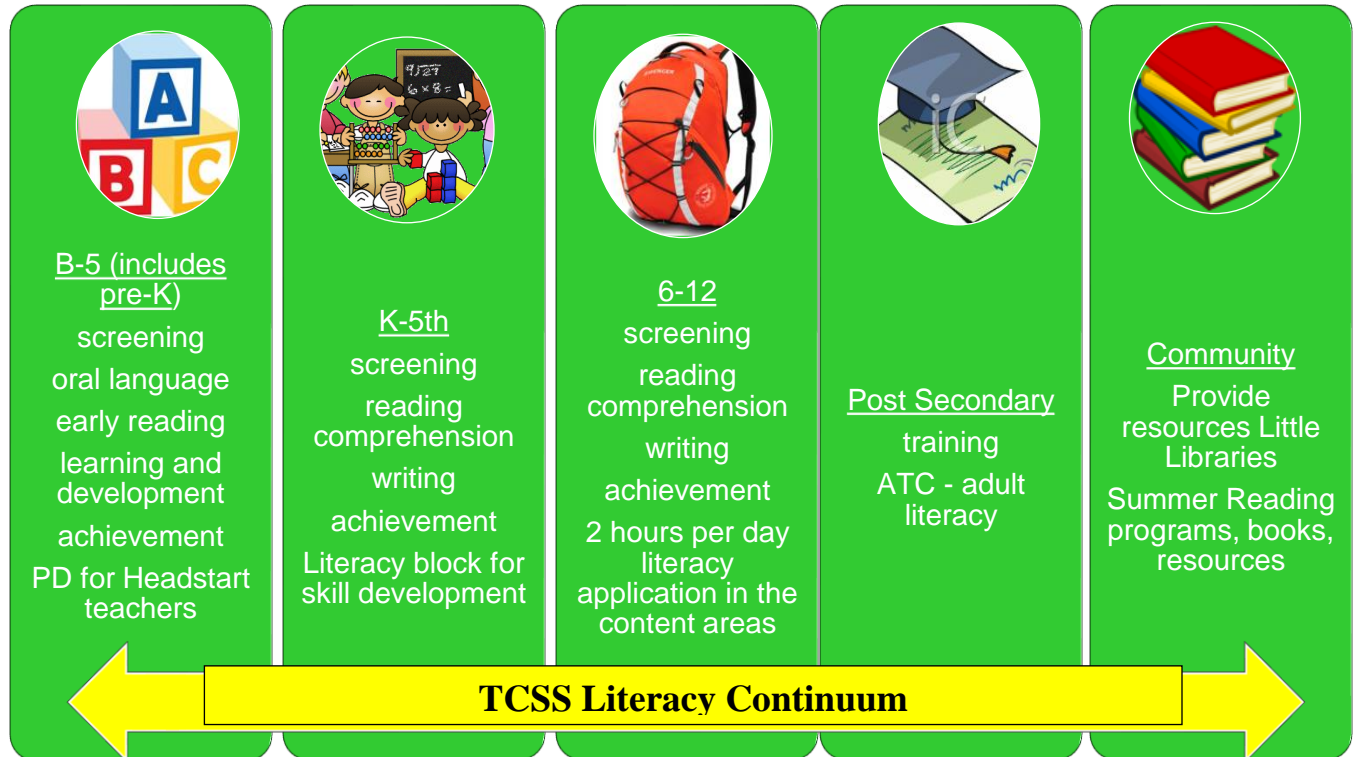
In response to these identified needs, all stakeholders have subsequently identified the following needed resources, strategies, and materials to support the implementation of the literacy plan:

- invest in additional assessments of PALS, PPVT, Narrative Assessment Protocol, DIBELS Next, and Reading Inventory
- provide a high-quality evidenced based core reading instructional resource
- continue to collaborate with our partners to schedule professional development for head-start teachers
- provide high quality rigorous text, print and digital, in a variety of genres to support literacy
- partner with other community task force members to provide opportunities for parents to become more equipped to better meet the literacy needs of their children
- provide teacher and leader development in literacy through established weekly PLCs and professional learning groups across the district
- provide books for newborns, doctors' offices, mental health facilities, and throughout the community

Section 4- Project Goals and Objectives, Activities, Outputs, Outcomes and Supports Needed

Project Plan, Procedures, Goals, Objectives, and Support

It is the goal of the TCSS's Literacy Task Force to make literacy more **visible** and to make literacy **valuable**. The TCSS has developed a Literacy Continuum that captures the entire range of learning and resources from birth through adult.



The Need for L4GA

Literacy is an essential component for improving student achievement in all academic areas. As expectations rise to prepare students for college and careers, many of our students do not have access to rich literacy materials at home; therefore, it is imperative that we go beyond providing such materials only at school, and begin leveraging community assets to provide access to high-quality printed materials in homes and in the community. This need is compounded by the fact that the school district has limited resources, and data indicates that we have a significant number of students who are currently reading below grade level. Current research indicates that students must be able to read and comprehend grade level text accurately and fluently in order to become academically successful. The L4Ga grant will help TCSS close the gap for struggling readers and enhance learning for high achieving

students. This grant will also help TCSS and its staff meet the system goal of increasing literacy and enabling all students to reach their potential.

Statistics clearly illustrate the challenges that TCSS educators face. The increasing high-poverty community, coupled with the pervasiveness of low-education households, perpetuates the poverty mindset. Many parents do not value the importance of literacy and education, and few students have high-quality print materials in their home. The close-knit school environment helps teachers provide individualized instruction, but the lack of resources limits the impact of educators' efforts and their ability to implement high-quality resources to improve literacy skills and promote the success of all stakeholders. L4GA Grant funds would assist TCSS educators as they strive to promote literacy at school, at home, and within the community. This would be accomplished through the following literacy plan initiatives created based on the needs of the Terrell County students, educators and community members:

Goal 1: Provide and support coherent literacy instruction and assessment with appropriate tiers of support to improve literacy outcomes.

Objective: All B-12 children will receive an evidence-based curriculum to ensure adequate delivery of the GSE.

Procedures Purchase a high-quality evidence based core reading instructional resource to support an increase in literacy for K-5; Investigate, select and purchase instructional materials for 6-8.

Objective: All P-5 students will receive an evidence-based literacy block that includes all elements of a comprehensive literacy program: dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, and explicit vocabulary instruction using a variety of engaging, high quality texts.

Procedures Select and purchase high volumes of high quality rigorous text, print and digital, in a variety of genres to support literacy. To ensure sustainability, collaborative teams will review data to determine instructional gaps and adjust plans as needed. Select and purchase evidence-based resources to prevent gaps.

Objective: All 6-12 students will receive evidence-based instruction in reading, writing, listening, speaking, and viewing within content area courses using evidence-based delivery models as well as robust, engaging text.

Procedures Investigate, select and purchase evidence-based delivery models for intervention - Consider K-5 use of 6-12 resources. Contract with trained interventionists to deliver interventions with fidelity.

Objective: All B-12 teachers will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction. Select and purchase L4GA assessments.

Procedures Provide professional learning in current and new assessments. Purchase technology-based resources to improve access and utilization of literacy data. Contract with personnel to create a team to administer assessments with fidelity.

Goal 2: Provide active community and family engagement through effective and engaged leadership

Objective: The Task Force Partnership will work together to demonstrate commitment to literacy by convening to focus on literacy-related services and activities.

Procedures The partnership will implement the L4GA Task Force plan and annually evaluate and adjust services and activities based on identified needs.

Objective: The Task Force Partnership will collaborate to ensure families, youth and children in Terrell County receive social and support services.

Procedures Coordinate and continue to update a Task Force list of partner resources and support services and distribute the list throughout the county. Leaders will connect those in need with partner services including screening, assessment and follow up for mental and physical health, early learning, education, and social and emotional supports.

Objective: The Task Force Partnership will ensure students have access to high quality print and digital resources in a variety of genres that support all GSE content areas.

Procedures Task Force members (volunteers) will organize, distribute and address ongoing needs that arise from providing numerous resource distribution structures (books in waiting rooms, doctor's offices, mental health facilities and businesses, books on buses, build home libraries, toolkits for toddlers, community libraries, and books for newborns)

Objective: Task Force and community stakeholders will demonstrate commitment to literacy by providing and supporting literacy-related activities and communications for families, youth and children.

Procedures Develop Task Force newsletter to communicate services and activities. Investigate ways to provide reading opportunities and access to resources through athletic activities, library functions including the summer reading program, neighborhood libraries, summer feeding program, workshops and community events. Implement the L4GA Task Force with fidelity.

Objective: Effective and engaged Task Force stakeholders will use local and state data to create literacy plans for feeder patterns focusing on growing potential for Terrell County to meet the needs of B-12 children.

Procedures Investigate additional extended day and year transition activities for every B-12 transition (from Early Enrichment Services to PreK, PreK to K, K-2 to 3-5, 3-5 to 6, 6-8 to 9, 9-12 to college and career)

Objective: Effective and engaged leaders will ensure L4GA support through proper and timely allocations and resources.

Procedures Budget and expend funding according to federal, state and local guidelines.

Goal 3: Provide positive learning environments for all community stakeholders

Objective: All B-12 teachers will engage learners by establishing a positive learning climate and using instructional approaches that are responsive to the community.

Procedures Continue to implement P-12 Positive Behavior Intervention Supports. Plan and implement an engaging, motivating community reading initiative. Task Force Books of the Month for B-5.

Goal 4: Ensure sustainability through continuous improvement by improving professional capacity and building capacity of all stakeholders.

Terrell County School System Project Goals, Objectives, Activities, Outputs, Outcomes and Supports – 4

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Objective: Task Force P-20, RESA and other identified partners will lead B-12 professional learning about evidence-based practices for literacy instruction to improve competencies in evidence-based practices and literacy instruction.

Procedures Develop a calendar of current trainings available and develop new learning opportunities according to literacy plans and to address ongoing and changing needs. See Professional Learning Plan.

Objective: Adult stakeholders will engage in high-quality professional learning to build competence in evidence-based practices in early language development, literacy instruction, deliver of content and peer support.

Procedures Investigate and select programs and provide training as prescribed for Talk With Me Baby and Get Georgia Reading. Investigate and plan strategic locations for parent literacy trainings throughout the community (faith based, open school libraries beyond school day, week, and year for trainings and literacy events).

Because the majority of individuals on the Literacy Continuum are a part of the TCSS, system administrators and teachers will provide the leadership to ensure all individuals and organizations on the birth to adult continuum are represented and their needs are addressed.

System Level Roles and Expectations	
Who	What
Children Birth to Pre-K	Will receive early oral language and literacy skills, as well as screening for early language and literacy skills
Headstart Teachers	Will receive professional learning sessions provided by the TCSS designed to strengthen the early literacy instruction
Students Pre-K-3rd Grade	Will receive an enhanced literacy block that includes all elements of a comprehensive literacy program including dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension and vocabulary instruction using a variety of engaging, high quality texts
Students 4th -12th grade	Will receive evidence based literacy instruction including reading, writing, listening, and speaking within content area courses using evidence based delivery models as well as engaging texts.
Teachers Pre-K-12	Will receive high quality professional learning to build their confidence in literacy instruction and in the integration of literacy concepts into the content areas.
School Leadership Teams	Will demonstrate commitment to literacy by working with partners (teachers, community organizations, families and students) to focus on literacy-related service and activities together
School and District Leaders	Will use local and state data to create literacy plans for feeder patterns focusing on growing potential for the local community to meet the needs of children birth through grade 12 and beyond Will ensure grant funds are supported through proper and timely allocations and resources

	<p>Will ensure that the district goals align with, and do not conflict with those of the L4GA grant</p> <p>Will facilitate partnerships with community organizations to provide social services for families and children attending local schools</p>
Institutes of Higher Education – Albany Technical College	<p>Will receive assistance in promoting adult literacy programs</p> <p>Will be able to participate in the Literacy Continuum Birth-adult promoted by the TCSS</p>
Community Organizations – See Community Partners List	<p>Will provide resources and services to promote literacy throughout the year:</p> <p>Will provide opportunities to increase adult literacy through the work of the Literacy Task Force</p> <p>Will demonstrate commitment to literacy by providing and supporting literacy-related activities and resources for families, children and youth</p>
Parents	<p>Will receive guidance and understanding in how to support literacy in the home and during after school hours.</p>

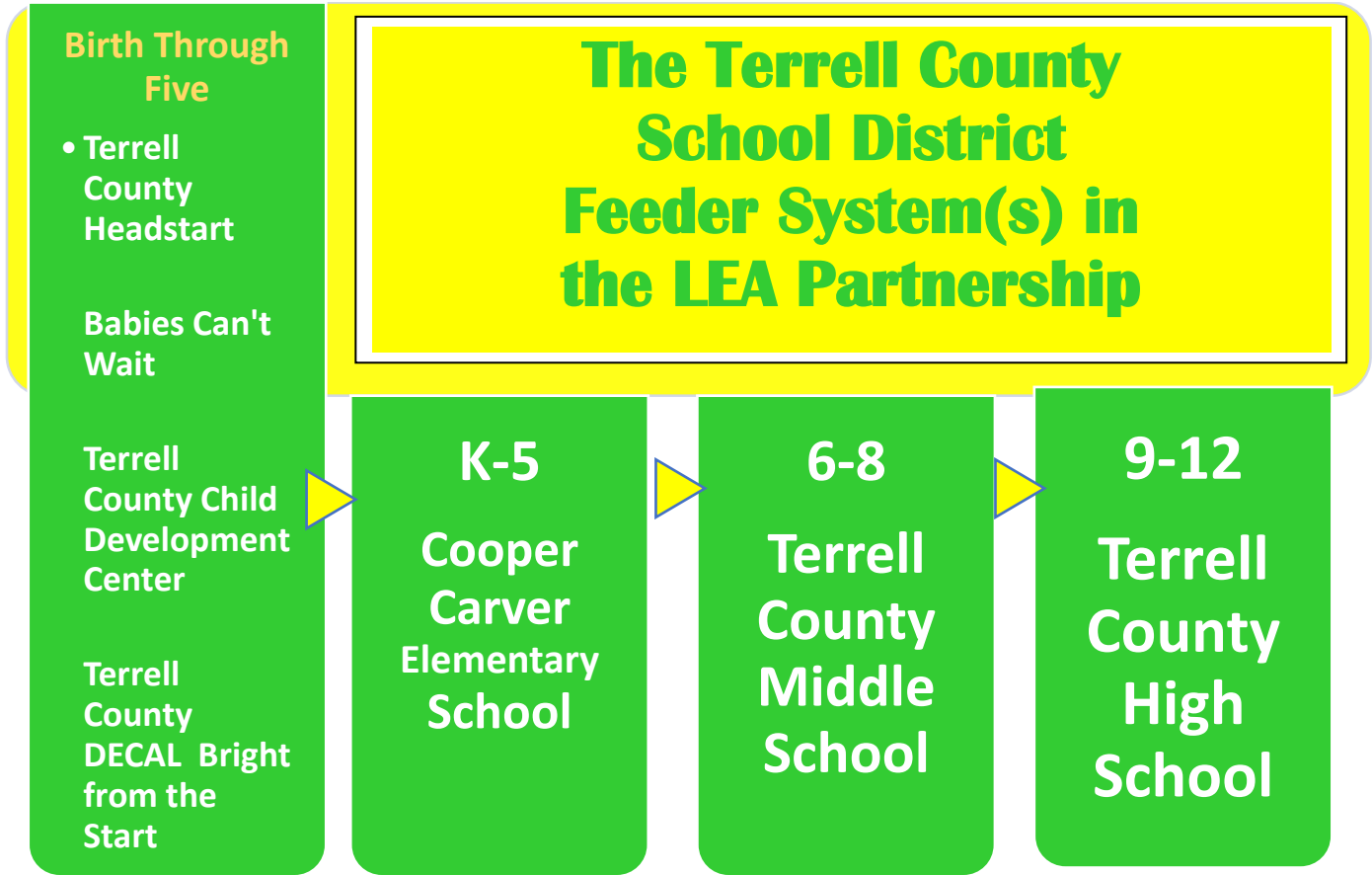
The majority of the evidence-based practices using progress monitoring, screening, professional learning, and teaching will occur during the school year, but there are ongoing activities before and after school that can support the work of improving and strengthening literacy instruction.

Who	When	How
Children Birth to Pre-K	Through-out the school year	Promotion Materials for “Talk with Me Baby” will be provided to parents during pre-K and Kindergarten registrations.
Headstart Teachers	A minimum of 2 times per year	Professional learning opportunities will be provided to Headstart teachers in Terrell County to strengthen their early literacy instruction and administration of PALS and the Narrative Assessment
Teachers and Students Pre-K-3 rd Grade	Through-out the school year	Master schedules for primary and elementary grades will reflect the 90 minute literacy block; classroom observations and lesson plan monitoring will ensure the literacy instruction during this time is comprehensive; professional learning sessions will be used to instruct teachers on comprehensive literacy instruction
Teachers and Students 4 th -12 th grade	Through-out the school year	Classroom observations and lesson plan monitoring will ensure the components of integrated literacy instruction are included during all content classes; professional learning sessions will be used to instruct teachers on how to integrate speaking, writing, illustration, reading, and literacy into their specific content areas
School Leadership Teams	Through-out the school year	Using data collected through the screening instruments, Reading Inventory, and classroom observations, school leadership teams will plan professional learning to assist teachers in providing high quality effective literacy instruction; school teams will also work with community partners in the promotion of parent and student literacy

School and District Leaders	Year round	Using district data collected through the screening instruments, Reading Inventory, and classroom observations, the district leadership team will plan professional learning and will put district initiatives in place to assist teachers in providing high quality effective literacy instruction; district leadership will also work with community partners in the promotion of parent and student literacy; district leaders will also make sure the literacy plan is not contradicted by school or district improvement efforts.
Institutes of Higher Education – Albany Technical College	Throughout the school year	Continue to provide adult literacy classes and outreach programs to students and parents
Community organizations – Carver Packers Football Coach/Team, Terrell County Library, Dawson Rotary Club, Babies Can’t Wait,	Year round	Workshops/activities to incorporate literacy and football for all students Grades Pre-K -5: Summer Reading Program Grades Pre-K-12 – e books provided for all using their library card Provide literacy resources such as lending libraries in public housing neighborhoods, dictionaries for all TCSS 4 th grade students,

Section 1- Narrative

Local Education Agency (LEA)-Partnership Narrative



Community Partners

Southwest Georgia Regional Education Service Agency, Terrell County Family Connection, Inc., Terrell County Chamber of Commerce, Southwest Georgia Community Action Council (Headstart), Dawson United Methodist Church, Bronwood Road Church of Christ, Kinchafoonee Regional Library, Sister’s Taxes, Dairy Queen, Georgia Community Bank, First Baptist Church of Dawson, Carver Packers, Terrell County Health Department, Terrell County Department of Family and Children Services, Terrell County Housing Authority, Dawson Police Department, Faith and Deliverance Prophetic Ministries

Identification of LEA and Feeder System – Terrell County School System (TCSS), the Local Education Agency (LEA) is located in a quaint, rural community located in southwest Georgia, approximately 25 miles west of Albany, Georgia and 165 miles south of Atlanta, Georgia.

According to the [U.S. Census Bureau](#), the county has a total area of 338 square miles of which 335 square miles is land and 2.3 square miles is water.

Operating separately from the LEA and located on the perimeter of the schools' site, is part of **the systemic feeder pattern**, the Terrell County Child Development Center. This program serves approximately 80 three and four year old students in five classes.

The Terrell County School System (TCSS) is made up of 3 schools: Cooper-Carver Elementary (Prek-5), Terrell Middle Schools (6 -8) and Terrell High School (9 - 12). Cooper Carver Elementary currently serves approximately 66 students in Pre-K and 606 students in grades K-5. Terrell County Middle School serves 314 students in grades 6-8, and Terrell County High School serves 356 students in grades 9-12. According to Kids Count Data Center, Terrell County has 1,344 of its 2,257 children living in poverty-60%. Because 97% of students in the TCSS are eligible to receive free or reduced meals, all students eat free under the federal lunch program. Economic, social, and educational descriptors portray a population facing significant challenges as it sends its children into a high-tech, 21st Century. Challenges such as fragmented families with inadequate education and families too poorly financed to provide security or enrichment, bring to the classrooms of Terrell County schools profound needs for support. The staff embraces these challenges and actively seeks resources to provide for the children. Starting in Pre-K, the staff works with families to gain understanding that secondary education is attainable, available and needed for students entering into the workplace in the coming years.

According to KIDS COUNT data for 2018, the teen birth rate for Terrell County, the percentage of births to teen residents ages 15-19, is 40.8%. Of the babies born in Terrell County, 11.2% were of low birth weight. However, the data indicates that the percentage of Terrell County babies born to mothers with less than twelve years of education (12.1%) is lower than the state (12.7%). According to the 2018 data, Terrell County has one quality rated child development center. There are 141 children (54.7%) age three to four living in Terrell County who do not attend preschool. Only 69 children (49.6%) attend a Georgia Pre-K program.

Identification of the Community, Population and Demographics: Terrell County contains multiple small impoverished cities and communities, including the county seat of Dawson, Bronwood, Sasser and Parrott. According to the United States Census 2018, recent population estimates indicate there are approximately 8,611 residents in Terrell County, a significant decrease from 2010 U.S. Census data estimate of 9,315. The drastic decrease constitutes a population percent change of -9.4%. Using the U.S. Census Bureau's 2010 figures, Terrell County is among the poorest counties in Georgia ranking 141 out of the 159 counties. The median income for a household in the county is \$38,015.00. The percentage of the population for whom poverty status is determined in Terrell County is 35.3% (3.0K out of 8.64K), a number that is higher than the national average of 13.1%.

Terrell County currently does not have a hospital. There is one public library that serves the entire county. Golden Peanut is the only major industry located within the county lines of

Terrell County School System Narrative 1

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Terrell County and the unemployment rate of 7.7% is above the State unemployment rate of 3.3%. Most working residents commute to jobs in larger nearby cities.

When visiting potential community partners, the team noticed little to no print in any of the offices, waiting rooms or agencies. There was a lack of access to print for adults and children.

Terrell County, Georgia Community Population Demographics	
Population estimates, July 1, 2018, (V2018)	8,611
Population estimates base, April 1, 2010, (V2018)	9,507
Age and Gender	
Persons under 5 years, percent	8.9%
Persons under 18 years, percent	23.1%
Persons 65 years and over, percent	19.8%
Female persons, percent	52.1%
Race and Hispanic Origin	
White alone, percent	37.1%
Black or African American alone, percent	60.4%
American Indian and Alaska Native alone, percent	0.6%
Asian alone, percent	0.4%
Two or More Races, percent	1.4%
Hispanic or Latino, percent	2.70%
White alone, not Hispanic or Latino, percent	35.6%
Families and Living Arrangements	
Persons per household, 2014-2018	2.63%
Language other than English spoken at home, percent of persons age 5 years+, 2014-2018	2.2%
Education	
High school graduate or higher, percent of persons age 25 years+, 2014-2018	76.6%
Bachelor's degree or higher, percent of persons age 25 years+, 2014-2018	12.3%
Health	
With a disability, under age 65 years, percent, 2014-2018	9.0%
Persons without health insurance, under age 65 years, percent	18.0%
Economy	
In civilian labor force, total, percent of population age 16 years+, 2014-2018	51.3%
In civilian labor force, female, percent of population age 16 years+, 2014-2018	48.6%
Income and Poverty	
Median household income (in 2016 dollars), 2014-2018	\$38,015.00
Per capita income in past 12 months (in 2016 dollars), 2014-2018	\$19,330.00
Persons in poverty, percent	35.3%

LEA Partnership Partners As a whole, Terrell County citizens, residents and families require multi-tiered levels of support from multiple agencies and organizations. Terrell County School System partners with **Terrell County Family Connections**, the primary structure for partnering, communicating, planning and coordinating multiple services to all ages. The following table indicates most of the TCSS partners. Get Georgia Reading is primarily executed through Terrell County Family Connection, however through this grant it will expand throughout the community.

Terrell County Schools Partnerships				
Organization	Role	Contact Person	Title	Contact Information
Kinchafoonee Regional Library https://krlibrary.org/?page_id=12	Provide many services including Summer Reading, Tutoring, and Parent Training	Gary McNeely Pearlie Bishop	Librarian Library Manager	913 Forrester Drive, SE Dawson, GA 39842-2106 Office: (229) 995-2902 Fax: (229) 995-5989
Terrell County Family Connection	Partnering with the community to improve the well-being and health conditions of families through a collaborative system of physical, mental, emotional, and spiritual supports.	Tonya Jacobs	Coordinator	tcfc@windstream.net 229-669-1455
Terrell County Chamber of Commerce	Provide Literacy opportunities to families in the community and by providing high quality print materials for various students	Steve Highsmith Savannah Hughes	Terrell Co. Chamber Executive Director	ipmre@msn.com 229-894-7333 tcchamberdirector@gmail.com 229-995-2011
Albany Tech	Strengthen teacher prep program for improved literacy instruction	Angela Robinson	Dean of Academic Affairs Early Childhood Education	Child Development Center, Room 101 arobinson@albanytech.edu 229.430.3662
Southwest Georgia RESA	Provide professional development and support for teachers and staff	Michelle Greer	School Improvement Specialist	mgreer@swresa.org 229-384-5727
Babies Can't Wait – Terrell County Health	Strengthen Literacy Development of	Sue Ewing	Health Specialist	Address: 969 Forrester Dr SE, Dawson, GA 39842

Department	Children Birth through 3-Years-Old			Phone: (229) 352-4277
Terrell County Housing Authority	Provide literacy opportunities to families within community	Candice Drake	Director of Housing	553 Lemon Street Northeast Dawson, Georgia, 39842 Phone 229-995-2675
Terrell County DFCS	Partner with TCSS to provide high quality literacy training to field agents and families. Provide mental health support for parents.	Rosalyn Daniels	Terrell DFCS	Rosalyn.daniels@dhs.ga.gov 229-206-7639
Dawson Police Department	Partner with TCSS to promote literacy and provide programs for the community	W. Frank Thornton	Dawson Police Chief of Police	wthornton@dawsongapd.com 229-995-4414
Dairy Queen	Partner with TCSS to promote literacy and provide programs for the community	Sherrer Hester	Franchise Manager	Dawsondairyqueen@gmail.com 229-347-7194
First Baptist Church Dawson, GA	Partner with TCSS to promote literacy and provide programs for the community	Rev. Currie Spoon	Reverend	fbcoff@windstream.net 229-995-5817
Bronwood Road Church of Christ	Partner with TCSS to promote literacy and provide programs for the community	George Draine	Minister	georgedraine@windstream.net 229-733-8184
First Methodist Church Dawson, GA	Partner with TCSS to promote literacy and provide programs for the community	Darlene Paul	Director of Children and Youth	dawsonume@windstream.net 229-995-2316
Southwest Georgia Community Action Council, Inc.	Development of Children Birth through 3-Years-Old	Anita Ware	Center Supervisor	229-995-3473
Carver Packers	Partner with TCSS to promote and support literacy	Willie Marcus	Coach	229-886-3932 Coachmack28@yahoo.com
Sisters Taxes	Partner with TCSS to promote and support literacy	Umang Patel	Owner	229-995-2020 dawson@sisterstaxes.com
Child Learning Ministry	Birth – Five - Partner with TCSS to promote and	Anita Ware	Center Director	371 Johnson Street Dawson, GA 229-255-0378

Terrell County School District Climate Star Ratings		
Cooper Carver Elementary School	2019	★ ★ ★ ★
	2018	★ ★ ★ ★
Terrell Middle School	2019	★ ★ ★ ★ ★
	2018	★ ★ ★ ★ ★
Terrell High School	2019	★ ★ ★ ★
	2018	★ ★ ★ ★

Terrell County is a PBIS school district. The district is in its second year of implementation. All schools implement PBIS through continual teaching of expectations, combined with acknowledgement or feedback of positive student behavior in order to promote a climate of greater productivity, safety and learning. Our RESA partners and School Climate Specialists work closely with the district on PBIS initiatives. RESA has conducted four PBIS walkthroughs in the district and have given very positive feedback about the progress they have seen, particularly in our middle school.

Student Literacy Outcomes for the Feeder System

The TCSS has consistently struggled academically and performed below the state average on standardized assessments. As our state’s standards have become more rigorous and literacy focused, the need to strengthen literacy for all students in Terrell County is imperative. Although we see slight improvement in some content areas and our graduation rate, we do not see the same with Lexile scores. Good reading skills are tools for communication and should be embedded as an integral part of everyday instructional practice across all content areas. One of our goals is create a culture focused on literacy not just in the schools but also in our homes, day cares, preschool centers, healthcare facilities, businesses and the community at large.

Student Literacy ELA Outcomes for the Feeder System

Content Mastery ELA College and Career Readiness Performance Index (CCRPI)						
Achievement Levels	Cooper Carver Elementary School		Terrell Middle School		Terrell High School	
	2018	2019	2018	2019	2018	2019
Beginning Learner (Level 1)	34.98%	30.91%	40.00%	36.62%	32.76%	23.75%

Developing Learner (Level 2)	46.86%	44.36%	39.32%	42.61%	45.98%	48.75%
Proficient Learner (Level 3)	16.50%	20.00%	19.32%	18.31%	19.54%	24.38%
Distinguished Learner (Level 4)	1.65%	4.73%	1.36%	2.46%	1.72%	3.13%

Literacy Rate College and Career Readiness Performance Index (CCRPI)						
Literacy Rate	Cooper Carver Elementary School		Terrell Middle School		Terrell High School	
	2018	2019	2018	2019	2018	2019
	27.95%	33.33%	38.54%	38.71%	32.37%	45.86%

Literacy Rate – the percentage of students demonstrating comprehension at the midpoint of the College and Career Ready “Stretch” Lexile bands for each grade level or the percentage of students in 9th Grade Literature and American Literature demonstrating comprehension at the midpoint of the College and Career Ready “Stretch” Lexile bands for each course.

Plan for routinely engaging early childhood education and care providers

Currently, meeting structures exist to share information with early childhood education and care providers. To effectively engage these partners, the Literacy Task Force will advise, plan and provide services as outlined by implementation plan. Community organization partners have committed to collaborating at least bi-monthly in scheduled meetings since the practices and procedures needed to meet the identified needs of children birth through 12th grade will require routine engagement. A monthly electronic data and information template will be developed and used to aggregate and share L4GA data, information, and work flow regarding L4GA implementation. It will be presented to or shared with organizations listed in the schedule and others as appropriate. The Literacy Task Force will meet according to the schedule.

Plan for routinely engaging P-20 research-practitioner partnerships and literacy faculty in the local teacher preparation programs as part of the community coalition

Prior to the development of the L4GA plan, the LEA met with P-20 partners to help provide direct teaching, services and support, especially for high school students. Now, partners will be more intentional about supporting and strengthening literacy for B-12 in Terrell County. By connecting theory and practice, teacher candidates will better prepared for their roles in the classroom. There is a shared understanding of P-12 school needs, impacting professional learning for all. Partners will better develop reciprocal relationships that are mutually beneficial for everyone and focused on improving student literacy and student learning. The district works closely with our Southwest Georgia RESA, but aims to engage more with research-practitioner partnership(s) to enhance our local teacher preparation programs and strengthen the community coalition.

**Plan for Terrell County Community Literacy Task Force
Collaboration, Communication and Engagement**

Time Frame	Engagement Activities	Organization Responsible
January – February 2020	Develop L4GA grant proposal	LEA
February 2020	Community Literacy Task Force Awareness and Brainstorming,	LEA
Upon Notification of Grant Award	Develop Community Literacy Task Force communications via print and social media	Community Literacy Task Force
Upon Grant Award	Implement B-12 Literacy Plans	Community Literacy Task Force
April 2020	Develop schedules and communications for Literacy Learning Communities <ul style="list-style-type: none"> • 0-PreK LLC • K-2 LLC • 3-5 LLC • 6-8 LLC • 9-12 LLC • Vertical P-12 LLC • Task Force LLC 	LEA RESA P-20
July-August 2020 with Ongoing Updates	Develop and launch “Task Force” communications via print and social media	Community Literacy Task Force
August-September 2020 and Annually	Terrell County “Task Force” Kick Off	Community Literacy Task Force
Upon Notification of Grant Award and as Scheduled	Personally and electronically share Task Force Data	Community Literacy Task Force Blake Paul, CCES
2 nd Monday Monthly 7:00 pm	Terrell County BOE Work Session Communicate grant information and progress	LEA
Monthly	System Leadership Team Communicate grant information and progress	LEA
Monthly	School Leadership Team Communicate grant information and progress	SLTs
Quarterly	Birth – Grade 12 Vertical Meeting - Communication of progress and vertical alignment of all task force goals and objective	Community Literacy Task Force
Monthly	Family Connections Partnership	Community Literacy Task Force
Monthly	Task Force	LEA/SCFC
Monthly	Birth through Pre-K Providers	Birth-5
Quarterly	Home/Private Child Care Providers	Birth-5

Quarterly	B-12 Educators LLC	Birth-12
Monthly	County Commission Work Session	County Government
Monthly	RESA and P-20 Partners	LEA, P-20 and RESA
Annually in May	Community Task Force - Stakeholder Feedback Literacy Needs Assessments and Surveys	0-12 LEA SCFC

Section 2 – Management Plan and Key Personnel

Terrell County LEA Partnership Management

District Level Support: The TCCSS Five-Year Strategic Plan 2015-2019, which is currently under review and revision, was developed with input from all stakeholders. The plan provides the framework and expectations for the system and school improvement process. The district plan guides the process by which schools develop their school improvement plans. Our plan is undergirded by the vision and mission statements shown below.

Vision:

The Terrell County School District will ensure that all students learn to their fullest potential by becoming life, career, and college ready through quality educational opportunities with collaborative efforts from students, parents, teachers, administrators, and the community.

The mission of Terrell County Schools is to provide quality educational opportunities through collaborative commitment and effort of students, parents, teachers, administrators, and community. To accomplish this mission we believe that....

- All children can learn and become successful contributing members of society.
- Successful programs are flexible and continuously improved.
- High expectations produce high achievement because excellence cannot be compromised.
- School improvement requires parental involvement and community support.
- Opportunities for achieving technological literacy will support student achievement.
- High quality teachers promote student success through academic excellence and positive reinforcement.
- All community resources must be focused to consistently and continuously raise the level of education and to promote literacy and lifelong learning in Terrell County.
- Integrated services from a variety of agencies (health, mental health, school, and community) must be focused to strengthen families in their support and nurturing of children.

The **2019-2020 Strategic Plan** encompasses four priorities that directly align with L4GA priorities: 1) Improve Literacy 2) Close the achievement gap between regular education and Special Education students 3) Improve academic achievement for all students including providing intentional professional learning for all staff 4) Improve student behaviors to provide students and staff with a safe and caring school environment.

The **L4GA grant will provide resources that support and enhance the district's goals.** Targeting literacy goes hand-in-hand with the goals outlined in the TCSS Strategic Plan. The TCSS strives to increase the number of students who demonstrate proficiency in a safe and supportive learning environment supported by highly effective personnel, who use the most effective information and resources. The L4GA Grant will allow the district an opportunity to provide quality professional learning to TCSS faculty and staff, early care/learning partners, parents, business partners, and the community at large regarding literacy and language.

Terrell County School System Management Plan and Key Personnel- 2

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With full support from the Terrell County Board of Education, the Terrell County Superintendent, Mr. Doug Bell, sought to facilitate the LEA’s writing of the L4GA implementation plan by designating persons to collaborate, communicate, and plan. Information outlined in the following **table indicates how key district personnel will support the grant’s implementation by describing key roles and responsibilities.**

Plan for Grant Management

Terrell County personnel have implemented comprehensive grant programs including Reading First with fidelity and will implement L4GA with fidelity. When the grant is awarded, the grant administrator, Mrs. Tonya Perkins, will work with the GaDOE to calendar meetings and deadlines. The grant administrator will create and share the first “Task Force” electronic newsletter, outlining grant priorities, information, and timelines. Technical assistance meetings will be held with stakeholders to revisit goals, priorities, guidance, and budget priorities as outlined in literacy plans. Structures for professional learning, trainings, budget requirements, progress monitoring, plan monitoring, purchasing, and audit procedures will be implemented in accordance with L4GA requirements.

Key L4GA Personnel	Title	Support Roles and Responsibilities	Accountability and Key Communications
Mr. Doug Bell	Superintendent	<ul style="list-style-type: none"> • Communicates to BOE. • Serves as a liaison between the school system and other entities. 	Board of Education District Leadership Team-District Staff and Principals
Mrs. Tonya Perkins	Federal Programs/Title I Director L4GA Grant Administrator	<ul style="list-style-type: none"> • Dedicated L4GA Grant Administrator • Determines final approval of all expenditures. • Insures successful implementation of the district’s needs assessment strategic planning process. • Evaluates all responsible for grant implementation. • “Task Force” Partnership Member • Requisitions and approves spending. • Insure grant implemented according to guidelines. • Communicates and coordinates with all grant-related organizations. • Ensures compliance with regulations for Early 	Superintendent Board of Education GaDOE and GOSA District Leadership Team- Family Connections Bright from the Start Early Enrichment Services P-20 and RESA

Terrell County School System Management Plan and Key Personnel- 2

		<p>Enrichment Services and Bright from the Start</p> <ul style="list-style-type: none"> Assure support and not supplant 	
Mrs. Blake Paul	<p>Academic Coach CCES</p> <p>Reading Specialist</p> <p>CCES L4GA Coordinator</p>	<ul style="list-style-type: none"> Facilitates Elementary School L4GA components Insures the grant is implemented according to guidelines Communicates grant related information with CCES' s faculty, staff, School Leadership Team, and Local School Governance Team "Task Force" Partnership Member 	<p>Mrs. Perkins, L4GA Grant Administrator</p> <p>Mrs. Peters, Principal CCES</p> <p>School Leadership Team</p> <p>Local School Governance Team</p>
Ms. Thomas	TMS L4GA Coordinator	<ul style="list-style-type: none"> Facilitates Middle School L4GA components Insures the grant is implemented according to guidelines Communicates grant related information with TMS's faculty, staff, leadership Team, and SLGT "Task Force" Partnership Member 	<p>Mrs. Perkins, L4GA Grant Administrator</p> <p>Mrs. Gardner, Principal TMS</p> <p>School Leadership Team</p> <p>Local School Governance Team</p>
Dr. Dee Price	THS L4GA coordinator	<ul style="list-style-type: none"> Facilitates High School L4GA components Insures the grant is implemented according to guidelines Communicates grant related information with THS's faculty, staff, leadership Team, and SLGT "Task Force" Partnership Member 	<p>Mrs. Perkins, L4GA Grant Administrator</p> <p>Dr. Laster, Principal THS</p> <p>School Leadership Team</p> <p>Local School Governance Team</p>
Ms. Anita Ware	Director of the SWGA Community	<ul style="list-style-type: none"> Facilitates the Child Development L4GA 	Mrs. Perkins, L4GA Grant

Terrell County School System Management Plan and Key Personnel- 2

	Action Council – Terrell County Child Development Center	<ul style="list-style-type: none"> • Components • “Task Force” Partnership Member 	Administrator
Mrs. Tonya Jacobs	Terrell County Family Connections	<ul style="list-style-type: none"> • L4GA Community Partnership Chairperson • “Task Force” Partnership Member 	Mrs. Perkins, L4GA Grant Administrator Principals Building L4GA coordinator
Ms. Lydia Fulton	Financial Accounting Officer	<ul style="list-style-type: none"> • Grants accounting • Budget implementation • Internal audit • Maintain current ledger of all grant funds • Assure support and not supplant 	Superintendent BOE Mrs. Perkins, L4GA Grant Administrator
Mrs. Robin Schofill	Superintendent’s Secretary, Payroll and Human Resources	<ul style="list-style-type: none"> • Prepares and keeps documentation of communication for the superintendent 	Superintendent
Mrs. B. Burke	Director of Curriculum and Instruction	<ul style="list-style-type: none"> • Director of Curriculum and Instruction 	Superintendent
Mrs. LaTosha Peters	Special Education Director CCES Principal	<ul style="list-style-type: none"> • Facilitates B-12 Special Education services • “Task Force” Partnership Member 	Superintendent
Ms. Stacy Glanton	Assessment Director	<ul style="list-style-type: none"> • Facilitate implementation of all assessments • Assist with training • Management of student growth 	Superintendent Mrs. Perkins, L4GA Grant Administrator
Ms. M. Harris	Administrative Assistant Title I Office	<ul style="list-style-type: none"> • Prepare, receive and process L4GA purchase orders for approved expenditures 	Mrs. Perkins, L4GA Grant Administrator
Ms. E. Woodson	Media Specialist	<ul style="list-style-type: none"> • Coordinates with local public library • “Task Force” Partnership Member 	Principals TC Library

Terrell County School System Management Plan and Key Personnel- 2

Mrs. Lakia Spencer	District Parent Engagement	<ul style="list-style-type: none"> Facilitate development and implementation of parent services “Task Force” Partnership Member 	<p>Superintendent</p> <p>Mrs. Perkins, L4GA Grant Administrator</p>
Ms. Doris Milledge	RTI Coordinator TMS and THS	<ul style="list-style-type: none"> Facilitates RtI at TMS and THS Facilitate development and implementation of parent services 	Principals
Mrs. LaTosha Peters	RTI Coordinator for CCES	<ul style="list-style-type: none"> Facilitates RtI at CCES Facilitate development and implementation of parent services “Task Force” Partnership Member 	Superintendent
Ms. Stacy Glanton	Data Coordinator	<ul style="list-style-type: none"> Facilitate data entry and student data reporting required by the grant 	<p>Superintendent</p> <p>Mrs. Perkins, L4GA Grant Administrator</p>
Mr. Steve Phillips	Technology Director	<ul style="list-style-type: none"> Advise, facilitate and provide technical assistance for technology-related grant purchases 	<p>Superintendent</p> <p>Curriculum Director</p> <p>Mrs. Perkins, L4GA Grant Administrator</p>
Mr. Clarence McIntosh	Transportation Director	<ul style="list-style-type: none"> Facilitate all student transportation needs for regular, extended day and extended year programs “Task Force” Partnership Member 	Superintendent
Ms. L. Stewart	Nurse- CCES	<ul style="list-style-type: none"> Facilitate vision, hearing, dental, medical and nutrition needs of all students. Coordinate and communicate with health department and local health care providers 	Principals
	Nurse TMS and	<ul style="list-style-type: none"> Facilitate vision, hearing, 	Principals

Terrell County School System Management Plan and Key Personnel- 2

Ms. Shorter	THS	dental, medical and nutrition needs of all students. <ul style="list-style-type: none"> • Coordinate and communicate with health department and local health care providers 	
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Grant Personnel Understanding of Goals, Objectives and Implementation Plan

Understanding the aspects and the overall grant implementation plan will be an ongoing collaborative process. In February 2020, all key personnel met to develop and discuss the plan. Clarification of roles and responsibilities were made clear and questions were answered. Some key personnel are members of the Task Force and will regularly update key personnel at monthly system leadership team meetings. **The grant administrator will provide ongoing technical assistance and support for budget development and performance plans to the B-12 Task Force.**

Routines for Ongoing Meetings

The grant administrator and designated key personnel will follow the plan for scheduled meetings with grant partners as outlined in the previous table. Exact day of the week and time for each meeting will be determined based on the needs of the stakeholders. A calendar will be created and made available to all stakeholders no later than April 2020.

Section 7 - Resources, Strategies and Materials to Support Implementation of the Literacy Plan

Using a variety of assessments such as the Advance-ED External Review, the TCSS Comprehensive Needs Assessment, the school district's strategic plan, school and district GMAS data, and available screening and progress monitoring data in addition to discussions with members of the community literacy task force, the TCSS concluded there were gaps in screening for literacy skills and in progress monitoring as well as an overall lack of district focus Birth – grade 12 on literacy instruction outside of the ELA classroom. An analysis of an assessment developed within the school system to measure students' readiness for kindergarten has provided evidence of the urgent need to improve the development of students' early literacy skills. Research indicates that the years from birth to age 5 are critical for children's development of early literacy skills. Building these prerequisite skills through literacy rich environments has proven a strong and consistent relationship with learning conventional literacy skills, such as decoding, oral reading, fluency, reading comprehension, writing, and spelling. When children develop these skills prior to entering school, research indicates that they perform better academically once in school (Early Beginnings: Early Literacy Knowledge and Instruction, 2009). Preparation for the L4GA grant brought these gaps into rallying points for change and improvement.

Also through this in-depth, multifarious needs assessment process that consisted of multiple means and measures, Terrell County educators and staff, parents, students, and community partners have identified the following specific needs in improving the literacy development of children birth through 12th grade:

- More effective diagnostic screeners and assessments
- Increase students' Lexiles measure achievement
- Decrease SWD Gaps in ELA Achievement
- Provide teacher and leader development in literacy development, instruction, and evidence-based practices
- Improve Instructional Planning, Delivery, and Assessment
- Lack of professional development for head-start teachers
- Make Literacy More Visible and Valued in the Community
- Lack of Language Nutrition in Early Ages
- Lack of Summer Learning

In response to these identified needs, all stakeholders have subsequently identified the following needed resources, strategies, and materials to support the implementation of the literacy plan:

- invest in additional assessments of PALS, PPVT, Narrative Assessment Protocol, DIBELS Next, and Reading Inventory
- provide a high-quality evidenced based core reading instructional resource
- provide high quality rigorous text, print and digital, in a variety of genres to support literacy
- continue to collaborate with our partners to schedule professional development for head-start teachers
- partner with other community task force members to provide opportunities for parents to become more equipped to better meet the literacy needs of their children
- provide teacher and leader development in literacy through established weekly PLCs and professional learning groups across the district
- provide books for newborns, doctors' offices, mental health facilities, and throughout the community

Terrell County School System Resources, Strategies and Materials to Support the Implementation of the Literacy Plan -7

- Page 1 of 2

- continue to join resources with the local library to decrease summer reading loss by joining efforts with the summer reading program, tutoring services, summer reading camps, and through the Summer Feed and Read program.
- provide technological tools to implement the literacy plan

Currently, Cooper Carver Elementary School is part of the pilot program with SEE-KS. Four teachers have been trained and are implementing the program. We would like to expand it to include additional teachers next year and continue implementation.

As evidenced in the previously presented student achievement data, students in Terrell County Schools have recently begun to achieve higher academic growth. However, if we are to see academic growth continues and to improve, we must implement the plans developed in response to the identified needs. Momentum has already begun in improving the literacy development of children birth through 12th grade. This is evidenced in the slight increases in students' Lexile achievement just last year, but most evidenced in the identified priorities and subsequent plans developed by the Terrell County Community Task Force. The L4GA Grant will provide the needed funding and accountability to put this full plan in motion and build upon the momentum that has begun. Most importantly, because the plan is designed to build upon the momentum that has begun, we believe this systemic change will provide for sustainable continuous improvement. These efforts will result in improved academic achievement, improved instruction, and better alignment of community resources building on the Get Georgia Reading Campaign. Students will have access to high-quality print and digital materials, and will receive more aligned, evidence-based curriculum through the evidence based literacy block of instruction. Teachers and leaders will have access to more diagnostic data to use more effectively in planning instruction. Teachers and leaders will also engage in additional high-quality professional learning. Routines to analyze and utilize data for decision-making and leveraging partnership members for widespread communications will continue through the bi-monthly meetings of the Community Literacy Task Force. Utilizing data and leveraging partnerships will also routinely occur as the established plans are carried out through the community partnerships.

Section 9 – Budget Narrative Terrell County

Stakeholders throughout the county were highly motivated by the opportunity to move from “random acts of literacy” throughout the community to collaboratively planned high quality programs, resources and activities to strengthen academic, social, emotional, and physical well-being of children, especially the B-5 population. Members of the Task Force Partnership have a renewed sense of urgency to pull together people and resources to affect positive change. L4GA funding will help the community provide desperately needed resources, activities, learning opportunities, training, and supports more quickly and with broader impact than without funding.

The lack of print in places that children and adults frequent including doctor’s offices, the dentist office, the health department, barbershop, and other businesses throughout Terrell County was shocking. In most places nonexistent. We found that some state initiatives were not being implanted to full potential, limiting access to language development and communication skills for parents and children. It is the goal of the TCSS to support and build a solid foundation for these approaches to build a literate community.

L4GA funding will be utilized to provide additional instructional resources to support and enhance areas of need relating to providing coherent instruction and assessment, effective and engaging leadership, building professional capacity, strengthening literacy for families, and throughout the community, and providing enrichment and intervention supports.

Funding will be used for contract and professional purchased services to provide expertise and high-quality professional learning. Funding will provide resources and supports for extended day, week and year activities. Professional learning and training costs associated with L4GA activities may include books, supplies, registration fees and appropriate travel expenses. Substitute pay may be needed for off-site learning experiences and to provide job-embedded professional learning.

L4GA funding will immediately and positively impact access to high quality print and digital texts in a variety of genres. Children and families need reading materials in their homes and throughout the community. In addition, teachers need to have easy access to high volumes of print and digital materials to support whole group, small group and independent literacy inside and outside the classroom.

Expenditures may include instructional supplies, computer software, expendable equipment, expendable computer equipment, non-textbooks, periodicals, subscriptions, site licenses.

Once funding is awarded, the LEA will ensure that the funds are expended based on the following:

- Birth – Age 5 – 15%
- Kindergarten – 5th Grade – 40%
- 6th – 8th Grade – 20%
- 9th – 12th Grades – 20%

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Instruction and Assessment PreK-12	\$284,000.00 40%	\$100,650.00 15%	\$100,650.00 15%	Sustainability	Sustainability
Pupil Support Services B-20	\$142,000.00 20%	\$167,750.00 25%	\$167,750.00 25%		
Professional Learning B-12	\$142,000.00 20%	\$201,300.00 30%	\$201,300.00 30%		
Family and Community Engagement B-20	\$142,000.00 20%	\$201,300.00 30%	\$201,300.00 30%		
Total	\$710,000.00	\$671,000.00	\$671,000.00	\$300,000.00	\$300,000.00

Southwest Georgia Regional Educational Service Agency

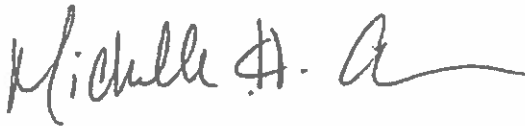
February 7, 2020

L4GA Grant
Selection Committee
Georgia Dept. of Education

To Whom It May Concern:

If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Michelle H. Greer". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Michelle H. Greer, Ed.S.
Science Consultant/School Improvement Specialist
Southwest Georgia RESA
mgreer@swresa.org



Kinchafoonee Regional Library
913 Forrester Drive SE, Dawson, Georgia 39842-2106
229-995-6331 FAX 229-995-3383
Calhoun, Clay, Quitman, Randolph, Terrell, Webster

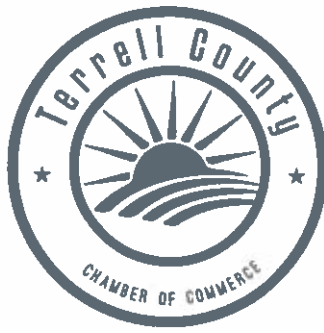
To whom it may concern:

“If the LAGA proposal submitted by the Terrell County School System entitled “Literacy Task Force” is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.”

Sincerely,

A handwritten signature in black ink that reads 'Pearlie Bishop'. The signature is written in a cursive style with a horizontal line above the 'i' in 'Bishop'.

Pearlie Bishop
Terrell County Library Manager
229-995-2902



10 February 2020

To Whom It May Concern:

If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. The Terrell County Chamber of Commerce is committed to creating a collaborative partnership with the Terrell County School System. Currently, the chamber is partnering with the high school to create a workforce pipeline initiative for graduating seniors. The chamber also partners with the Dawson Rotary Club to provide dictionaries and thesauruses to all schools in the county each year.

Sincerely,

A handwritten signature in black ink that reads "Savannah R. Hughes". The signature is written in a cursive style with a large initial 'S' and 'H'.

Savannah Hughes
Executive Director

TERRELL COUNTY FAMILY CONNECTION, INC.

A GEORGIA COLLABORATIVE FOCUSING ON CHILDREN & FAMILIES

211 W. Lee Street
Post Office Box 714
Dawson, GA 39842

Tel: 229-995-2011
Email: tcfc@windstream.net
Web: www.terrellfamilyconnection.com

February 10, 2020

To Whom it may concern:

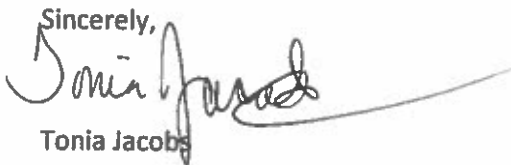
Terrell County Family Connection Collaborative has partnered consistently with community organizations and Terrell County School System to improve literacy, engage parents, and empower families.

Through partnership with Terrell County School System, the L4GA-Literacy for Learning, Living and Leading Grant will allow Terrell County Family Connection Collaborative, and our Early Childhood Health Education and Education Development (EC-HEED) Cohort to support the Literacy Task Force by facilitating educational activities, and promoting parent and child reading to improve 3rd grade students achieving proficient learner or above on the Georgia Milestones ELA Assessment.

As a Get Georgia Reading Campaign community we will continue working on strategies using the four pillars as a framework for action.

If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal."

Sincerely,



Tonia Jacobs
Program Director
Terrell County Family Connection

BRONWOOD ROAD CHURCH OF CHRIST

904 Crawford St
Dawson, GA 39842
229-995-5003

bronwoodrd@windstream.net

Building better homes, better communities, seeking the lost and edifying the saints through Christ

Dr. George Draine—Minister

February 10, 2020

To whom it may concern,

If the L4GA proposal submitted by the Terrell County School System entitled “Literacy Task Force” is selected for funding by the Georgia Department of Education, it is the intent of me and the church to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in cursive script that reads "George Draine". The signature is written in dark ink and is positioned below the word "Sincerely,".

George G. Draine
Minister
Bronwood Road Church of Christ
georgedraine@windstream.net
229-733-8184



First Baptist Church of Dawson

Rev. Currie Spoon, Pastor

February 10, 2020

To Whom It May Concern:

"If the L4GA proposal; submitted buy the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, It is my intent to collaborate as detailed in the proposal."

Sincerely,

Rev. Currie P. Spoon

Rev. Currie Spoon
(229) 995-5817

Fbc055@windstream.net



To Whom It Concerns,

If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink that reads "Sherrer Hester". The signature is written in a cursive style with a large initial "S".

Sherrer Hester

Dawsondairyqueen@gmail.com

229.347.7194



Carver Packers



Willie Marcus
P.O. Box 526
Dawson, GA 39842
229-886-3932
coackmack28@yahoo.com

February 10, 2020

To whom it may concern,

If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Willie Marcus

Willie Marcus
229-886-3932
coachmack28@yahoo.com



Helping People • Changing Lives • Building Communities

Randy Weldon • Chief Executive Officer

Raimond Burley • Board Chair

Post Office Box 3278 • 912 First Avenue SE • Moultrie, Georgia 31776

February 10, 2020

To whom it may concern:

"If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal."

Sincerely,

A handwritten signature in black ink that reads "Anita Ware".

Anita Ware

Center Supervisor

Terrell County Child Development Center

2526 Albany Highway

Dawson, Georgia 39842

(229)995-3473/ (229)995-4872-fax

• Telephone 229/985-3610 • 1-800/642-3384 • Fax 229/890-1056 •

Helping People Help Themselves in Baker • Calhoun • Colquitt • Decatur • Dougherty • Early • Grady • Lee
Marion • Miller • Mitchell • Schley • Seminole • Sumter • Terrell • Thomas • Webster • Worth Counties



To Whom It Concerns,

If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Massey", is written over the word "Sincerely,".

Kevin Massey, Market President
Georgia Community Bank



Dawson United Methodist Church

P. O. Box 167

306 Stonewall Street, NE

Dawson, GA 39842

Office: 229.995.2316 - Fax: 229.995.7056

dawsonumc@windstream.net

February 7, 2020

To whom it may concern:

"If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal."

Sincerely,

Darlene H. Paul

Children and Youth Coordinator

Dawson United Methodist Church

dhpaul33@yahoo.com

229-886-1199



**FAITH & DELIVERANCE
PROPHETIC MINISTRIES**

Child Learning Ministry
Apostle LaWanda Peters, Pastor
Ann Johnson, Co-Pastor
371 Johnson St./P.O. Box 754, Dawson, Georgia 39842

February 10, 2020

To whom it may concern:

"If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal."

Sincerely,

Anita Ware
Center Director
Child Learning
371 Johnson ST
P.O. Box 754
Dawson, GA 39842
(229)255-0378(229)669-8003

-
- Telephone 229-255-0378 229-669-8003
 - Helping to improve life through teaching growth and development physically, emotionally, spiritually



To Whom It Concerns,

If the L4GA proposal submitted by the Terrell County School System entitled "Literacy Task Force" is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

A handwritten signature in black ink that reads "U Patel".

Umang Patel
dawson@sisterstaxes.com
229.995.2020

Terrell County LAGA Community Partner Meeting

Friday, February 7, 2020

1:00 pm

CCES Media Center

- Agenda:
1. Introduction to LAGA
 2. Community Needs

Name	Organization	Phone Number	Email Address	Signature
Shan Felt	GRHOE CTO	229-308-1975	shofelt@doe.c12.ga.us	Shan Felt
ROBERT PAUL	TENELL ID-CCES	229-905-5151	brpaul@tenell.c12.ga.us	ROBERT PAUL
Paule Bishop	Terrell County A.G.	229-595-2502	bishop@k12bray.org	Paule Bishop
George Draine	Church of Christ	229-733-8184	georgedraine@windstream.net	George Draine
Steve Aljasmith	Terrell Co Chamber	229-894-7333	jaljasm@msu.com	Steve Aljasmith
Michelle Greer	SID PESA	229-392-5923	mgreer@sidresa.org	Michelle Greer
Berry Barfield	Terrell Co. Chamber	229-864-4058	barber@windstream.net	Berry Barfield
Rosalyn Daniels	Terrell DECS	229-206-7639	Rosalyn.Daniels@lls.ga.gov	Rosalyn Daniels
Anita Ware	Terrell Co. HeadStart	229-945-3473	aware@sidresa.org	Anita Ware
Joniya Jacobs	Jewell Co. Family C.	229-669-1455	tcfc@windstream.net	Joniya Jacobs
W. Frenchie Thompson	Draussen Police	229-945-9414	wthompson@draussenpolice.com	W. Frenchie Thompson
Sherrie Hester	DQ / Indusa	347-7194	sherriesther@qmail.com	Sherrie Hester
Jack Davis	TEA	229-610-7336	jackdavis@t1a.global.com	Jack Davis
Mona Lisa Thomas	Terrell Middle School	229-347-4683	monathomas@terrell.k12.ga.us	Mona Lisa Thomas

Application: Terrell County Terrell County Middle School

Tonya Perkins - tperkins@terrell.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000255
Last submitted: Feb 10 2020 04:27 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Terrell County
School or Center Name	Terrell County Middle School
System ID	735
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.

Middle (6-8)

Number of Certified Teachers in School

23

Number of Paraprofessionals or Teaching Assistants in School

5

Principal or Director

Name	Valencia Gardner
Position	Principal
Email	vgardner@terrell.k12.ga.us
Phone	229-995-2828

L4GA 2019 School Contact

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

Name	Tonya Perkins
Position	Federal Programs/Title I Director
Email	tperkins@terrell.k12.ga.us
Phone	229-995-4096

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

[Terrell County School System Terrell Middle Plan](#)

Filename: Terrell_County_School_System_Terrell_M_Uxd59Kj.pdf **Size:** 151.7 kB

Application: Terrell County School System Cooper Carver Elementary School

Tonya Perkins - tperkins@terrell.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000246
Last submitted: Feb 10 2020 04:22 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Terrell County
School or Center Name	Cooper Carver Elementary School
System ID	735
School ID	1051

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

17

Principal or Director

Name	LaTosha Peters
Position	Principal
Email	lpeters@terrell.k12.ga.us
Phone	229-995-5451

L4GA 2019 School Contact

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

Name	Tonya Perkins
Position	Federal Programs/Title I Director
Email	tperkins@terrell.k12.ga.us
Phone	229-995-4096

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

[Terrell County School System Cooper Carver Elem Plan](#)

Filename: Terrell_County_School_System_Cooper_Ca_jUxu3ip.pdf **Size:** 184.9 kB

Application: Terrell County Terrell County High

Tonya Perkins - tperkins@terrell.k12.ga.us
 L4GA 2019 Grant Applications To Review

Summary

ID: 0000000257
Last submitted: Feb 10 2020 04:32 PM (EST)

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

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

B5 Project/School Information

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

System Name	Terrell County
School or Center Name	Terrell County High School
System ID	735
School ID	0105

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

27

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Dr. Vivian Laster
Position	Principal
Email	vlaster@terrell.k12.ga.us
Phone	229-995-2544

L4GA 2019 School Contact

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

Name	Tonya Perkins
Position	Federal Programs/Title I Director
Email	tperkins@terrell.k12.ga.us
Phone	229-995-4096

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

Terrell County School System Terrell High Plan

Filename: Terrell_County_School_System_Terrell_High_Plan.pdf **Size:** 154.0 kB

Terrell County Middle School Literacy Plan: Assets and Needs

The district and each school initiated the GaDOE **Comprehensive Needs Assessment process** (CNAs) and created revised CNA based school improvement plans in July 2019. Stakeholders **completing the needs assessment process included personnel representing general education, special education, gifted, paraprofessionals, parents, and students.**

Terrell County Middle School has approximately 314 students in grades 6-8 (15% SWD and 1% ELL). Our school is predominately black with 3% Hispanic and 6% White. TMS is a 100% free/reduced lunch school. Although economically disadvantaged students and black students are making gains, they continue to perform significantly below the state average. The SWD subgroup met the 6% target in ELA, but did not meet in Math, nor did they make progress. A 3% increase in the achievement target has been set by the state for the next 2 years.

The 2018 CCRPI data shows TMS's overall performance is higher than 48% of schools in the state and is higher than the district with a CCRPI score of 71.5. Students' academic growth is higher than 81% of the schools in the state. TMS Georgia Milestone Assessment data showed that 40% performed at level 1, 39.32% performed at level 2, 19.32% performed at level 3, and 1.36% performed at level 4. TMS does have an achievement gap between general education students and Students with Disabilities. Forty percent of the 8th graders are reading at or above the grade level target. Although the numbers are moving in a positive direction, there is still a need to increase students to levels 3 and 4, while decreasing the number of students performing at levels 1 and 2. In addition, TMS is beating the odds, meaning that it is performing better than similar schools.

Although TMS is making gains in each content area, the Lexile levels are below benchmark in each grade level. Low Lexiles have created a barrier for students in other content areas. The Reading Intervention teacher supports below grade level readers outside of the regular ELA segment. TMS needs to push research based literacy strategies across the curriculum to improve student achievement. Also, students foundational mathematics skills are weak which hinders them from mastering grade level standards which demonstrates the need for our math support teacher.

TMS earned 5 star School Climate Rating which is one star improvement from the previous year. The data tells us that the percentage of ISS, OSS, and absences has decreased significantly over the last 3 years, but we continue to struggle with the number of office discipline referrals (ODRs) and classroom disruptions. The PBIS data shows us that most of the discipline infractions occur in the classroom and hallway area. Sixth grade has the largest number of ODRs. Most infractions occur on Thursday around 2:30 pm and right before dismissal.

The School Leadership Team for Terrell Middle School

Ms. S. Peak (Co-Chair)	Dr. W. Huff	Mrs. L. Murphy
Mr. P. Cuff (C-Chair)	Mrs. M. L. Thomas	Mrs. L. Peeples
Mrs. B. Smith	Ms. P. Kidd	Mrs. G. McDowell

Mrs. V. Gardner	Mrs. T. Turner	Mrs. T. Perkins
Mr. C. Holloway	Ms. L. Pollard	Mrs. L. Spencer
Mr. J. Lewis	Mr. I. Green	Mrs. B. Burke
	Dr. R. Sherrod	

Current and Past initiatives include:

- Professional learning twice per month
- Department meetings weekly
- Curriculum resource notebooks, unit plans, and pacing guides
- Saturday school as extra instructional support
- Math and reading intervention teachers for extra support
- Career counseling and portfolios to support college and career readiness
- My Sister's Keeper (MSK) mentor group for 8th grade girls
- Career/ College Readiness Week
- School-based clinic
- After-School tutorial
- Full time Academic Coach
- Instructional strategies and support teachers in best practices of academic achievement
- Participation in Georgia History Day Competition

TMS (Assets)

1. Administrators seek out and participate in professional learning in literacy with their faculty.
2. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Georgia Standards of Excellence.
3. All students receive direct, explicit instruction in reading 6-8.
4. Tier 2 and 3 interventions are provided based on identified need.
5. Consistent RTI Meetings

TMS (Needs)

1. Minimum use of differentiated lesson during instruction, co-teaching strategies used during instruction in co-taught classrooms, and academic rigor
2. Lack vertical alignment about expectations and student progress
3. Need additional Professional Learning for evaluating and implementing the curriculum, instruction, teaching students to self-assess and formative assessments strategies, and data usage

TMS Need 1

A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Georgia Standards of Excellence

Current Activities

<ul style="list-style-type: none"> Administrators seek out and participate in professional learning in literacy with the faculty. Lexia Power UP computer based intervention program is used by ELA teachers to supplement instruction for the most at risk students with reading deficiencies. 	
<p>We will ensure all students have access to volumes of rigorous texts, in both print and digital form, fiction and non-fiction, that support the GSE in all content areas. Students will receive an evidence-based curriculum that will ensure adequate delivery of the GSE. Students will receive evidence-based instruction in reading, writing, listening, speaking, and viewing within content area courses using evidence-based delivery models as well as robust, engaging text.</p>	
<p>Outputs - Activities</p> <p>Faculty and staff participate in targeted, sustained professional learning on literacy strategies within each content area</p> <p>Develop and/or select and use instruments to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.</p> <p>Provide students access to high volumes of rigorous text both print and digital, fiction and non-fiction, that support all GSE content areas. (GADOE L4GA)</p>	<p>Outputs - Products</p> <p>PL documentation including PL evaluations; PL observation data regarding fidelity of implementation in classrooms</p> <p>Expenditure and usage reports</p>
<p>OUTCOMES</p> <p>Faculty and staff know and consistently use effective instructional practices for disciplinary literacy across the content areas.</p> <p>Annually increase the number of students scoring within their grade level Lexile bands measured by the the STAR Reading Assessment.</p> <p>Annually increase the number of students reading at or above grade level as measured by the EOG ELA Lexile Level.</p> <p>Increase the number of sixth, seventh and eighth grade students scoring proficient and above in science, social studies, mathematics and ELA as measured by EOG GMA.</p>	

<p>Need 2</p> <p>All students receive direct, explicit instruction in reading</p>
<p>Daily schedules include evidence-based literacy block and scheduled time for the implementation of Tier II and III intervention</p>
<p>We will ensure all students have access to high-quality materials in both print and digital form, fiction and non-fiction that support the GSE in all content areas.</p> <p>Students will receive an evidence-based curriculum that will ensure adequate delivery of the GSE.</p> <p>Students will receive evidence-based instruction in reading, writing, listening, speaking, and viewing within content area courses using evidence-based delivery models as well as robust, engaging text.</p>

Teachers will engage in high-quality professional learning to build their competence in evidence-based practices in literacy instruction, delivery of content, and peer support.

Outputs - Activities

Stakeholders will select an intervention program that provides continuity based on a carefully articulated scope and sequence of skills.

Faculty will be trained to implement the intervention with fidelity and will receive ongoing feedback regarding implementation.

All faculty will participate in ongoing professional learning in all aspects of specific literacy instruction: reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice, differentiating instruction; analysis of data.

Teachers will examine student data regularly to identify areas of instruction with the greatest needs.

Outputs - Products

Selection process; Expenditure report

Classroom observations using core fidelity checklist with feedback

PL documentation including PL evaluations

Data team meeting minutes
Documentation of changes resulting from examination of data

OUTCOMES

The faculty is thoroughly trained to use the intervention program which provides continuity based on a carefully articulated scope and sequence integrated into a rich curriculum of literary and informational texts.

Annually increase the number of students proficient or better as measured by the Lexile level on the STAR Reading Assessment.

Annually increase the number of students reading at or above grade level as measured by the EOG ELA Lexile Level

Increase the number of sixth, seventh and eighth grade students scoring proficient and above in science, social studies, mathematics and ELA as measured by EOG GMA.

Need 3

Tier 2 and 3 interventions are provided

Daily schedules include evidence-based literacy block and scheduled time for interventions. Current progress monitoring data indicate success of Tier II interventions..

Teachers will implement ongoing formative and summative assessments and use data to inform instructional decisions, and to evaluate the effectiveness of instruction. Students will receive an evidence-based curriculum that will ensure adequate delivery of the GSE

<p>Select an evidenced-based intervention. Consider vertical alignment to K-5 resources.</p> <p>Provide and train interventionists</p>	<p>Outputs - Products</p> <p>Selection process Expenditure report</p> <p>Contracted services Observation Data Student Progress Monitoring Data</p>
<p>OUTCOMES</p> <p>Interventions in Tier 3 are provided with fidelity.</p> <p>Annually increase the number of students proficient or better as measured by the Lexile level on the STAR Reading Assessment.</p> <p>Annually increase the number of students reading at or above grade level as measured by the EOG ELA Lexile Level</p> <p>Increase the number of sixth, seventh and eighth grade students scoring proficient and above in ELA as measured by EOG GMA.</p>	

Section 8 - School Literacy Plans
Cooper Carver Elementary School Literacy Plan K-5

Terrell County Elementary initiated the GaDOE Comprehensive Needs Assessment process (CNAs) and created revised CNA based school improvement plans in July 2019. Stakeholders **completing the needs assessment process included personnel representing general education, special education, gifted, paraprofessionals, parents, and students.**

The School Leadership Team for Cooper Carver Elementary School

Name	Position	Name	Position
Ms. Huckaby	Chair Person (4 th Grade Teacher)	Ms. Vanover	Pre-K
Ms. Coleman	Secretary (Kindergarten)	Ms. Harvey	1 st Grade
Ms. Peters	CCES Principal	Ms. Harris	2 nd Grade
Ms. McCrary	CCES Assistant Principal	Ms. Walker	3 rd Grade
Ms. Foster	CCES Assistant Principal	Ms. Jackson	5 th Grade
Ms. Paul	Academic Coach –Reading, Science	Ms. Woodson	Media Specialist
Ms. Ware	Academic Coach – Math and S.S.	Mr. Ingram	P.E. Coach
Ms. Hartman	Counselor	Rev. Andrews	Parent Liaison
		Ms. Davis	SPED

In the spring of 2017, after experiencing a College and Career Readiness Performance Index (CCRPI) score of 48.3 and with only 39.3% of third through fifth grade students scoring as developing learner or above measured by the GMAS ELA EOG assessment, the superintendent and Board of Education took extreme measures to change the failing school, the only foundation feeder in the system. The new CCES principal, Mrs. LaTosha Peters, was charged with facilitating the turnaround. Once highly successful, the instructional practices and resources were no longer meeting the needs of students. Under the new leadership, the faculty and began to understand the importance of building capacity, planning for sustainability and the need for continuous improvement. Upon reflection, often the greatest challenges provide the best opportunities for growth.

The first goal was to change the climate and culture of the school. This started with the implementation of Positive Behavior Intervention and Supports (PBIS). The change was difficult for everyone including parents, students, faculty and staff; however, once the rules were consistent and everyone was speaking the same language the school was dramatically different.

The next step was to focus on instruction K-5 including understanding the Georgia Standards of Excellence (GSE), ensuring that the classroom instruction met the rigor of the standard(s) and aligning assessment items to the rigor of the standard. In 2018, CCES was designated a Turnaround School with the Chief Turnaround Office. With this designation, the school received a literacy mentor and entered into a partnership with the Sandra Dunagan Deal Center for Early Language and Literacy. A language and literacy team was developed including a representative from kindergarten through third grade, the ELA academic coach and one of the assistant principals. Intense professional learning was provided monthly on the components of reading, the “reading brain”, the implementation of Jan Richardson’s Guided

Reading and word work with sorts. Capacity was built by empowering the team members to be the “Literacy Leaders” of their respective grade levels and the school.

By 2019, the CCRPI score for CCES had increased to 69.3. Although the school has made gain, there are still many areas that can be improved.

Universal Screeners and Intervention

DIBELS – Next is used as the universal screener for kindergarten, and STAR Reading and Math are used as universal screeners in 1st – 5th grade. Students in grades K-5 are screened a minimum of three times a year (fall, winter, and spring) using each assessment. Teachers then use the data or complete a protocol (DIBELS-Next) to determine eligibility for intervention and RtI. Students who qualify are served in reading and/or math. Students begin with at least two days of intervention for RtI, but the frequency can be increased if needed. The intervention teacher progress monitors using the designated tools, and the teachers use this information to plan small group instruction as well as plan for student interventions.

Evidence Based Practices and Activity Selection, Implementation and Monitoring Process

Evidence based practices and activities are selected, implemented, monitored and evaluated using the following protocol:

- Identification of local strengths and needs– Needs are identified through a comprehensive data and root cause analysis that includes the following stakeholders- families, students, educators, early learning and postsecondary education, including P-20 and community partners. Data, including summative and formative assessment results, local and state data, academic and non-academic factors, equity gaps, equity data, interviews, surveys and focus groups is used in the comprehensive needs assessment.
- Selection of Intervention - Once local strengths and needs are identified, evidence-based interventions are selected to meet those needs. The intervention should fall into one of four categories: Strong evidence, moderate evidence, promising evidence or demonstrates a rationale. Several databases have been identified by the GADOE to assist in the process of identifying evidence based interventions.
- Plan Implementation – An implementation plan is created that includes identification of roles and responsibilities of all involved, identification of needed resources, development of timeline for implementation, development of monitoring protocol and measures of effectiveness.
- Implement the plan – Implement the plan; monitor the implementation process using identified rubric or criteria; monitor the fidelity of implementation; and make adjustments as needed.
- Examine the progress – Using data, determine if the intervention is meeting the originally identified need of the school.

CCES Need 1: Increase the percentage of 3rd grade students scoring proficient or better on the ELA EOG

Data: Only 20% of third grade students are proficient or better on the GMA. Only 29% of third grade students read at or above grade level as measured by the GMA Lexile level.

Current Activities

Continue to provide 140 minutes of evidenced-based core instruction to K-2 students. All students

receive direct, explicit instruction in reading K-5. Continue to provide 110 minutes (55 reading, 55 ELA/Writing) of evidenced-base core instruction to 3rd-5th grade students. Continue to provide research-based, small group intervention to targeted 3-5 students daily.

Currently, there is a focus to insure that all students receive GSE aligned instruction in all classrooms. The school administers DIBELS- Next (K-5) three times per year to assess phonological awareness, alphabetic principle, fluency and comprehension. The school has recently implemented administering pre/post assessments (3-5) to track and monitor progress. The STAR Reading Assessment is administered to 1st – 5th grade students at least quarterly to track and monitor Lexile levels. CCES is in its first year of providing time in the master schedule for a daily intervention block (3-5). Intervention is monitored with the iReady diagnostic assessment. The leadership team reviews the data, plans and adjusts groups and instruction and celebrates progress. The CCES principal reports Lexile progress to the district leadership team. The CCES principal and academic coaches use evidence-based fidelity checklists to monitor fidelity of instruction and provide feedback to teachers.

We will ensure all K-5 students receive an evidence-based literacy block that includes all elements of a comprehensive literacy program: dialogic reading, peer-assisted learning, small group reading interventions, developing academic English, explicit comprehension strategy instruction, and explicit vocabulary instruction using a variety of engaging, high-quality texts.

Outputs –Activities

Provide a high-quality evidenced based core reading instructional resource

Students will receive an evidence-based curriculum that will ensure adequate delivery of the GSE. (GADOE L4GA)

Continue to implement Jan Richardson’s Guided Reading and Saxon Phonics and Spelling with fidelity (K-2)

Identify and purchase materials necessary to implement the plan at each level

Provide professional learning on best practices in reading and writing instruction in all subject areas

Provide access to high volumes of rigorous text both print and digital, fiction and non-fiction that support all GSE content areas. (GADOE L4GA)

Provide family-focused services and outreach that engage parents and family members in literacy programs and services and access to print and digital resources to support reading at home

Outputs –Products

Evidenced based core reading resource

Program Fidelity and Literacy Classroom Observation Data

Student Survey Results

Resource Inventory and Usage Reports

Documents to support PL implementation

Documentation of purchase and use

Documentation of literacy programs, sign in, expenditure report

OUTCOMES

Annually increase the number of students prepared for kindergarten by decreasing the number of students identified as intensive or strategic measured by DIBELS – Next upon entry to kindergarten

Annually increase proficiency of students progressing as expected according to GKIDS and DIBELS Next in

First Sound Fluency, Phoneme Segmentation, Oral Reading Fluency

Annually increase the number of students in 1st – 5th grade who register a Lexile within the grade level Lexile bands measured by STAR Reading Assessment

Annually increase the number of students reading on or above grade level as measured by the EOG ELA Lexile Level

Increase the number of third grade students identified as proficient and above measured by the EOG ELA GMA from 20% in 2019 to at least 40% by 2025.

CCES Need 2

CCES needs community supports and collaboration with the school and teachers in the development of students who are college-and-career-ready as articulated in the Georgia Standards of Excellence.

Historically, the Dawson Police Department, Family Connections and multiple churches have supported the school.

We will ensure all K-5 students have access to large volumes of engaging, rigorous high-quality text, in both print and digital form, fiction and non-fiction that support the GSE in all content areas. We will work to provide engaging and motivating reasons to read. We will provide more positive role models to support literacy. We will demonstrate a commitment to literacy by convening partners to focus on literacy-related activities together.

Outputs – Activities

The CCES principal will serve on the Task Force which will participate in developing and achieving literacy goals.

Purchase resources to provide high volumes of rigorous text, in both print and digital formats, fiction and non-fiction, that support all GSE content areas. (Classroom libraries)

Print, audio and social media will be utilized to communicate and promote the goals of literacy through the community at large.

School stakeholders will network with community organizations to provide incentives and rewards to celebrate academic successes publically.

Task Force will participate in achieving literacy goals through support of and/or participation in a network of learning and resource supports (lending libraries, sibling sacks-books to go home and read)

Ensure Literacy Learning Communities at all levels convene to review data, progress and student work

Outputs – Products

Documents that support active participation in Task Force

Student Survey Results
Expenditures, resource
Inventory, Usage Reports

Documentation from traditional and social media sources

Documents that show community organizations' resource and service contributions

Meeting agendas, minutes, completed protocols for examining student work

OUTCOMES

Improve access to a variety of resources and activities that improve early language development and literacy outcomes

Annually increase proficiency of students progressing as expected according to GKIDS and DIBELS Next in First Sound Fluency, Phoneme Segmentation, Oral Reading Fluency

Annually increase the number of students in 1st – 5th grade who register a Lexile within the grade level Lexile bands measured by STAR Reading Assessment

CCES Need 3

CCES needs more collaboration with out of school agencies to support literacy within the community

Current Activities

Task Force partnership supports implementation of the plan. Dedicated leaders and personnel for birth-grade 12 are planning to serve children and families based on the literacy plans.

We will demonstrate a commitment to literacy by convening partners to focus on literacy-related services and activities. We will ensure all K-5 students have access to high-quality materials in both print and digital form, fiction and non-fiction, that support the GSE in all content areas.

Outputs – Activities

The CCES principal will serve on the Task Force which will participate in developing and achieving literacy goals.

Students will have access to high quality print and digital materials, fiction and non-fiction, that support all GSE content areas.

Print, Audio and Social media will be utilized to communicate and promote the goals of literacy through the community at large.

School stakeholders will network with community organizations to provide incentives and rewards to celebrate academic successes publically.

Task Force partnership will provide literacy training to CCES stakeholders to improve literacy outcomes for birth-12.

Outputs – Products

Documents that support active participation in Task Force

Student Survey Results
Resource Inventory and Usage Reports

Documentation from traditional and social media sources

Documents that show community organizations' resource and service contributions

OUTCOMES

Improve access to a variety of resources and activities that improve early language development and literacy outcomes

Annually increase proficiency of students progressing as expected according to GKIDS and DIBELS Next in First Sound Fluency, Phoneme Segmentation, Oral Reading Fluency

Annually increase the number of students in 1st – 5th grade who register a Lexile within the grade level Lexile bands measured by STAR Reading Assessment

CCES Need 4
CCES needs to continue to use active collaborative school teams to ensure a consistent literacy focus across the curriculum

Current Activities

One third grade class and all kindergarten, 1st and 2nd grade classes are self-contained. The other third grade teachers teach in 2-person teams. The fourth and fifth grade classes are departmentalized. All teachers can integrate literacy goals in all content areas.

Cross disciplinary teams will meet regularly to examine student work and to collaborate on the achievement of literacy goals shared by all teachers.

Outputs – Activities

Continue to implement Write Score writing K-5, a vertically and horizontally articulated writing plan aligned to the GSE

Identify and purchase resources and materials necessary to implement the plan at each level

Provide professional learning on best practices in writing instruction in all subject areas

Outputs – Products

Writing plan, student work exemplars

Expenditure Reports

PL documentation including evaluations of PL

OUTCOMES

Increase number of students in grades 3-5 who demonstrate grade level proficiency in writing as measured by the ELA GMA

Increase the number of third grade students identified as proficient and above measured by the EOG ELA GMA from 20% in 2019 to at least 40% by 2025.

CCES Need 5
CCES needs a clearly articulated protocol for using data to improve teaching and learning .

Current Activities

The Core Leadership Team has access to progress monitoring data and collaborates to identify the instructional needs of students. Core assessments, intervention program assessments, DIBELS-Next, STAR Reading USA Test Prep and Milestones data are collected and analyzed. Teachers meet collaboratively weekly and to look at data and determine interventions; however, a formal protocol that is consistent among all grade levels is needed.

We will develop a consistent protocol for analyzing data, and implement it across all grade levels. We will ensure all appropriate staff members have access to data and follow the established protocol for making decisions to identify instructional needs of students and identify students for intervention. We will use data to evaluate effectiveness of instruction.

<p>Outputs – Activities</p> <p>Develop and use a protocol to make decisions to identify instructional needs of students</p> <p>Provide a data storage and retrieval system that is adequate and is understood by all who use it.</p> <p>Develop and use procedures and expectations for staff to review, analyze and disseminate assessment results.</p> <p>Develop and use protocols for team meetings</p> <p>Will implement ongoing formative and summative assessments and use data to inform instructional decisions and to evaluate the effectiveness of instruction.</p>	<p>Outputs – Products</p> <p>Written Data Protocol</p> <p>Documents with decisions made using protocol</p> <p>Data storage/retrieval system</p> <p>Minutes and observations indicating procedures and expectations followed</p> <p>Agendas</p> <p>Literacy classroom observation checklists aligned to student needs</p>
<p>OUTCOMES</p> <p>Increase the number of third grade students identified as proficient and above measured by the EOG ELA GMA from 20% in 2019 to at least 40% by 2025.</p>	

Section 8 – School Literacy Plans Terrell County High School 9-12

School History

According to the 2018 CCRPI, the weighted percentage of students scoring at the developing learner level or above was 50.62% in 9th Grade Literature, and 40.33% in American Literature. The 2018 Literacy rate was 32.37%. According to the 2019 CCRPI, the weighted percentage of students scoring at the developing learner or above was 67.09% in 9th Grade Literature and 40.13% in American Literature. The 2019 Literacy rate was 45.86%. In 2018, neither of the four subgroups met the subgroup performance nor state target in 9th Grade and American Literature. In 2019, all four subgroups showed growth. While the scores in 2019 did improve, we are still well below the state average in both content and literacy.

One of Terrell High School's goals for the 2019-2020 academic year is to increase the number of students scoring at proficient or higher on the End-of-Course assessment in 9th Grade and American Literature by 3%. The needs assessment process revealed an overarching need to increase students' Lexile levels. The action steps that are taking place to achieve this goal are professional learning communities, implementation of intentional reading across the curriculum and data-driven differentiation. Terrell High School also utilizes an additional daily 25-minute Increased Learning Time (ILT) that focuses on content specific remediation. The comprehensive needs assessment data for the 9th Grade Literature End-of-Course (EOC) Assessment shows that the number of students scoring proficient is slowly increasing while decreasing amongst our American Literature (10th Grade) students. Also, this data demonstrates that the number of students scoring at the beginner level on the American Literature EOCs are still above 50% for black and economically disadvantaged students, and more than 95% for students with disabilities. This data demonstrates that Terrell High School must work to establish effective interventions in literacy for all four subgroups (all, black, economically disadvantaged students, and students with disabilities). The Terrell High School's CNA identifies the high number of students with low Lexile scores as part of the root cause that must be addressed going forward, and this grant would allow for resources to be purchased and utilized with fidelity to help address the students with low Lexile levels.

Administrative and Teacher Leadership Team

The leadership team is made up of one teacher from each content department, one SPED, one CTAE teacher, the academic coach, and the administration team. The team created certain areas of focus every 45 days, and the team monitors this plan throughout the 45 days to ensure that all items within the plan are being carried out with fidelity. In these meetings, the team looked at the data, discussed the progress monitoring data, and created action plans to meet the needs that are seen as deficiencies in the data. At the end of the 45 days, the data is reported out to the district leadership team for a review of the 45-day plan to ensure that the items listed were carried out. Feedback for areas of improvement is included in this conversation.

Community Assets

Terrell County School System School Literacy Plan –Terrell High School 9-12 – 8

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Terrell High School currently partners with Southwest Georgia RESA for trainings with our teachers in the area of literacy. Taking advantage of the community assets is something that has been a weakness that will however become a strength with the additional support from this grant. Terrell High School will seek to partner with Albany Technical College, Georgia Southwestern State College, and Albany State University to provide literacy trainings for teachers, send professors to model lessons, and to provide enrichment for students who need to be introduced to higher levels of reading materials. Literacy development, instruction, and evidence-based practices within the various content areas will be an area of focus.

Past Instructional Initiatives

To date, there have not been any isolated practices to focus on literacy; however, the focus has been on ensuring that the ELA department is properly aligning the standards and providing best practices. The school was lacking in this area at the beginning of the 2017-2018 school year. Through the use of the TKES instrument, courageous conversations, breaking our standards down in PLCs, and inspecting what we were expecting, we were able to see the percent of our students who scored at the developing level and higher increase in the 2018-2019 school year. In 9th Grade Literature, the school also saw an increase in the percent of students who were reading within or above the 1050-1260 Stretch Lexile Band.

Currently, Terrell High School is continuing to focus on standard alignment for ELA; however, we have added a new level of focus to the literacy standards in ALL content areas. Terrell High School is using Scholastic Magazines in all content areas as a tool to close the skill gap that exists amongst our student population by engaging students, building reading skills, and increasing content knowledge. We also have an Academic Coach at the high school to provide more intensive standard alignment work with the high school teachers. Providing more intensive attention and providing more resources for literacy skills is a huge gap that must be improved upon at Terrell High School.

Current Instructional Initiatives

Currently, there is an after-school program as well as a Saturday School program where struggling students will gain remediation in a small group setting with one of our certified ELA teachers in 9th Grade and American Literature. Terrell High School is challenged in the area of not having the personnel to provide individualized or small group assistance during the school day with struggling readers. Also, the current schedule would only allow for that type of intervention by pulling students from electives classes. Additional funding would be a great asset in this particular area. The data trend demonstrates that the students who are reading on grade level are headed in the right direction; however, being able to dig deeper would start to uncover some deficiencies with our students with disabilities. It has also been noted some deficiencies in students' literacy skills as it pertains to other subjects like social studies, science, and math. Most secondary school teachers are not trained to teach reading to students. Without effective literacy strategies, content instruction is usually delivered without requiring students to read and write. Another challenge is our ability to partner with the community to improve literacy skills on our campus. The support received from this grant would allow Terrell High School the opportunity to reach out to our community partners and join hands to create a

vertical The support would allow for resources to be purchased and trainings to take place so that daycares, primary, elementary, middle, and high schools are all aligned in their effort to increase the literacy skills among our students and community.

Professional Learning Needs

Professional Learning opportunities have been conducted to cover the topics of data, standards, and EOC data. ELA teachers have also participated in a Melissa Fincher training at the SWGA RESA for Assessment training on narrative writing for Georgia Milestones. The new initiatives implemented with this grant will be conducted school wide by way of weekly PLCs. The academic/literacy coach will be the primary leader of the PLC redelivery component; however, there will be times when the teachers will serve as the experts on improving Lexile levels and reading comprehension. Terrell High School is also looking to build a strong partnership with the local colleges and technical schools.

Models of Tiered Support

At Terrell High School, every student in 9th and 10th grade, is required to take the STAR assessment as well as the Classworks Universal Screener, where reading comprehension is targeted. All students are served as Tier I students through the RTI process because of the high levels of differentiated instruction that takes place in every classroom. An Individual Learning Plan is created for all students in Classworks based on the results of the screener. 9th grades students are enrolled in a Reading Support class based on the results of the 8th grade ELA Milestone and Lexile results, however, we only have one class due to staffing and funding. The Reading Support class is taught by a certified ELA teacher. The students that can be served in this class typically show an increase in their Lexile levels; however, the number of students served is limited due to staffing and funding. Another improvement that is needed is the ability to serve more students who are struggling with reading. More funding would allow Terrell High School to purchase more resources or site licenses depending on what will be Terrell High School's best resource to improve our literacy skills.

Assessment and Data Monitoring

If the district and Terrell High School were to receive this grant, we can secure additional resources and training to help better prepare all teachers to teach literacy across the curriculum. The all teachers but more specifically the ELA teachers will share this data with the principal, , and academic/literacy coach. The administration will share the data with the school improvement team who will share the data with every grade level in the building. The information will be shared with the district when the principal reports for the 45-day report out with the district leadership team.

Need for L4GA Project

The support received from this grant would allow Terrell High School the opportunity to reach out to our community partners and join hands to create a vertical alignment among the literacy with our local daycares and feeder schools. The support would allow for resources to be purchased and trainings to take place so that daycares, primary, elementary, middle, and high

schools are all aligned in their effort to increase the literacy skills among our students and community.

As expectations rise to prepare students for college and careers, many of our students do not have access to rich literacy materials at home; therefore, it is imperative that we go beyond providing such materials only at school and begin leveraging community assets to provide access to high-quality printed materials in homes and in the community.

The increasing high-poverty community, coupled with the pervasiveness of low-education households, perpetuates the poverty mindset. Many parents do not value the importance of literacy and education, and few students have high-quality print materials in their home. The close-knit school environment helps teachers provide individualized instruction, but the lack of resources limits the impact of educators’ efforts and their ability to implement high-quality resources to improve literacy skills and promote the success of all stakeholders. L4GA Grant funds would assist Terrell High School educators as they strive to promote literacy at school, at home, and within the community. This would also be accomplished through the following literacy plan initiatives supported by the district:

District Supported Initiative for Literacy at Terrell High School
<ul style="list-style-type: none"> • provide a high-quality, evidenced based core reading instructional training and resources
<ul style="list-style-type: none"> • continue to collaborate with Middle Georgia Community Action Agency regional supervisors to schedule professional development for head-start teachers
<ul style="list-style-type: none"> • partner with other community task force members to provide opportunities for parents to become more equipped to better meet the literacy needs of their children
<ul style="list-style-type: none"> • provide teacher and leader development in literacy through established PLCs and professional learning groups
<ul style="list-style-type: none"> • provide books for newborns, doctors’ offices, mental health facilities, and “My Little Libraries” throughout the community
<ul style="list-style-type: none"> • continue to join resources with the local library to decrease summer reading loss by joining efforts with the summer reading program, tutoring services, summer reading camps, and through the Summer Feed and Read program

Examples of Evidence of Capacity and Sustainability of Proposed Plans are as follows:

- An established cohesive and collaborative feeder system
- Newly formed Terrell County Community Task Force with strong partnerships
- P-20 Partnership
- District Alignment and Collaboration of Leadership
- Established Professional Learning Capacity
- Continuation of a strong partnership with Southwest Georgia RESA
- Becoming a Get Georgia Reading Community
- 4 Star Climate Rating School