

School Profile

Created Wednesday, November 28, 2012
Updated Wednesday, December 12, 2012

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School Information

School Information District Name:	Brantley County
School Information School or Center Name:	Brantley County Early Learning Initiative B-5

Level of School

Early Learning (Birth to Five)

Principal

Principal Name:	Teri Gibson
Principal Position:	Pre K Director
Principal Phone:	912-462-6029
Principal Email:	teri.gibson@brantley.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Karla Carter
School contact information Position:	Media Specialist
School contact information Phone:	912-778-3068
School contact information Email:	karla.carter@brantley.k12.ga.us

Grades represented in the building

example pre-k to 6

Birth to Pre-K

Number of Teachers in School

15

FTE Enrollment

1267

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: Dr. Greg Jacobs

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

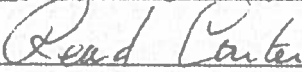
Address: 272 School Circle

City: Nahunta Zip: 31553

Telephone: (912) 462-6176 Fax: (912) 462-6731

E-mail:

greg.jacobs@brantley.k12.ga.us


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

Mr. Read Carter
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/12/12
Date (required)

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

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12/12/12
Date (required)

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

Conflict of Interest & Disclosure Policy

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 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.

Conflict of Interest & Disclosure Policy

- 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 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.

Conflict of Interest & Disclosure Policy

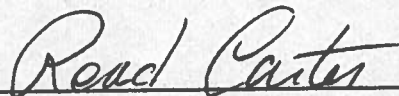
No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

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

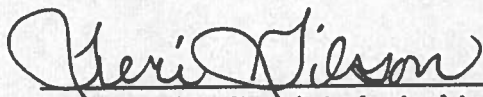
The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



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

Mr. Read Carter, Superintendent of Brantley County Schools
Typed Name of Fiscal Agency Head and Position Title

12/12/12
Date



Signature of Applicant's Authorized Agency Head (required)

Mrs. Teri Gibson, PreK Director of Brantley County Schools
Typed Name of Applicant's Authorized Agency Head and Position Title

12/12/12
Date

Conflict of Interest & Disclosure Policy

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)

Preliminary Application Requirements

Created Wednesday, December 12, 2012

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[General Application Information](#)

Did you download and read the General Information document to assist you with writing the grant?

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Grant Rubric](#)

Did you download and read the SRCL Rubric to assist you with writing the grant?

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[Assessment Chart](#)

Did you download and read the Assessment Chart to assist you in writing the grant?

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: *Costs to develop, prepare, and/or write the SRCL 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: *A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. 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)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

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 your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

• I Agree

Grant Assurances

Created Thursday, December 13, 2012

Page 1

The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

-
- Yes
-

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

-
- Yes
-

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

-
- Yes
-

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

-
- Yes
-

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

-
- Yes
-

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

-
- Yes
-

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

-
- Yes
-

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

• Yes

The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

• Yes

The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

• Yes

Page 2

The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

-
- Yes
-

Funds shall be used only for financial obligations incurred during the grant period.

-
- Yes
-

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

-
- Yes
-

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

-
- Yes
-

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

-
- Yes
-

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

-
- Yes
-

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

-
- Yes
-

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

-
- Yes
-

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

-
- Yes
-

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

-
- Yes
-

Page 3

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

-
- Yes
-

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

-
- Yes
-

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

-
- Yes
-

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

-
- Yes
-

Brantley County District Narrative

The Brantley County School district is a small, rural school district located in southeast Georgia. The school system is comprised of 7 schools: Hoboken Elementary School (Pre-K-6th), Nahunta Primary School (Pre-K-3rd), Nahunta Elementary School (4th-6th), Waynesville Primary School (Pre-K-3rd), Atkinson Elementary School (4th-6th), Brantley County Middle School (7th-8th), and Brantley County High School (9th-12th). The student population in Brantley County is 3,553 students in grades Pre-K-12 with a demographic breakdown as follows: Hispanic, 2.2%; American Indian, 0.1%; Asian, 0.2%; Black, 2.6%; Pacific Islander, 0%; White, 94.2%; 2 or more races, 0.7%. The total free and reduced percentages for Pre-K is 66.97% and 66.20% for K-12.

The Brantley County School District's number one priority is to prepare its students to be successful in the 21st century workforce by providing students with a variety of learning experiences that allow them to acquire the essential skills and knowledge of 21st century workers. In order to meet this goal, the school district has identified five focus areas to meet the goal of graduating all students prepared for the 21st century workforce. These five areas are as follows: High-quality instructional practices including differentiated instruction, authentic assessment, and higher-order thinking skills; Reading instruction and support for students of all ability levels; Writing instruction, opportunities, and support in all academic areas for students of all ability levels; Mathematics instruction and support that promotes problem-solving and reasoning skills for students of all ability levels; and Opportunities for all students to develop 21st century technology skills.

Current specific priorities that are aligned with the five focus areas are included in the following table.

Specific Priority	Need	Students
Intensive Writing Program	<ul style="list-style-type: none"> Consistent terminology and techniques for writing. Variety of instructional and support resources including technology. Males performing lower on state writing assessments. Early learner writing 	All students Birth - grade 12
Engaging students in reading at all ability levels to develop literacy skills from phonological awareness to reading comprehension	<ul style="list-style-type: none"> Provide students of all ability levels and ages, opportunities to develop literacy skills using a variety of resources including technology. 	All students Birth – grade 12
High-quality Professional Learning for Teachers/Staff/Parents in <ul style="list-style-type: none"> Writing Higher-order thinking skills 	<ul style="list-style-type: none"> Writing techniques for ELA and content teachers. Higher order thinking skills instructional tasks and student activities. Utilization of existing technology to 	All teachers in grades Birth – grade 12

<ul style="list-style-type: none"> • Technology applications • Early literacy development 	<p>enhance instruction and student learning.</p> <ul style="list-style-type: none"> • Parental training in reading to early learners 	
<p>Successfully implement the Common Core Georgia Performance Standards (CCGPS) and Bright From the Start standards</p>	<ul style="list-style-type: none"> • ELA and Math • Reading and Writing for History, Science, and Technical Subjects 	<p>All students Birth – grade 12</p>

Management Structure:

The Striving Readers Grant will be coordinated through the office of the Assistant Superintendent of Instruction, Dr. Greg Jacobs. In 2012, the Brantley County School district was awarded the Striving Readers Grant for all schools K-12. Dr. Jacobs currently coordinates the Elementary, Middle and High Striving Readers Grant of 2012. Dr. Jacobs works closely with the school principals to ensure the development and monitoring of the school literacy plan that details needs, resources, and budgeting of SRG 12 funds. The accounts payable department at the district office follows local, state, and federal requirements for purchasing. With the addition of the Birth-to-Five grant allocation, Mrs. Teri Gibson, the district Pre-K Director/Early Learning Coordinator, will assume the responsibility of developing and monitoring the Birth-to-Five Literacy Plan.

Past Instructional Initiatives:

Over the past several years, the Brantley County School District has implemented a number of instructional initiatives with the intent to improve student achievement and ultimately graduate students with the skills to be successful in the 21st century workforce. The following list identifies the instructional initiative, a brief description of the initiative, and a timeline of the initiatives:

- Learning Focused Schools (1999 – present)
- Implementation of Georgia Performance Standards (GPS) (2004 – 2012)
 - Unit development
 - Assessment development (formative and summative)
- Implementation of CCGPS in ELA & Math (2012 – present)
 - Unit development
 - Assessment development
- Develop K-12 school literacy plans through Striving Readers Grant Initiative (2012 – present)
 - Literacy support programs, literacy assessments including Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next and Scholastic Reading Inventory (SRI)

Literacy Curriculum:

The current K-12 literacy curricula in Brantley County are grounded in the CCGPS. Teachers in each grade level developed unit plans aligned to the CCGPS in Reading, Language Arts, and Mathematics with literacy standards in grades 6-12 Science, CTAE

and Social Studies. Teachers currently use instructional strategies based on the Learning-Focused schools model and standards-based classrooms. Teachers in grades K-3 use SRA's *Imagine It* reading series and grades 4-5 use McGraw Hill's *Treasures* reading series. Pre-K teachers use the *High Scope* curriculum for instruction. Language Arts teachers in K-12 also use the Georgia Language Arts Frameworks and the accompanying extended texts to deliver instruction.

Literacy Assessments:

The 2012 Striving Readers Grant has provided the Brantley County School District an opportunity to use a variety of literacy assessments that the school district would not have had access to without the grant. Beginning in the fall of 2012, all students in grades K-5 were assessed using the DIBELS Next literacy assessment. The DIBELS Next assessment provides data on students' alphabet knowledge, phonological awareness, and oral reading fluency. The SRI is used to assess the reading comprehension of all students in grades 6-12. All students in the district take the required state assessments applicable to their grade level: CRCT (3-8); EOCT (9-12); GHSGT; Writing assessments in grades 3, 5, 8, and 11; and GKIDS for kindergartners. Students in 1st and 2nd grades were given the released Online Assessment System (OAS) tests for Reading, English Language Arts and Math as an end-of-year summative assessment. High School sophomores also take the PSAT, and students take the SAT or ACT as required for admission into postsecondary institutions. On the opposite end of the spectrum, Pre-K teachers assess students throughout the year with the Work Sampling Online by Pearson. The Pearson assessment provides a formative assessment of the students' literacy skills in listening, speaking, reading, and writing.

Need for Striving Readers:

The initial screening of our elementary students using DIBELS Next revealed that students were entering kindergarten deficient in early literacy skills. Analysis of the DIBELS data and discussions with teachers revealed that kindergarten and 1st grade teachers were spending a great deal of time working on basic literacy skills that prevented them from having time to focus on vocabulary and grade-level reading skills. Further discussion with Pre-K teachers showed that students coming to them were not ready for basic literacy instruction at age 4. Therefore, the need for the Striving Readers Birth-to-Five grant is to provide resources and training that will focus on the development of early learners' literacy skills such as phonological awareness, print awareness, alphabet knowledge, writing, and oral language. The intent is to positively impact the literacy development of all students in the Brantley County Pre-K program, Brantley County Head Start, Babies Can't Wait, and in the homes of children ages birth to five.

Brantley County District Management Plan and Key Personnel

The Striving Readers Grant (SRG) implementation will be managed through the office of the Assistant Superintendent of Instruction, Dr. Greg Jacobs. At the district level, Dr. Jacobs will coordinate grant implementation with the district financial department, technology department, and the Early Learning programs. All key personnel listed below who are responsible for developing, implementing, and monitoring the Early Learning Literacy Plan will be assigned the following responsibilities upon the receipt of the grant. The individuals listed below are all familiar with the following responsibilities since they are currently performing these tasks with the 2012 K-12 SRG with the exception of the Early Learning Coordinator and Early Learning Literacy Team (ELLT). The following table identifies the specific tasks and individuals needed to successfully implement the SRG at the district level.

Department	Financial Department	Technology Department	Professional Learning	Curriculum and Instruction
District Department Head	Mr. Read Carter	Mr. Alan Morgan	Dr. Greg Jacobs	Dr. Greg Jacobs
Tasks	Request and allocate grant funds.	Recommending technology resources based on school needs.	Planning / coordinating professional learning activities for SRG initiatives.	Ensuring SRG initiatives align with district priorities and areas of focus.
	Issuance of purchase orders and maintenance of financial records, including items received.	Requesting purchase of needed technology.	Issuing Professional Learning Units to staff for participating in SRG activities.	Monitoring the implementation of the SRG initiatives.
	Auditing grant.	Labeling and tracking technology equipment purchased through grant.		Evaluating the effectiveness of the SRG initiatives.
		Supporting and maintaining technology purchased through grant.		

At the school level, the Early Learning Coordinator, Teri Gibson, will be responsible for the overall management of the grant. Mrs. Gibson will guide the ELLT in identifying program needs, recommending solutions to meet the needs of students, and ensuring the proper implementation of the SRG initiatives. The following table provides a summary of the tasks and person(s) responsible for executing the tasks at the school/ program level.

Person(s) Responsible	Early Learning Coordinator – Teri Gibson	Building Principals – Dr. Brandon Carter, Mrs. Kim Morgan, Dr. Adrian Thompson	Early Learning Literacy Team
Tasks	Overall management of SRG at the school level.	Assist the Early Learning Coordinator in purchasing and processing resources.	Align the literacy needs of the Early Learning programs with the SRG.
	Request purchase orders for resources needed as defined in the SRG.	Provide school support for purchasing and receiving resources.	Recommend materials/ services needed to implement the Early Learning Literacy Plan.
	Communicate with Accounts Payable office at the Brantley County Board of Education.	Analyze and share literacy assessment data with all teachers in their schools.	Communicate results of SRG implementation to all stakeholders.
	Ensure staff members and stakeholders participate in Professional Learning activities.	Ensure that the Striving Readers grant initiatives are carried out in the schools.	Conduct formative and summative evaluations of SRG initiatives.
	Ensure SRG initiatives are carried out in the schools and county.		

To ensure that the SRG initiative is successfully implemented, communication of SRG goals and objectives along with evaluations of grant initiatives will be a consistent item on agendas of the district and school professional learning communities. Guidance from the district ELLT will be conveyed through these professional learning communities as well as the sharing of the updated Early Learning Literacy plan with all stakeholders. The Early Learning Literacy Team is composed of the Pre - K Director, Teri Gibson; Special Education Director, Roxie Tumlin; Assistant Superintendent, Dr. Greg Jacobs; GA Pre-K consultant, Brian Griffin; school principals; district Pre - K teachers; Babies Can't Wait representative, Colleen Aldridge; SE Health District representative, Derek Jones; and Head Start representative, Carol Clark.

Brantley County Experience of the Applicant

Funded Initiatives:

	Project Title	Funded Amount	Is there audit?	Audit results
Brantley County School District	FY06 Title IID, Wireless Initiative	\$75 000	Annual state audit.	No findings regarding the use of grant funds.
	FY07 Title IID, Instructional Technology Enhanced Environment (ITEE)	\$96 250	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Title IID, Teachers, Teamwork, and Technology (T3)	\$93 592	Annual state audit.	No findings regarding the use of grant funds.
	FY08 Governor's Office of Highway Safety	\$135 700	Annual state audit.	No findings regarding the use of grant funds.
	Striving Readers Grant (SRG) Cohort I (Elementary, Middle and High)	\$1.9 million over 5 years	Annual state audit.	Audit in Spring of 2013

The Brantley County School District has experience in handling grant allocations and putting in place spending controls as defined by federal, state, and local policy. Procedures are in place to ensure that proper authorization for purchases from the school or program level to the district level are obtained. The SRG is managed through the consolidated application:

- Budget entered into consolidated application at district level
- Approval
 - System Coordinator
 - School Superintendent
 - SRG Program Manager
 - State Grants Accounting Manager

Once this process is completed, the school/ program may receive quotes, prepare purchase orders with appropriate signatures and place the order. Once items are received, invoices and packing slips are sent to the district office for accounts payable to enter the invoice, request funds from the state, and make payment. These general procedures are in place for all purchasing regardless of funding source.

Not only have prior initiatives provided experience in handling monies, but also experience has been gained in the coordination of training and other resources such as technology requirements. Each of the initiatives in the table required various trainings for staff. With constant communication and consistent district and school level leadership

meetings, all trainings have been successfully completed. Though our technology staff is small, the technicians work smartly and efficiently to provide support when needed. Implementation of the 2012 SRG has been a success in Brantley County, and the experiences gained in managing the grant will definitely be valuable when implementing the Birth-to-Five SRG.

Sustainability Plan:

Sustainability for past initiatives as well as future initiatives such as the 2013 Birth-to-Five SRG grant depends on two needs, continuous training and financial support. Professional learning is an integral part of any initiative therefore to ensure the sustainability of project outcomes, it is essential for all faculty to experience high-quality professional learning. It is also vital that administrators and support staff receive training. As staff changes occur, local experts are asked to redeliver essential training. When called for, local professional learning funds are used for external trainers. As programs are purchased through grant funds, financial sustainability is addressed. Technology upgrades, replacements or software subscriptions can be purchased through local SPLOST funds or other local funds. Replacing or extending the scope of printed resources may be addressed through school instructional funds or other locally generated sources of revenue.

Internal initiatives such as continuous, high-quality professional learning, development of Response to Intervention (RTI) practices and procedures, and alignment and development of district benchmark assessments with Georgia Performance Standards (GPS) were successfully carried out using local funding. Due to lack of funds, teacher leaders and administrators planned, developed, and delivered professional learning activities such as differentiated instruction and standards-based classrooms. District staff developed RTI manuals and resources. Finally, teachers worked diligently to write benchmark assessments that aligned with the GPS.

Brantley County School Narrative

The first Pre-K class was formed twenty years ago in Brantley County. This class was on the campus at Nahunta Primary School. In 1994, two more classes were added, one on the campus of Nahunta Primary School and one at Hoboken Elementary School. In 1996, Brantley County applied for two more classes, and Hoboken and Nahunta gained these classes. Nahunta Primary gained a class in 1998 and 1999, for a total of five classes in Nahunta and two in Hoboken.

The Waynesville Primary School was completed in 2000, and one of the classes at the Nahunta Primary was transferred to Waynesville. In 2001, another class was transferred from Nahunta to Waynesville. Waynesville Primary School applied for an additional Pre-K class and gained this class in 2002. In 2003, Hoboken acquired an additional Pre-K class. From 2003 to 2012, there were three classes at each Brantley County site, Hoboken, Waynesville, and Nahunta. In December of 2013, Precious Stages Childcare burned, and Brantley County Board of Education acquired the Pre-K class from this private daycare center.

Currently, Brantley County Board of Education has ten Pre-K classes on three campuses in the county. All Pre-K teachers are certified and are highly qualified. Each Pre-K classroom has an assistant teacher/paraprofessional. The Brantley County Pre-K Director serves all three Pre-K centers in the county. There are two hundred five children enrolled in Brantley County Pre-K. At the present time, the majority of the children enrolled are considered category one indicating that the children qualify for Medicaid, Food Stamps, Temporary Assistance for Needy Families, Peach Care, or Supplemental Security Income.

The Leadership team for Brantley County Pre-K is comprised of three teacher representatives, three assistant teacher representatives/paraprofessionals, the preschool intervention teacher, and the Pre-K director. The team was formed during the 2011-2012 school term. The team meets throughout the year to discuss various needs of the schools. Team members seek input from all Pre-K staff and meetings are held so that team members discuss various areas of concern throughout the county in order to improve teaching and learning. Pre-K teachers are also represented on school leadership teams and share ideas and concerns during grade level meetings with the building principals. All Pre-K teachers are members of the district Early Learning Literacy Team (ELLT) that is made up of both school and community partners representing the Birth-to-Five population.

All Pre-K staff members have attended professional learning workshops in order to improve teaching and learning. In the past, teachers have done peer-observations in classrooms throughout the county and in Ware County at the Daffodil Learning Center. The Pre-K Director has led literacy and math workshops for assistant teachers. As a part of these workshops, assistant teachers/paraprofessionals have been able to create make-it, take-it materials and utilize these resources in their classrooms.

Last year, all teachers were trained in Work Sampling Online (WSO). Using the Work Sampling Online system, a child's skills, knowledge, behavior, and accomplishments are documented by teachers several times a year. An age-appropriate checklist is then completed by assigning ratings in a wide variety of curriculum areas. Work Sampling Online streamlines this collection

and assessment process and provides individual aggregate reports on the data entered to support teachers and administrators.

Brantley County Board of Education's Pre-K utilizes the High Scope Curriculum. This curriculum has been used since the inception of the Pre-K program in our county. Teachers and assistant teachers work together to plan lessons and differentiate learning based on the work sampling online reports. By referring to these reports, teachers and assistant teachers can be informed of what content standards need to be taught and how to plan for instruction for their particular class, small group, and individual student needs.

There are 55 indicators on the developmental checklist used in the Pre-K classroom. Teachers must rate each child proficient, in process, or not yet on all indicators on the checklist. By the end of each semester, each teacher must rate and finalize the checklist and write a narrative summary in each domain (personal/social, language/literacy, mathematical thinking, scientific thinking, social studies, the arts, and health/physical development). Using the narrative summary, the teacher has two conferences each year with parents of students.

All Pre-K staff members complete a minimum of fifteen hours of professional learning each school year. This year, two of our teachers attended the second year teacher institute training. At this training, teachers learned about WSO, small group planning, teaching mathematical skills, and phonemic awareness activities. Eight of our veteran teachers are involved in a yearlong online training that includes eight webinars. The title of the webinars is "All Behavior has Meaning". Throughout the year teachers watch webinars, post responses online, and give examples of how they are using the information learned in their own classrooms.

Based on the Classroom Assessment Scoring System (CLASS) from last year, our Pre-K classrooms scored in the low range area of instructional support, particularly in the areas of content development and quality of feedback. This data indicates a need for more professional learning to help teachers plan lessons in which children are encouraged to use analysis and reasoning skills through exploration of concepts. Additionally, teachers need to be trained in how they can promote the exploration of concepts, how to link these concepts across activities, and how they can apply these concepts to the real-world. Teachers also need to be involved in training in which they are given specific strategies for improving the quality of feedback they use with students in the classroom.

The Brantley County School District needs the Birth-to-Five Striving Reader Comprehensive Literacy (SRCL) grant in order to improve literacy skills for all children prior to enrollment in kindergarten. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next data on current kindergarten students reveals that students in kindergarten are performing below (23% of all kindergarten students) and well below (37% of all kindergarten students) benchmark norms. This data shows that 60% of all kindergarten students are scoring beneath established norms and entering kindergarten with literacy deficits. The DIBELS composite score is the combination of First Sound Fluency and Letter Name Fluency universal screeners. To improve the literacy skills for all children the following needs are addressed through the goals of the SRCL:

- Provide professional learning for Pre-K teachers, Head Start teachers, paraprofessionals, administrators, day care providers, and parents concerning Early Literacy theory and practice.
- Increase the access to literacy resources for the Birth-to-Five population in Brantley County.
- Increase the use of technology in literacy instruction in the Pre-K and Head Start classrooms in Brantley County.
- Implement a research-based early learning literacy program to be used in Pre-K and Head Start classrooms.
- Develop a Response to Intervention (RTI) manual and accompanying procedures for Pre-K that align with the K-12 RTI manual and procedures.

Brantley County Early Learning Literacy Plan

This Literacy Plan is outlined according to the “What” document and the Georgia Literacy Plan Birth-to-Five Template.

Building Block 1 – Engaged Leadership (as described in p. 31 of the “Why” document; p. 1 and 2 of the “How” document; and p. 5 of the “What” document).

The administrators and community leaders that are involved with improving the literacy of our Birth-to-Five population in Brantley County have formed a collaborative coalition known as the Brantley County Early Learning Literacy Team. Dr. Greg Jacobs, the Assistant Superintendent of Curriculum and Instruction in Brantley County Schools serves as the team leader of the Early Learning Literacy Team (ELLT). The function of the ELLT is to collaboratively plan for the literacy awareness and instruction of children in Brantley County from Birth-to-Five. Formal needs assessments such as the DIAL-4, DIBELS, Work Sampling Online, CLASS and IQ Guides are in place to determine the areas for improvement in the Brantley County Pre-K classrooms and the Head Start classroom. The Literacy Team gathers input through meetings and surveys from the classroom teachers, Pre-K Director, State Pre-K Consultant, administrators, Special Education Director, Babies Can’t Wait, and Southeast Health District to determine strategies for improving access to literacy for children Birth-to-Five as well as improving literacy instruction for students in Pre-K and Head Start classrooms. The needs assessments show a great need in literacy professional learning and resources (see section on Needs Assessment).

Building Block 2A – Continuity of Care and Instruction (p. 3 and 4 of the “How” document; and p. 5 of the “What” document).

The Early Learning Literacy Team includes professionals that represent the Birth-to-Five population in Brantley County such as: three Pre-K teachers, pre-school intervention teacher, Pre-K Director, Special Education Director, Media Specialist, Curriculum Director, State Pre-K Consultant, Primary School Principals, Representative from Babies Can’t Wait, and the District Program Manager for Southeast Health District. The Early Learning Literacy Team meets monthly, and the Early Learning Literacy Team agendas and minutes are shared with all Birth-to-Five stakeholders and primary schools. The Early Learning School Literacy Team for Brantley County includes the following professionals serving the Birth-to-Five population in Brantley County with Dr. Greg Jacobs, Assistant Superintendent of Curriculum and Instruction, serving as the team leader:

- Dr. Greg Jacobs – Brantley County Assistant Superintendent of Curriculum and Instruction
- Mrs. Teri Gibson – Brantley County Pre-K Director
- Mrs. Roxie Tumlin – Brantley County Special Education Director
- Mrs. Kim Morgan – Hoboken Elementary Principal
- Dr. Brandon Carter – Nahunta Primary Principal

- Dr. Adrian Thompson – Waynesville Primary Principal
- Mr. Brian Griffin – State Pre-K Consultant
- Mrs. Julie Lee – Pre-K teacher at Hoboken Elementary School
- Mrs. Martha Mathie – Pre-K teacher at Nahunta Primary School
- Mrs. Chelley Lee – Pre-K teacher at Waynesville Primary School
- Dr. Karla Carter – Lead Media Specialist in Brantley County
- Mrs. Melissa Courson – Pre-K Intervention Specialist
- Mrs. Wendi Lee – Speech Teacher
- Mrs. Colleen Aldridge – Representative from Babies Can't Wait
- Mr. Derek Jones – District Program Manager for Southeast Health District
- Mrs. Carol Clark – Head Start Program Training/Literacy Coordinator

The Early Learning Literacy Team meets quarterly. In addition to Pre-K teachers serving on the Brantley County Early Learning Literacy Team, the same Pre-K teachers are also on the school Literacy Team at each primary school in Brantley County. The dates for the Early Learning Literacy Team meetings are: September, 2012; December, 2012; February, 2013; and May, 2013.

Literacy Team Initiatives for Early Learning

- Book rooms at schools
- Books in Pre-K rooms
- Assist Bright From the Start in changing parents', child care providers', and the public's perception of child care from one of "baby sitting" to one of early education as described in the "Why" document.
- Support early language and literacy skills in children from Birth-to-Five.
- Implement, monitor and assess professional learning for literacy development

Building Block 2B – Continuity of Care and Instruction (p. 33 and 34 of "Why" document; and p. 5 of the "HOW" document; p. 5 and 6 of the "WHAT" document).

The Transition Team for Early Learning in Brantley County consists of the following professionals from the Early Learning Literacy Team: Mrs. Teri Gibson – Pre-K Director and Coordinator for Early Learning in Brantley County; Mrs. Roxie Tumlin – Special Education Director; Mrs. Melissa Courson – Pre-K Intervention Specialist; Colleen Aldridge – Babies Can't Wait Representative; and Mrs. Carol Clark – Head Start Representative; and Mrs. Gretchen Bell – Kindergarten Teacher; Mrs. Martha Mathie – Pre-K Teacher

Transition at age 0-3:

Our system collaborates with Early Head Start and Head Start who serve children from birth to age 5 to ensure smooth and effective transitions for students identified as "at risk".

Transition at age 3:

Babies Can't Wait collaborates with the Preschool Intervention Teacher to schedule transition planning meetings for identified students. Transition meetings are scheduled six months prior to the child's third birthday to have the opportunity to consider range of options for the child and family for a smooth and effective transition. At this meeting, parents are given the opportunity to

visit the Head Start Program and/or service site. Three months prior to the child's third birthday, a referral to the Brantley County Preschool Intervention Program with parental consent is made, and an evaluation is completed by the school system. Another meeting is held prior to the child's third birthday to determine eligibility and develop an Individualized Education Plan, if eligible for services.

Transition at age 4:

An ad in the local newspaper and brochures are distributed throughout the community to inform parents of Pre-K Registration. During registration parents are provided a packet of information regarding the pre k program with a list of necessary documentation needed for enrollment and a date and time for the screening. During screening, the students and parents are given the opportunity to meet with teachers and visit classrooms. We would like to provide a summer transition packet to students who will be entering Pre-K and Head Start. Furthermore, Brantley County wants to initiate a Summer Transition Program for students that will be entering Pre-K and Head Start (see p. 33 of the “Why” document).

Transition at age 5:

Students are given the opportunity through scheduled visits during the school year to interact in the kindergarten classrooms. In each Pre-K classroom, a kindergarten student visits the classroom and shares with the students. The media specialist at each school creates a video of the kindergarten classes and shares the video with the upcoming students. Kindergarten screening is held at each school site and the Pre-K students are screened during the Pre-K instructional day. Teachers at Head Start encourage parents to register their children for kindergarten by sending home letters informing parents of registration dates, documents needed for kindergarten and any additional information that may be needed by kindergarten. Kindergarten teachers hold a Kindergarten Readiness meeting with Head Start staff, Pre-K teachers/paraprofessionals, and the parents of the Pre-K and Head Start parents to prepare students for transition using books, visuals, and dialogue. We would like to provide a summer transition packet at the end of the school year to parents whose child will be transitioning to Kindergarten. The packet will be given to parents to use with their children to encourage parents to work with their children and promote continued learning during the summer months. Furthermore, Brantley County would like to use SRG funds to start a Summer Transition Program for the at-risk students that are leaving Head Start and Pre-K to enter Kindergarten.

Parent teacher conferences are held with parents to discuss their children’s progress while enrolled in the program. Parents are given the opportunity to ask questions and provide information about their child.

Building Block 2C – Continuity of Care and Instruction (as described in p. 33 of the “Why” document; p. 6 of the “How” document; and p. 6 of the “What” document).

Education and training sessions, as well as parent conferences are scheduled throughout the school year, informing parents about transitions and being well prepared for the changes they face. Through collaboration with Head Start, we would like to combine resources to develop brochures and other materials on transition topics to provide to parents. We will offer joint transition related trainings to allow teachers and staff to work together to share resources.

Parent meetings will be held to provide parents with information about the transitions from daycare and Babies Can't Wait to the Pre-K classroom and Head start as well as the literacy milestones that children should make at the appropriate ages. Similarly, informational parent meetings will be held for parents of students transitioning into the Kindergarten classrooms. Informational brochures about transitions, literacy skills, and literacy development milestones will be provided in both English and Spanish at local daycares, Health Department, Pre-K Classrooms and Head Start Classroom. The informational brochures will have help strategies that parents can use to help their children meet these important early literacy developmental milestones. The Special Education Director also places Child Find brochures in daycares, at the Health Department, Department of Children and Family Services, and pharmacies to help identify students that will need extra support with transitions.

Building Block 2D – Continuity of Care and Instruction

The ELLT collaborates with community leaders and organizations to ensure coordinated services for early childhood population through a county-wide strategic planning meeting. The strengths and needs of the community concerning the Birth-to-Five population and K-12 education are discussed and addressed during the meeting. A complete list of the Early Learning Literacy Team for Brantley County can be found in section Building Block 2A.

Building Block 2E – Continuity of Care and Instruction (p. 7 of the “How” document).

The Brantley County representative for Babies Can't Wait is currently implementing a project in which she is creating a book drive for our local health department and the Department of Family and Children Services. In the waiting room at each of these facilities, there are currently no books for small children. Through donations from private parties, a collection of a variety of books will be available in the near future. This will enable parents and children the opportunity to explore these books in the waiting room.

The Pre-K staff members have created literacy bags for a variety of classroom books. Each Pre-K classroom also has a variety of books that have been purchased with personal money or that have been donated. Throughout the school year, literacy bags are sent home with individual students in Pre-K classes. Bi-weekly, Pre-K teachers have book check out days in which children are able to take books home and read with their parents.

Head Start participates in Reading is Fundamental where children are given books three times per year to increase the number of books and reading materials in the homes.

Literacy training for parents is definitely a priority if we are awarded the Striving Readers Grant. If awarded the grant we plan to:

- Create a "Tips for Building Literacy Skills" brochure for parents and distribute throughout organizations in the community.

- Create a DVD featuring staff members modeling ways to enhance literacy skills to distribute to parents in the community.
- Collaborate with Head Start to provide education and training on literacy skills to parents throughout the school year

Building Block 3 A – The infrastructure in in place for full implementation of screening and diagnostic assessments. (as described in p. 34-36 of the “Why” document; p. 9 and 10 of the “How” document; and p. 6 and 7 of the “What” document).

Birth to three:

Children are screened using the Ages and Stages Questionnaire (ASQ). Results are discussed with parents. If screening indicates developmental delays, then concerns are discussed with parent as well as the option to continue with a Babies Can’t Wait evaluation. With consent from the parent, the child is then assessed in all five developmental domains by at least one qualified individual for the purposes of initial assessment for program planning by using the following assessments: Developmental Assessment of Young Children (DAYC) and Battelle Developmental Inventory, 2nd edition.

Three to five:

Children are screen three times a year using the Speed DIAL-4. Data is used to determine areas of possible delays, evidence-based strategies are provided while Teaching Strategies GOLD and Developmental Checklist are used to monitor progress and adjust instruction if needed. The results of the screening are analyzed and shared with the parents and appropriate referrals are made if the data warrants.

Building Block 3 B – The results of formative assessments are used to adjust intervention to meet the needs of children and students (as described in p. 34-36 of the “Why” document; p. 10 and 11 of the “How” document; and p. 7 of the “What” document).

The Assessment, Evaluation and Programing System (AEPS) is a curriculum-based tool used to monitor progress for children 0-2years 12 months of age. The AEPS is administered twice a year to ensure interventions are working.

For children 3 -5 years of age, the DIAL-4 is given three times a year to monitor progress and adjust instruction if needed. Teaching Strategies GOLD is used as a progress monitoring tool and is given three times a year. The data is used to determine if adjustments to instruction need to be made due to lack of progress.

Pre-K teachers use the Work Sampling Observational Assessment. This assessment enables teachers to monitor children’s academic, social, emotional, and physical progress. This is done through observing, recording, and evaluating student learning. Through teacher’s observation of students’ classroom performance and progress, teachers are able to provide meaningful feedback to teachers, students, families, and administrators. The Work Sampling Observational Assessment helps teachers make instructional decisions based on information about individual students and helps teachers better understand what they should be teaching, what children have to master, and skills in which children are having difficulty learning. There are 55 indicators on

the developmental checklist used in the classroom. Teachers must rate each child proficient, in process, or not yet on all indicators on the checklist. By the end of each semester, each teacher must rate and finalize the checklist and write a narrative summary in each domain (personal/social, language/literacy, mathematical thinking, scientific thinking, social studies, the arts, and health/physical development). Using the narrative summary, the teacher has two conferences each year with parents of students. During the conference, the teacher discusses the student's progress and discusses ways in which parents can help their child at home.

Building Block 3C- Summative assessments are used to determine effectiveness of interventions or instructional programs (as described in p. 36 of the “Why” document; p. 11 and 12 of the “How” document; and p. 7 of the “What” document).

Babies Can't Wait:

Coaching Practices Rating Scale is used to determine the extent to which a practitioner is adhering to and using coaching practices with either families or colleagues to strengthen competence and confidence in using evidence-based early childhood practices. The Assessment, Evaluation and Programming System (AEPS) is a curriculum-based tool used to monitor progress for children 0-2years 12 months of age.

Head Start:

The Performance Evaluation Checklist is used by the Head Start Supervisor to evaluate the effectiveness of the instructional program. Teaching Strategies Gold is used to determine the effectiveness of the intervention used to improve student success.

The Classroom Assessment Scoring System (CLASS) is an observational instrument that has been utilized in the Pre-K classrooms over the past two years. It assesses quality by focusing on classroom interactions. Based on the CLASS (Classroom Assessment Scoring System) from last year, our Pre-K classrooms scored in the low range area of instructional support, particularly in the areas of content development and quality of feedback. This data indicates a need for more professional learning to help teachers plan lessons in which children are encouraged to use analysis and reasoning skills through exploration of concepts. Additionally, teachers need to be trained in how they can promote the exploration of concepts, how to link these concepts across activities, and how they can apply these concepts to the real-world. Teachers also need to be involved in training in which they are given specific strategies for improving the quality of feedback they use with students in the classroom.

Pre-K teachers must complete IQ guides for the learning environment, assessment, instruction, and daily schedule at the beginning of the school year. Within the first thirty days of school, the Pre-K director assesses each classroom using the IQ guides and gives suggestions and feedback for improvement. The IQ guide for assessment is updated throughout the year as the Pre-K director checks the teachers' Work Sampling Online data. Although it is not a requirement from Bright from the Start, the Pre-K teachers also complete the guide for the learning environment in January of each year. At this time, the Pre-K director gives suggestions and feedback for improvement.

Building Block 3 D. Literacy screenings are used to assess readiness of individual children for reading and writing (as described in p. 36 of the “Why” document; p. 12 of the “How” document; and p. 7 and 8 of the “What” document).

The Babies Can’t Wait organization uses the Ages and Stages Questionnaire (ASQ) to inform classroom instruction.

The Work Sampling System data that is collected from Pre-K is transferred to the kindergarten teachers at the end of the child’s Pre-K year. The data from the Work Sampling System is used to inform and differentiate instruction.

If awarded the Striving Reader’s Grant, we will purchase a literacy diagnostic assessment to be administered three times per year. The data from this screener will be used to inform and differentiate future instruction based on each child’s specific literacy needs. This data will also be used during parent conferences to inform parents of their child’s progress and inform them of ways they can help with literacy skills at home.

Building Block 4 - Best Practices in Literacy Instruction

Building Block 4A. Instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten (as described in P. 36 of the “Why” document; P. 13 of the “How” document; and P. 8 of the “What” document). .

Babies Can’t Wait staff participates in professional learning on age-level appropriate Best Practices.

Head Start staff participates in professional learning to enhance the Head Start Child Development and Early Learning Framework.

Pre-K teachers attend professional learning to enhance the Early Learning Standards for Georgia Pre-Kindergarten. Lesson plans are given to the administrators weekly that reference the Early Learning Standards being taught. Differentiation is also evident in teacher lesson plans

New staff members are provided professional learning in standards-based instruction and differentiation.

Building Block 4B. Research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language (as described in p. 36 of the “Why” document; p. 13 of the “How” document; and p. 8 of the “What” document).

Babies Can’t Wait uses Project Skilled Credentialed Early Interventionists (SCEIs) to provide professional learning opportunities through pre-approved Individual Learning Activities. Each

service provider is responsible for implementation of specific components of Project SCEIs and collaborating with the others.

The Pre-K staff members are involved in professional learning for the development of oral language and pre-literacy instruction each year through Bright from the Start. In addition to this professional development, staff members will be trained to utilize the new technology in the classroom and how to incorporate research-based literacy instruction using the technology.

The High Scope Curriculum is used in all Pre-K classrooms. Teachers use the Pre-K content standards to plan lessons in their classrooms. In the area of language and literacy instruction, there are six content standards, which include 36 performance indicators. The content standards cover the areas of listening for purpose of comprehension, discriminating the sounds of language (phonological awareness), developing and understanding of new vocabulary, developing and expanding expressive language skills (speaking), and beginning to develop age-appropriate strategies for reading and writing.

A minimum of two story time activities and a phonological awareness activity are planned daily in each Pre-K classroom.

The School Administrators and the Pre-K Director monitor implementation of research-based practices being taught in the classroom through formal and informal observations throughout the school year.

Building Block 4C High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident (as described in p. 22, 36 and 59 of the “Why” document; p. 14 of the “How” document; and p. 8 of the “What” document).

Teachers of Birth-to-Five create a learning environment of high expectations while focusing on student interest and learning through the use of developmentally appropriate practices such as:

- Small group activities based on interest
- Student offered choice
- Hands on experiences with real objects
- Problem Solving
- Flexibility
- Family surveys

Building Block 5 – System of Tiered Intervention

Building Block 5A Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place (as described in p. 36 and 63 of the “Why” document; p. 15 of the “How” document; and p. 9 of the “What” document).

Tier 1:

General classroom instruction based on Georgia Learning Standards.

Tier 2:

These interventions are typically done three times per week and progress monitored.

- Pre-teach vocabulary
- Language enrichment
- Visualize meanings of words
- Peer Group activities
- Labeling objects in classroom with words and pictures
- Listening to phonemic Awareness songs and rhymes on CD with headphones
- Star fall website
- Color, number, and sound/letter flashcards
- Language for learning

Tier 3:

The same interventions that are used in Tier 2 are used in Tier 3 more frequently.

Tier 4:

Students are placed in Special Education and served through inclusion supportive instruction and resource classrooms.

Step 1:

Currently children are screened using the DIAL and Fluharty. Teachers use the assessment to determine presence or absence of developmental literacy and language skills. Children whose literacy and language skills fall within the 5%-10% will be considered as having potential delays, and a plan for remediation is made and implemented at Tier 1. The teacher will identify the deficient language/literacy skill or related skill in the area of motor, intellect, social or adaptive skills and begin remediation while monitoring progress for three to six weeks. The teacher will use a developmental checklist from Work Sampling System to determine if the student needs more intense remediation.

Step 2:

When a student shows no progression on skills identified as deficits, the teacher will contact the parent to set up a conference to discuss and document using the concerns with the skills that have been identified as weaknesses using the Initial Parent Conference Form. A new plan will be recorded indicating the teachers will deliver more intense classroom strategies. Teachers will continue to progress monitor on skills identified as weaknesses for three to six weeks. If the student indicates no growth, the teacher will meet with the parent to review data, plan a different intervention/strategy and/or move the child to Tier 3 using the follow-up conference form.

Step 3:

Intense strategies will be used to address areas of deficit noted. In-school screenings and informal observation will be completed by preschool intervention teacher and speech language pathologist. If the child continues to not make sufficient progress then a third conference is held with to review data and screening and a referral for Tier 4 will be made.

Step 4:

A comprehensive evaluation is completed with input from the parent, school psychologist, speech language pathologist, preschool intervention teacher, and classroom teacher. A report will be completed and a meeting will be scheduled with the appropriate team members. The results discussed with parents and the eligibility team will determine if the student is a student with a disability and if that disability negatively impacts that student's educational performance. If the child is eligible, an IEP will be developed to address the areas of deficit.

We would like to begin to utilize a Response to Intervention System that is more consistent with the K-12 procedures and utilize the Work Sampling Online system in order to more easily share information and use data to drive instruction. We would also like to purchase and utilize scoring software.

Building Block 6. Professional Learning and Resources

Building Block 6 A. Community partners receive professional learning in the development of early literacy (as described in p. 33 and 34 of the "Why" document; p. 16 and 17 of the "How" document; and p. 9 of the "What" document).

Through the Early Learning Literacy Team meetings, professional learning needs for people that impact literacy development for the Birth-to-Five population are assess, discussed and planned. Plans are in place to hold professional learning opportunities for community partners such as librarians, daycare staff, public health providers, Head Start staff and Pre-K Teachers/Paraprofessionals.

The barriers to providing professional learning for early care and education providers includes money and not having a common time for all of these people to meet during the work day. In order to address these barriers, Brantley County is seeking "free" professional learning in early learning literacy from the Head Start representative, Mrs. Carol Clark. Furthermore, the Brantley County ELLT will offer flexible times of training both during the day and at night.

The community partners that make up the Brantey County ELLT will collaborate to develop training, literacy resources, and literacy tips brochures to support early literacy in the family homes.

Building Block 6 B. In-service personnel receive professional learning in the development of early literacy (as described in p. 33 and 34 of the "Why" document; p. 17 and 18 of the "How" document; and p. 9 and 10 of the "What" document).

Teacher surveys and teacher observation instruments will be used to determine the professional learning needs of early learning teachers and paraprofessionals. Data from the Dial, Work Sampling Online, and the Dibels data for entering kindergarten students will also be used to inform professional learning needs.

Pre-K teachers, Head Start teachers and Kindergarten teachers need intense professional learning to interpret the scores of the universal screeners so that both the outgoing and receiving teachers will understand the results of the student assessments.

Kindergarten teachers need to be trained on the Work Sampling System that is used with Pre-K students so that they can better understand the results and use them to inform future instruction.

Pre-K teachers, Head Start teachers, and paraprofessionals will receive professional learning on literacy instruction that is aligned to early learning standards.

Pre-K teachers and Head Start teachers will participate in teacher work sessions each nine weeks. The teachers will have 1 full day of protected planning time to analyze data, share instructional strategies, study the standards, develop lesson plans, examine student work and reflect on best practices.

Principals and the Pre-K Director will participate in early learning literacy trainings to learn how to recognize best practices in early learning literacy and how to provide specific feedback that is aligned to the early learning guidelines and standards.

Brantley County Needs Assessment, Concerns, and Root Cause Analysis

In fall 2012, the Brantley County Early Learning Literacy Team (ELLT) administered the Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy to Pre-K teachers, paraprofessionals, special education teachers, speech language pathologists, media specialists, and the community agencies Babies Can't Wait and Head Start. All data focuses on literacy as it pertains to children ages birth to five. The Needs Assessment was conducted to identify the specific areas of concern in the Building Blocks (BB) for Literacy outlined by the Georgia Department of Education's "the What, the Why, and the How" documents. Once all responses to the Needs Assessment were received, members of the ELLT compiled the data and shared the findings.

Needs Assessment for Literacy – Fall 2012				
Standard	Fully Operational	Operational	Emergent	Not Addressed
BB 1: Engaged Leadership				
A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.	27%	10%	63%	0%
BB 2: Community of Care and Instruction				
A. An early childhood coalition is convened where professionals from many organizations affecting your children and other stakeholders may meet to learn from and support one another.	0%	45%	55%	0%
B. A plan is in place to ensure smooth transitions from one school/or agency to another.	27%	0%	46%	27%
C. A plan is in place to connect families to schools and childcare entities.	28%	0%	36%	36%
D. A plan is in place to connect communities to schools.	36%	0%	0%	64%
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.	0%	36%	36%	28%
BB 3: Ongoing Formative and Summative Assessments				
A. The infrastructure is in place for full implementation of screening and diagnostic assessments.	9%	64%	0%	27%

B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.	9%	64%	0%	27%
C. Summative assessments are used to determine effectiveness of interventions or instructional programs.	27%	0%	46%	27%
D. Literacy screenings are used to assess readiness of individual children for reading and writing.	27%	46%	0%	27%
BB 4: Best Practices in Literacy Instruction				
A. Instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.	64%	9%	9%	18%
B. Research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.	27%	46%	0%	27%
C. High-expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.	64%	9%	18%	9%
BB 5: System of Tiered Intervention				
A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.	27%	46%	0%	27%
BB 6: Professional Learning and Resources				
A. Community partners receive professional learning in the development of early literacy.	0%	0%	36%	64%
B. In-service personnel receive professional learning in the development of early literacy.	27%	0%	46%	27%

Based upon the Needs Assessment data presented above, the ELLT identified several needs in Birth-to-Five literacy as it relates to the Building Blocks (BB) in the “What” document. Data demonstrated a need for administrators to be actively engaged in literacy leadership (BB: 1). There is a need for comprehensive plans aimed at connecting early childhood professionals, schools, agencies, communities, and families with resources and materials to promote early literacy (BB: 2). Formative and summative assessments are needed to screen children, adjust interventions, and evaluate literacy instruction (BB: 3). Data also shows a need for a system of tiered-intervention that is methodically implemented (BB: 5). Overwhelmingly, the data above demonstrates a great need in literacy professional learning and resources (BB: 6). Although the Needs Assessment data depicts that BCSS performs well in the area of utilizing best practices in literacy instruction (BB: 4), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data on current kindergarten students, reveals that students are entering kindergarten with deficits in literacy (see section on Student Data).

Based upon the Needs Assessment presented above and the data presented in the Student Data section, three areas of concern were identified as they relate to research-based practices found in the “What” document.

1. The greatest need identified in the Needs Assessment and supported through data analysis is to provide professional learning and resources (BB: 6). Brantley County School System (BCSS) has taken the steps to ensure that school personnel have received early learning standards and early literacy training. This professional learning is limited in depth and to those individuals working in the district. The school system needs to take steps to provide high-quality professional learning to school personnel and all early learning agency personnel in the community. Additionally, the school district needs to work with community partners to ensure that families have access to early literacy trainings and materials.
2. Another need identified above is to have administration engaged in shared leadership for literacy initiatives (BB: 1). BCSS has regular meetings to discuss data and establish action plans to improve literacy instruction. These meetings include Pre-K, SPED, RTI, school leadership team, and school/system literacy team meetings that take place at the district and school levels. Although this collaboration demonstrates the district’s approach to literacy, a larger group of stakeholders need to be involved in the process. School board members, business leaders, parents, early care center employees, community leaders, and early learning agencies should be included for a more comprehensive approach to effective literacy instruction.
3. There is a need for comprehensive plans aimed at connecting early childhood professionals, schools, agencies, communities, and families with resources and materials to promote early literacy (BB: 2). Currently, BCSS communicates with outside agencies,

such as early care centers, Head Start, Babies Can't Wait, and Southeast Georgia Health Department. However, representatives from each of these organizations rarely convene together to collaborate and support one another. In the fall of 2012, BCSS did hold an ELLT meeting in which various agencies were contacted and encouraged to attend with school and system level personnel. The result of this meeting was the basis for the Literacy Plan included in this SRCL grant application. BCSS has plans in place to support transitions from one early learning center to school or other agencies. One area in which the school system can improve upon is providing videos and literature in English and Spanish at key locations in the community where families visit. Additionally, BCSS has not promoted many opportunities for parents to learn about developmentally appropriate milestones and avenues for support if children fall below these milestones.

After analyzing needs assessments, discussing data, and reviewing the areas of concern, the ELLT identified four root or underlying causes associated with BCSS's need for improvement in Birth-to-Five literacy. They include the lack of Parental Support of Literacy, Current Literacy Resources and Materials, Professional Learning, and Funding.

1. A root cause of BCSS's need for increasing student literacy is a deficiency in parental support of literacy at home. According to the 2010 Census of Brantley County, only 75.2% of people age 25 and older graduated from high school compared to the Georgia state average of 82.9%. Persons in Brantley County living below the poverty level is 19.9% as compared to the state average of 16.6%. This data demonstrates that there are parents in the county who are less educated than their counterparts in other counties and comprise a lower socio-economic status. BCSS and other agencies face the task of educating these students and compensating for the lack of literacy reinforcement at home.
2. The ELLT recognized the shortage of current resources and materials as a reason for the need to increase student literacy skills. Teachers use all resources that are available to them; however, some of these materials are outdated and well used. Educators are not able to purchase the most current and research-based literacy resources. Children in our community suffer with the lack of up-to-date materials to aid in literacy instruction.
3. Another root cause of the areas of concern is the lack of professional learning. Although some teachers and organization representatives have been through various trainings, there has been no continuous or extended professional development for existing early learning personnel and no introductory trainings for new hires. In the past several years, faculty and staff have primarily attended school/district based professional learning to limit training costs. Only a small percentage of early learning personnel have engaged in outside trainings in the past three years.

4. ELLT members scrutinized the reasons why BCSS and community organizations lack literacy resources and materials and professional learning, and they found that these problems are due to a shortage of funding. Like many schools and agencies in Georgia, BCSS is suffering from a scarcity of funds which directly impacts instruction. However, with Brantley County being a small, rural school district, we have a limited ability to generate additional funding outside of state allocations.

Brantley County Analysis and Identification of Student and Teacher Data

Many types of screeners and assessments are given to children ages birth to 5 by the Brantley County School System (BCSS) or other early learning organizations such as Babies Can't Wait and Head Start. Some of these assessments include Speed Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4); Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next; Work Sampling Observational Assessment; Ages and Stages Questionnaire (ASQ); Early Literacy Skills Assessment (ELSA); Developmental Assessment of Young Children (DAYC); Assessment, Evaluation, and Programming System (AEPS); and Developmental Checklist. Since many of these assessments or screeners are conducted through Babies Can't Wait or Head Start, BCSS will limit student data discussed in this section to that which is administered to district enrolled students.

Through the use of funds received from the Georgia Department of Education's SRCL Grant: Cohort 1 (K-12), BCSS was able to purchase the DIBELS Next program and the professional learning for all involved in administering this screener to students in grades K-5. DIBELS is a universal screener that BCSS use three times per year in the fall, winter, and spring. The DIBELS composite score is the combination of First Sound Fluency and Letter Name Fluency universal screeners. Nationally normed benchmarks are set through the DIBELS database. This data is disaggregated into male and female students and those students who attended and those students who did not attend a pre-kindergarten program.

Kindergarten DIBELS Next Composite Score Data – Fall 2012			
	Well Below Benchmark (1 st -19 th percentile)	Below Benchmark (20 th -39 th percentile)	At or Above Benchmark (40 th -99 th percentile)
All Students	37%	23%	40%
Students Attended Pre-K	31%	25%	44%
Students Did Not Attend Pre-K	61%	16%	23%
Male Students (from All Students)	58%	25%	17%
Female Students (from All Students)	41%	31%	28%

DIBELS Next data on current kindergarten students reveals that students in kindergarten are performing below and well below benchmark norms. This data shows that 60% of all kindergarten students are scoring beneath established norms and entering kindergarten with literacy deficits. Furthermore, DIBELS Next data demonstrates that students who attended Pre-K performed higher than their counterparts who did not attend Pre-K. The data above supports the premise that early learning literacy is essential in preparing children for kindergarten and beyond. Although a majority of students scored below or well below benchmark norms, males scored significantly lower than females. BCSS needs this Birth-to-Five SRCL grant in order to

improve literacy for all children prior to enrollment in kindergarten and close the achievement gap between male and female students.

All students enrolling in BCSS's pre-kindergarten program are administered the Speed DIAL-4. "The Speed DIAL-4 is an individually administered developmental screening test designed to identify young children in need of interventions or further assessment" (Mardell & Goldenberg, 2011, p. 92). Ten items are selected from the Motor, Concepts, and Language performance areas to determine if further evaluation is needed (Mardell & Goldenberg, 2011). The test is scored based upon the child's performance and age (year and month). Users of the DIAL-4 set the values for those children needing interventions or follow up diagnostic testing. BCSS's Pre-K Director places students in low, middle, and high groups based upon their Speed DIAL-4 score.

Speed DIAL-4 – Spring 2012			
	Low (65-90)	Middle (91-115)	High (116-135)
All Students	27%	46%	28%
Male Students	70%	51%	36%
Female Students	30%	49%	64%

Speed DIAL-4 data on current Pre-K learners show that the majority of students fall in the middle group while an almost identical percentage of students scored in the low and high groups. However, the disaggregated data reveals an alarming trend between males and females falling in the low group. The percent of males in the low category is more than double that of the female percentage. Additionally, the percent of females belonging in the high group is significantly higher than that of males. Currently, there exists a huge achievement gap between males and females in these two categories. BCSS needs this Birth-to-Five SRCL grant in order to improve literacy for all children prior to enrollment in kindergarten and close the achievement gap between male and female learners.

Based upon assessments and screeners, the BCSS Early Learning Literacy Team (ELLT) developed goals and objectives to improve literacy instruction. The goals and an abbreviated list of objectives are included below. A complete list of the supporting objectives is detailed in the Goals and Objectives section of this grant application.

SRCL Grant Project Goals and Objectives	
Goal	Sample Objectives
Provide Professional Learning for Pre-K teachers, Head Start Teachers, Paraprofessionals, Pre-K Director, Administrators, Day Care Providers and Parents on Early Learning Literacy	A. Pre-K teachers, Head Start teachers, and paraprofessionals will participate in professional learning on literacy instruction that is aligned to early learning standards and best practices. This professional learning will focus on vocabulary, code-related skills and oral reading skills as described in the "Why"

	document. B. Provide day care centers with quality professional learning to help day care workers support early vocabulary and oral language skills as described in the “Why” document.
Increase the access to literacy resources in the Birth-to-Five population	A. Increase the classroom library collection by 50 books in each Pre-K Classroom, Head Start Classroom and Daycares. B. Supply community partners such as the Health Department, Department of Family and Children Services, Babies Can’t Wait, and local daycares with books, educational literacy videos, and literacy bags.
Increase the use of technology in literacy instruction in the Pre-K and Head Start Classrooms	A. Provide technology tools and professional learning on how to use those tools.
Use a research-based early learning literacy curriculum that is aligned to early learning standards in Pre-K and Head Start Classrooms	A. Purchase a research-based early learning literacy program that will be used in all Pre-K and Head Start classrooms.

All 10 Pre-K classrooms are staffed with highly qualified teachers, and 100% of these teachers were retained from the previous year. In addition to the teacher, each classroom has a full-time paraprofessional. Additional support staff is in place for the SPED inclusion classroom. The longevity of teachers and advanced degrees are depicted in two tables below.

Longevity of Pre-K Teachers	
Number of Years Teaching	Percent of Teachers
0-10	30%
11-20	50%
21+	20%

Advanced Degrees	
Degree	Percent of Teachers
Bachelors	20%
Masters	40%
Specialist	40%

There are no immediate future retirement prospects as the highest number of years teaching is 24, and 80% of the teaching staff have fewer than 20 years in the profession. This data shows

that no long range planning conflicts with this SRCL grant are expected since these teachers will remain in the classroom. Eighty percent of BCSS's Pre-K teachers have advanced degrees which attest to their commitment to continued learning.

Pre-K teachers and paraprofessionals participate in at least 15 hours of professional learning each year which is geared specifically for Pre-K through Georgia's Department of Early Care and Learning (DECAL). They are also involved in professional development that is site-based (at the individual schools) and/or district wide. Below is a table portraying professional learning in which Pre-K teachers have engaged in the last three years. This is not an all-inclusive list.

Pre-K Teacher Professional Learning 2009-Present	
Professional Learning	Percent of Pre-K Teachers Trained
Professional Learning Communities	100%
Learning Focus	100%
Differentiated Instruction	100%
Work Sampling Observational Assessment	100%
DIAL-4	100%
Special Needs/Inclusion Classroom	10%
GA's Pre-K: Classroom Management	80%
GA's Pre-K: Large Group & Center Time Management	80%
GA's Pre-K: Phonological Awareness	100%
GA's Pre-K: Reading to Children	100%

Brantley County Project Plan-Procedures, Goals, Objectives & Support

The Brantley County Early Learning Literacy Team (ELLT) reviewed the Needs Assessment and Root Cause Analysis discussed in a prior section of this application (see the Needs Assessment, Concerns, and Root Cause Analysis section) to develop goals and objectives aimed at improving literacy with research-based initiatives and best practices. These goals and objectives directly address the needs of the students and teachers as evidenced in the section of this grant entitled Analysis and Identification of Student and Teacher Data.

The Brantley County Early Learning Initiative B-5 goals focus on existing needs in the district and community. Though there have been attempts to provide professional learning for Pre-K teachers and support staff within the district, there has not been a consistent attempt to reach out to early learning community members and include them in professional learning, especially early learning literacy training opportunities. Literacy resources including books, technology, and an early learning literacy curriculum are in place within the school district, the quality and quantity of such resources has been limited due to the scarcity of funds. Upgrades and additions to existing technology resources, books, and a research-based literacy curriculum for the Brantley County Pre-K classrooms are required to improve early learning literacy instruction. The Brantley County School District has put a lot of time and effort into developing Response to Intervention (RTI) procedures and a RTI manual for K-12. It will be very valuable to the district to expand the procedures and develop a corresponding RTI manual for Pre-K.

Project Goals to be funded by Striving Reader Grant (SRG):

Goal 1 - Provide Professional Learning for Pre-K teachers, Head Start Teachers, Paraprofessionals, Pre-K Director, Administrators, Day Care Providers and Parents on Early Learning Literacy (see p. 8 of “What” document and p. 24 of “Why” document).

Objectives for Goal 1:

- A) Pre-K teachers, Head Start teachers, Kindergarten teachers, Pre-K Director and administrators will participate in intensive professional learning to interpret the scores of the universal screeners so that both the outgoing and receiving teachers will understand the results of the student assessments.
- B) Kindergarten teachers and administrators will be trained on the Work Sampling System that is used with Pre-K students so that they can better understand the results and use them to inform future instruction.
- C) Pre-K teachers, Head Start teachers, paraprofessionals, Pre-K Director, and administrators will participate in professional learning on literacy instruction that is aligned to early learning standards and best practices.
- D) Pre-K teachers and Head Start teachers will participate in teacher work sessions each nine weeks. During these teachers work sessions, the teachers will have one

full day of protected planning time to analyze data, share instructional strategies, study the standards, develop lesson plans, examine student work and reflect on best practices.

- E) Professional learning will be provided to Pre-K teachers and Head Start teachers on the new early learning literacy program that will be bought with SRG funds
- F) Provide quarterly literacy training sessions for parents of the Birth-to-Five population in Brantley County.

Goal 2 – Increase the access to literacy resources in the Birth-to-Five population in Brantley County (see p. 6 of “What” document and p. 59 of “Why” document).

Objectives for Goal 2:

- A) Increase the classroom library collection by 50 books in each Pre-K Classroom, Head Start Classroom and day care centers in Brantley County.
- B) Provide Listening Centers in all Pre-K Classrooms, Head Start Classrooms, and 3 and 4-year old rooms in day care centers.
- C) Provide a Parent Literacy Resource Room at each school in Brantley County that has a Pre-K or Head Start Classroom and at day care centers in the community.
- D) Supply community partners such as the Health Department, Department of Family and Children Services (DFCS), Babies Can’t Wait, and local daycares with books, educational literacy videos, and literacy bags.
- E) Provide more read alouds at the community library.

Goal 3 – Increase the use of technology in literacy instruction in the Pre-K and Head Start Classrooms in Brantley County (see p. 56 of the “Why” document).

Objectives for Goal 3:

- A) Provide each Pre-K and Head Start Classroom with data projectors and interactive boards.
- B) Provide each Pre-K and Head Start Classroom with tablets to be used by students during centers.
- C) Provide each Pre-K and Head Start Classroom with computers and touchscreen monitors.
- D) Provide each Pre-K and Head Start Classroom with a wireless document camera.

Goal 4 – Use a research-based early learning literacy curriculum that is aligned to early learning standards in Pre-K and Head Start Classrooms in Brantley County (see p. 38 of the “Why” document).

Objective for Goal 4:

- A) Purchase a research-based early learning literacy program that will be used in all Pre-K and Head Start classrooms in Brantley County.

Goal 5 – The Brantley County ELLT will develop a Response to Intervention (RTI) manual for the Birth-to-Five population (see p. 8 and 9 of the “What” document). This goal will be funded with monies from sources other than SRG.

Objective for Goal 5:

- A) Collaborate with Pre-K teachers, Head Start Teachers, Pre-K Director, Special Education Director, Special Education Teachers, Babies Can’t Wait, Daycares, and the Health Department to develop guidelines and procedures for the RTI process for the Birth-to-Five population.

A description of the RTI model for Brantley County is explained in Building Block 5 of the Literacy Plan. Please see that section for the detailed RTI model practiced in Brantley County Schools.

A sample Pre-K schedule is provided below:

Pre-K Schedule	
Time	Instruction/Activity
7:30 -8:00	Greetings, unload book bags, pledge, attendance, announcements
8:00-8:30	Breakfast, Bathroom
8:30-9:00	Circle Time - music/movement, phonemic awareness, focus book, math activity, calendar, morning announcement chart, nursery rhyme
9:00-9:30	Small Group - books, rhyming time
9:30-10:30	Plan/Do/Review
10:30 -10:35	Clean Up
10:35-10:45	Snack Time
10:45- 11:15	Bathroom, Outside Time
11:20-11:30	Focus Book and Comprehension Questions
11:30-12:00	Large Literacy Group - flannel board, nursery rhyme, read alouds, puppets
12:00-12:20	Phonemic Awareness
12:20-1:00	Lunch, Bathroom Break
1:00-2:00	Rest Time, Planning
2:00-2:20	Daily Review
2:20-2:40	Music and Movement/Large Group/Phonemic Awareness/Review

	Morning Message Chart
2:40-2:45	Parent Pick Up
2:55	Load Buses

Brantley County Assessment/Data Analysis Plan

Many types of screeners and assessments are given to children ages Birth-to-Five by the Brantley County School System (BCSS) or other early learning organizations such as Babies Can't Wait and Head Start. The table below identifies the assessments and screeners that are currently in place.

Current Early Learning Assessments and Screeners Protocols				
Assessment	Type	When Administered	Who Administers	How Assessments Are Accomplished
Work Sampling Observational Assessment	Assessment	Ongoing in Pre-K	Pre-K Teachers	Observation, Speech/Language communication, Writing, and Motor Skills
Speed Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4)	Screener	Ages Three to Five Years of Age (can be administered 3 times per year)	Pre-K Director and Teachers	Observation, Speech/Language communication, Writing, and Motor Skills
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next	Screener	Kindergarten in Fall, Winter, and Spring	Pre-K Director, Teachers, and Administrators	First Sound and Letter Name Fluency
Classroom Assessment Scoring System (CLASS)	Observational Tool	Ongoing in Pre-K	Pre-K Director	Observation
Ages and Stages Questionnaire (ASQ)	Screener	Birth to Three Years of Age	Babies Can't Wait, Head Start, Early Learning Centers	Observation, Speech/Language communication, and Motor Skills
Early Literacy Skills Assessment (ELSA)	Screener	Birth to Five Years of Age	Babies Can't Wait, Head Start, Early Learning Centers	Observation, Speech/Language communication, Writing, and Motor Skills
Developmental Assessment of Young Children (DAYC)	Screener	Birth to Three Years of Age	Babies Can't Wait, Head Start, Early Learning Centers	Observation, Speech/Language communication, and Motor Skills

Battelle Developmental Inventory, Second Edition	Screener	Birth to Three Years of Age	Babies Can't Wait, Head Start, Early Learning Centers	Observation, Speech/Language communication, and Motor Skills
Assessment, Evaluation, and Programming System (AEPS)	Screener	Birth to Two Years of Age	Babies Can't Wait, Head Start, Early Learning Centers	Observation, Speech/Language communication, and Motor Skills
Instructional Quality (IQ) Guides	Observational Tool	Ongoing in Pre-K	Pre-K Director	Observation

Analysis of the assessments and screeners listed above occur with the school or agency that conducts them. For example, the DIBELS Next data is analyzed at the school level and shared with administration and teachers whereas the DAYC is analyzed by the agency or center that administered the screener and is shared with parents and other stakeholders. Representatives from Babies Can't Wait, Head Start, early learning centers, and the health department have a great working relationship with BCSS's Student Services Department and the Director of Special Education. For the assessments listed above, data is analyzed to determine how each child performs to that of their counterparts. Data identified by the screeners listed in the chart is analyzed to ascertain if deficits are present, prescribe interventions, and evaluate the effectiveness of interventions. Observational tool data is analyzed to determine if early learning standards are being incorporated in the classroom and instruction.

All of the current assessments, screeners, and observation protocols listed above coincide with the SRCL assessment plan. One new assessment that BCSS would like to purchase with grant funds and incorporate into Pre-K classrooms is an early literacy diagnostic tool to be used as a universal screener for center-based classrooms. This screener would be used three times per year in the fall, winter, and spring. Data from this tool will be used to inform and differentiate instruction in classrooms, and the screener will merge perfectly with BCSS's current assessment schedule. Professional learning will be needed for the Pre-K Director, Pre-K teachers, and other staff members who will administer the diagnostic tool, analyze data, and make adjustments to literacy instruction. Presently, there are no plans to discontinue any of the assessments in early learning organizations or schools. With an abundance of literacy assessment and screening data available to BCSS and early learning agencies, the better able the schools and organizations will be to meet the literacy needs of diverse learners.

Data gathered from assessments and screeners is thoroughly analyzed by administrators, literacy team members, early learning agency representatives, Director of Special Education, Pre-K teachers, and the Pre-K director to determine how students are performing in relation to benchmark norms and to identify deficits in literacy. Data is disaggregated to reveal trends and

achievement gaps. After scrutinizing data, the group develops instructional strategies and/or interventions to address the deficits. Based upon the identified strategies and interventions, additional resources and materials will be amassed in order to best meet the needs of the child.

BCSS presents student assessment data to parents and stakeholders in a number of ways. Pre-K student data is shared during parent/teacher conferences. Data is shared with appropriate staff members and analyzed during leadership and literacy team meetings. Early learning agencies and care centers share data with parents through meetings and communicate data with the schools and other support organizations as needed to best serve the literacy needs of children.

Brantley County Resources, Strategies, and Materials

The Brantley County Early Learning Literacy Team (ELLT) developed resources, strategies, and materials to be funded by the Striving Reader Grant (SRG) based upon the Needs Assessment, student and teacher data, and root cause analysis.

Instructional Resources and Materials Needed	Strategies Needed to Support Student Success	Literacy Needs Addressed in Literacy Plan	Funding Source(s)
Professional Learning supplies and resources such as consultant, paper, and brochures	Professional learning classes in Brantley Informational brochures to be distributed in community	Professional Learning for Pre-K Teachers, Head Start Teachers, Paraprofessionals, Pre-K Director, Administrators, Day Care Providers, and Parents	SRG; Combination of school resources and community resources (such as Head Start, Babies Can't Wait, Day Cares and Health Department)
Books	Put 50 new books in each Pre-K and Head Start classroom	Increase access to literacy materials	SRG
Listening Centers	Put listening centers in each Pre-K Classroom and Head Start classroom	Increase access to literacy materials Increase opportunities for children to be read to	SRG; local fundraisers at schools
Books and Literacy Resources appropriate for Birth-to-Five population	Provide a parent literacy resource room at schools with Pre-K, Head Start, and local day cares	Increase access to literacy materials Increase opportunities for children to be read to	SRG
Books, Educational Literacy Videos, and resources appropriate for Birth-to-Five population	Supply community partners such as the Health Department, Department of Children and Family Services, Babies Can't Wait, and local daycares with books, educational literacy videos and other appropriate resources.	Increase access to literacy materials Increase opportunities for children to be read to	SRG
Data Projectors	Put a data projector in each Pre-K and Head Start classroom	Use technology to implement standards-based literacy instruction	SRG
Interactive Boards	Put an interactive board in each Pre-K and Head Start classroom	Use technology to implement standards-based literacy instruction	SRG

Tablets	Supply each Pre-K and Head Start Classroom with tablets to be used during small group literacy instruction	Use technology to implement standards-based literacy instruction	SRG
Computers and Touch Screen Monitors	Supply each Pre-K and Head Start Classroom with computers and touch screen monitors	Use technology to implement standards-based literacy instruction	SRG
Wireless Document Cameras	Provide each Pre-K and Head Start Classroom with a wireless document camera	Use technology to implement standards-based literacy instruction	SRG
Research-based early learning literacy program	Purchase a common early learning literacy program that will be implemented in all Pre-K and Head Start classrooms in Brantley County	Provide quality literacy instruction	SRG
Resources needed to develop a Response to Intervention (RTI) Manual for Birth-to-Five educators.	Collaborate with Birth-to-Five educators to develop a RTI manual for the Birth-to-Five population	Ensure quality rich literacy instruction and appropriate interventions for at-risk students	Local district funding

The following is a list of activities that support of literacy interventions programs:

- Developing RTI guidelines and procedures
- Professional learning on research-based interventions
- Access to books and other literacy resources

The following is a list of shared resources available at each building:

- Books
- Reading A-Z
- Center supplies
- Leveled readers

- Brain Pop Jr.
- Lexia
- Dramatic play prop boxes
- Playground toys
- Computer labs

The following is a list of resources and materials available in school libraries:

- Books/Periodicals/Reference materials (both printed and online)
- Computers
- Videos
- Audio-visual equipment

The following is a list of activities that support classroom practices:

- Collaborative teacher meetings
- Vertical team meetings
- Professional learning on standards-based classrooms, Learning-Focused strategies, and differentiated instruction
- Research-based formative and summative assessments

The following is a list of current classroom resources for each Pre-K/Head Start classroom:

- Dramatic play accessories (kitchen, stove, refrigerator, table, chairs, dress-up wardrobe, dishes, etc.)
- Sensory table
- Blocks
- Math manipulatives
- Big books
- Puppets
- Writing center with materials
- Art supplies
- Block center accessories (trucks, wooden people, cars, etc.)

Additional strategies needed to support student success are found in the table above, and a clear alignment plan for the Striving Reader Comprehensive Literacy grant and other funding is found in the table above.

Technology integration into instruction is essential to learning for students of all ages in the 21st century. Technology purchases through the SRG will be used to enhance instruction by providing engaging learning opportunities in a variety of formats. Grant funded technology will be embedded in instructional practices in the classroom. Brantley County kindergarten teachers are using tablets to engage students in educational apps that focus on alphabet recognition, phonemic awareness, and sight words. Extending these educational opportunities and others like them will greatly benefit students in Pre-K. Also teachers in grades K-12 in the district are using interactive whiteboards to engage students in learning activities. Pre-K teachers can use the same technology to present information and engage students in the learning process. Interactive projection systems and tablets allow teachers to engage students in whole group and small group instruction. SRG funded technology, such as tablets, will also be used in the RTI process through the utilization of educational applications as an intervention tool.

Professional Learning Strategies Identified

Pre-K teachers and paraprofessionals participate in at least 15 hours of professional learning each year which is geared specifically for Pre-K through Georgia's Department of Early Care and Learning (DECAL). They are also involved in professional development that is site-based (at the individual schools) and/or district wide. Below is a table portraying professional learning in which Pre-K teachers have engaged in the last three years. This is not an all-inclusive list.

Pre-K Teacher Professional Learning 2009-Present	
Professional Learning	Percent of Pre-K Teachers Trained
Professional Learning Communities	100%
Learning Focus	100%
Differentiated Instruction	100%
Work Sampling Observational Assessment	100%
DIAL-4	100%
Special Needs/Inclusion Classroom	10%
GA's Pre-K: Classroom Management	80%
GA's Pre-K: Large Group & Center Time Management	80%
GA's Pre-K: Phonological Awareness	100%
GA's Pre-K: Reading to Children	100%

Ongoing Professional Learning:

- Professional learning literacy modules offered at <http://www.comprehensivereadingsolutions.com/>
- Bright From the Start training

Professional Learning Need	Audience	Direct Tie to Literacy Instruction	Funding Source	PL Evaluation
Birth-to-Five educators will participate in professional learning to interpret the scores of the universal screeners so that both the outgoing and receiving teachers	Pre-K teachers, Head Start teachers, Kindergarten teachers, paraprofessionals, Pre-K Director, Administrators, Special Education (SPED) teachers,	Important for both outgoing and receiving teachers to be able to interpret student data so that it can be used to inform and differentiate instruction (see "Why" document	*Some of the Professional Learning for this need will be provided by School and Community while some will be provided by	* PL Effectiveness Survey * Admin Observation * Analysis of screener results (GOAL 1-A)

will understand the results. (GOAL 1-A)	and Speech teachers	on P. 19).	Striving Reader Grant	
Kindergarten teachers will be trained on the Work Sampling System used by the Pre-K teachers. (GOAL 1-B)	Kindergarten Teachers and paraprofessionals, Administrators	Important for Kindergarten teachers to be able to interpret the data from the Work Sampling System so that they can use the data to inform and differentiate future instruction (see "Why" document on P. 19)	*Striving Reader Grant will be used to get subs for local Pre-K teacher(s) to train Kindergarten teachers	* PL Effectiveness Survey * Admin Observation *Grade level meeting agenda (GOAL 1-B)
Intense Professional Learning for Birth-to-Five population that will focus on vocabulary, code-related skills, and oral reading skills. (GOAL 1-C, 1-F, 1-G)	Pre-K teachers and paraprofessionals, Kindergarten teachers and paraprofessionals, Head Start teachers, SpEd teachers, Administrators, Day Care Workers	Important to provide rich quality literacy instruction that is appropriate to the Birth-to-Five population (see "Why" document on P. 60-62)	*Striving Reader Grant	*PL Effectiveness Survey *Classroom observations *Grade level meeting agenda *Assessment results (GOAL 1-C, 1-F, 1-G)
Collaborative Teacher Work Sessions where teachers have protected planning time to analyze data, share instructional strategies, study the standards, develop lesson plans, examine student work and reflect on best practices. (GOAL 1-D)	Pre-K teachers, Head Start teachers, Day Care Workers	Important for teachers to have protected learning time to analyze data, share instructional strategies, study the standards, develop lesson plans, examine student work and reflect on best practices. (see "What" document on P. 10)	*Striving Reader Grant	*Classroom observations *Grade level meeting agenda *Assessment results *Student work samples (GOAL 1-D)

Professional learning is needed for the new early learning literacy program that Pre-K teachers and Head Start teachers will implement (GOAL 1-F, GOAL 4)	Pre-K Teachers, Head Start Teachers, Paraprofessionals, Pre-K Director, Administrators	Important to provide rich quality literacy instruction that is appropriate to the Birth-to-Five population (see "Why" document on P. 60-62)	*Striving Reader Grant	*PL Effectiveness Survey *Classroom observations *Assessment results *Student work samples (GOAL 1-F, GOAL 4)
Professional Learning will be needed for the new technology (interactive boards, IPADS, wireless document cameras) (GOAL 3)	Pre-K Teachers, Head Start Teachers, Paraprofessionals, Pre-K Director, Administrators	Use technology to implement standards-based literacy instruction (see "Why" document on P. 56).	*Striving Reader Grant	*PL Effectiveness Survey *Classroom observations (GOAL 3)
Early Learning Literacy Training Sessions for the parents of the Birth-to-Five Population and Daycare Workers. (GOAL 1-H)	Parents of Birth-to-Five population; Daycare workers.	Increase parents and daycare workers knowledge of early learning literacy components and strategies to help children master developmental milestones	*Local Community and School support	*PL Effectiveness Survey *Sign in sheets *Follow-up questionnaires (GOAL 1-H)

The professional learning needs are correlated with the literacy plan goals in the first column of the preceding table. Furthermore, a method for measuring effectiveness of professional learning is matched to goals in the final column of the table.

Brantley County Sustainability Plan

After the Striving Reader Grant funding period, the Brantley County School System (BCSS) will continue to use the literacy assessments that will be used during the SRG funding years. A detailed plan of the assessments can be found in the “Assessment/Data Analysis Plan”.

The Brantley County School System will continue to partner with Babies Can’t Wait, the health department, and Family Connections to plan and fund professional learning and brochures for adults that are involved in educating the Birth to Five population. Furthermore, the collaborative Early Learning Literacy Team will continue to meet periodically to discuss funding and plans to sustain the initiatives started by the SRG.

After the initial professional learning involved with the grant takes place, the Brantley County School System and community partners will continue to train new employees/teachers/paraprofessionals of the Birth to Five population in Brantley County each year during pre-planning and the fall of the year. The new personnel will be trained in all professional learning on assessments, literacy standards and instruction, and technology. The personnel responsible for overseeing this commitment to ongoing professional learning will include: Dr. Greg Jacobs, Assistant Superintendent of Curriculum and Instruction; Mrs. Teri Gibson, Pre-K Director and Coordinator of Early Learning in Brantley County; Dr. Brandon Carter, Principal of Nahunta Primary School; Mrs. Kim Morgan, Principal of Hoboken Elementary School; and Dr. Adrian Thompson, Principal of Waynesville Primary School.

The print materials needed for the Birth to Five grant will be assessed each year. As print materials need to be replaced, Brantley County will use a combination of Bright From The Start funds along with fundraising money to replace materials in the Pre-K and Head Start Classrooms. Furthermore, the Director of Early Learning will consult with Babies Can’t Wait, the Health Department, and Family Connections to assist in reviewing the books that were bought with the grant and replacing them with local funds as needed.

A detailed plan for extending the professional learning beyond the grant period can be found in paragraph 4 of this section.

The technology that will be purchased with the SRG will be assessed each year by the technology department to see if it needs to be updated or replaced. The funding sources that will be used to sustain the technology upgrades include: Title 1, Title VI-B, and local school funds.

The lessons learned from the SRCL project will be shared with new employees in all of the schools each year to ensure that the professional learning gained during the SRCL project is sustained in future years.

Brantley County Budget Summary

Resources	Estimated Cost Per Unit	Total Estimated Cost
13 computers or laptops for teachers	\$1,000 x 13 teachers	\$13,000
12 computer pods	\$1,500 x 12 pods	\$18,000
12 interactive white boards	\$2,000 x 12 teachers	\$24,000
48 Touch Screen computer monitors	\$500 x 48	\$24,000
12 LCD Projectors and installation	\$1,500 x 12 teachers	\$18,000
12 wireless document cameras	\$800 x 12 teachers	\$9,600
120 tablets for 12 classrooms	\$700 x 120	\$84,000
18 Listening Centers for classrooms and daycares	\$500 x 18	\$9,000
Professional Learning in Technology – Consultant and subs	\$65 per day for 13 teachers (subs) for 3 days plus \$500 per day for trainers	\$4,035
Professional Learning – Teacher Work Sessions	\$65 per day for 12 teachers (subs) for 4 days	\$3,120
Professional Learning on assessments for Pre-K and Kindergarten teachers	\$65 per day for 32 teachers (subs) for 2 days	\$4,160
Professional Learning on vocabulary, code-related skills, and oral reading skills	\$65 per day for 12 teachers (subs) for 4 days plus \$1,000 for trainers	\$4,120
Professional Learning for new early learning literacy program	\$65 per day for 12 teachers (subs) for 3 days plus \$1,000 for trainers	\$3,340
Professional Learning Supplies	\$4,000	\$4,000
Early Learning Literacy Program	\$30,000	\$30,000
Educational Literacy Videos	\$2,000	\$2,000
Resources for Literacy Bags	\$5,000	\$5,000
Literacy Resources for Birth-to-Five	\$10,000	\$10,000
Books for Parent Resource Rooms	\$15 per book x 400 books	\$6,000
Books for classrooms	\$15 per book x 50 books x 12 teachers	\$9,000
Intervention Literacy Programs	\$10,000	\$10,000
Total		\$294,375

The resources listed in the above budget table are directly related to the Birth-to-Five literacy needs assessment as well as the needs for the Birth-to-Five population in our community. The

Early Learning Literacy Team (ELLT) is requesting a total of \$294,375 to fund the Brantley County Early Learning Initiative B-5. The project will require \$199,600 for needed technology to implement effective literacy instruction and interventions. Furthermore, \$22,775 will be needed for professional learning on literacy instruction, assessments and effectively using technology for literacy instruction. In addition, the ELLT is asking for \$72,000 in resources such as a literacy programs, books, instructional videos, and other literacy instructional resources.