School Profile

Created Monday, November 04, 2013
Updated Tuesday, November 05, 2013

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School Information

School Information | District Name:	Fulton County Schools
School Information | School or Center Name:	Fulton County Pre-K Program

Level of School

Early Learning (Birth to Five)

Principal

Principal | Name:	Montreal Bell
Principal | Position:	Coordinator
Principal | Phone:	404-763-4574
Principal | Email:	bellmg@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Kelly Hopkins
School contact information | Position:	Coordinator
School contact information | Phone:	404-763-6773
School contact information | Email:	hopkinsk@fultonschools.org

Grades represented in the building

 example pre-k to 6

Pre-K

Number of Teachers in School

21

FTE Enrollment

408

Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, 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.

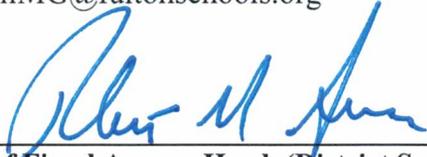Name of **Fiscal Agent's** Contact Person: Montreal Bell

Position/Title of Fiscal Agent's Contact Person: Coordinator - Early Childhood & Remedial Programs

Address: 786 Cleveland Ave., SW

City: Atlanta, GA   Zip: 30315

Telephone: 404-763-4574 Fax: 404-763-4577

E-mail: BellMG@fultonschools.org

_____

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

Dr. Robert Avossa - Superintendent

_____

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

12/11/2013
_____

Date (required)

Preliminary Application Requirements

Created Tuesday, November 05, 2013

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Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 3

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 Scoring Rubric-Cohort 3

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.

SRCL Required Assessments 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 6 in the General Information Packet 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 Tuesday, December 03, 2013
Updated Monday, December 09, 2013

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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

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

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

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I.   **Conflicts of Interest**

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

a.   **Organizational Conflicts of Interest**.

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i.   The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

    iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant 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. <u>Employee Relationships</u>

    i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

    ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

    iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such 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.

[X] 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.
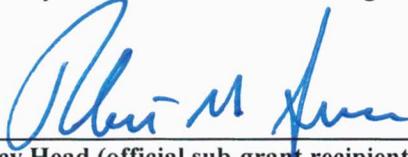
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. Robert Avossa - Superintendent
_____
Typed Name of Fiscal Agency Head and Position Title

12/11/2013
_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Dr. Robert Avossa - Superintendent
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12/11/2013
_____
Date

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

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

_____
Date (if applicable)

District Management Plan and Key Personnel

The FCS management team has extensive experience implementing large, complex grant programs and will implement Striving Reader Cohort III performance plans on time and within budget.

Grant Implementation: Upon grant award, FCS will require Cohort III principals to attend a technical assistance session to provide guidance on creating performance plans and budgets aligned with their literacy plans. Assessment training, budget processes, and grant monitoring will be discussed. Lessons learned and best practices from Cohort I and II principals will be shared. Each summer, Striving Reader schools will be required to participate in professional development workshops provided by the Georgia Department of Education (GaDOE).

Grant Operations: The following individuals are accountable for the Striving Reader grant portfolio:

Dr. Robert Avossa – Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation, will keep the Fulton County Board of Education briefed on grant results, and will allocate the necessary resources to ensure fidelity of implementation.

Dr. Scott Muri – Deputy Superintendent Academics (0.05 FTE) will provide strategic oversight for grant implementation. Dr. Muri reports directly to the Superintendent.

Amy Barger – Assistant Superintendent (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Manager to integrate proposed strategies and supports with other system processes to ensure alignment to the district's strategic plan.

Dr. Donald Fennoy and Karen Cox – Area Superintendents (0.10 FTE) will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. As members of the FCS Executive Leadership team, they will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. The Learning Communities have program specialists in each content and specialty area who provide additional support to schools.

Montreal Bell – Striving Reader Project Manager (.50 FTE) will coordinate the Striving Reader program and will manage the grant budget. Ms. Bell will serve as a bridge among the schools and the functional areas involved. Ms. Bell also coordinates the district's Pre-K Program. She has extensive experience managing complex grants, involving multiple partners and government agencies, with significant reporting requirements.

<u>To Be Determined – Striving Reader Program Specialist (1.0 FTE)</u> will report to Ms. Bell and will work with all Striving Reader schools to develop and implement literacy and performance plans, create budgets to support grant goals, monitor school inventories to insure state and federal compliance, provide professional learning resources, monitor grant implementation, and facilitate the assessment process.

District Commitment: As a recipient of Striving Reader Cohorts I and II, FCS understands the importance of a strong governance structure for grant management. Currently, we are managing a Striving Reader portfolio of 18 schools and the Pre-K program. The district held multiple meetings to assist Cohort III schools with grant development. On September 19, 2013, Ms. Bell convened interested principals to discuss the Striving Reader grant and how to create school literacy plans. She invited principals from Cohorts I and II to share lessons learned and best practices. On September 26, Cohort III schools met with Julie Morrill, the GaDOE program lead, to discuss the grant requirements in greater detail. Further, Ms. Bell facilitated the grant development process by providing central office resources to targeted schools to consult on their literacy plans. FCS has the capacity to effectively manage Cohort III grantees.

Experience of the Applicant

Fulton County Schools (FCS) has a strong track record effectively implementing large, competitive grants at the federal, state, and private foundation level and sustaining results over time. The table below summarizes large grants awarded over the last few years.

Grant	Funder	Award Year	Funded Amount
School Improvement Grant	Georgia Department of Education	2013	$3.4M
ABC Framework for Dropout Prevention	Wilbur and Hilda Glenn Family Foundation	2013	$500K
Striving Reader Comprehensive Literacy Cohort II	Georgia Department of Education	2013	$3.2M
Striving Reader Comprehensive Literacy Cohort I	Georgia Department of Education	2012	$4.5M
Innovation Fund	Governor's Office of Student Achievement	2012	$640K
Readiness & Emergency Management for Schools	U.S. Department of Education	2009	$608K
Strategic Data Project	The Center for Education Policy Research at Harvard University	2009	$500K
Smaller Learning Communities	U.S. Department of Education	2008	$5.2M
Teaching American History	U.S. Department of Education	2008	$990K

Capacity: FCS has rigorous internal controls that ensure funds are properly used to achieve intended results. We have not received any audit findings on grant-funded programs. FCS has extensive experience working across departments and schools as well as with external partners to achieve grant goals. We are committed to Striving Reader and value the opportunity to provide high-quality literacy supports to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. The district has assigned a Striving Reader grant manager, Ms. Montreal Bell, and a Program Specialist to coordinate with all 18 Cohort I and II schools and the Pre-K program. By staffing an additional resource at the district level, FCS will have the capacity to implement Cohort III Striving Reader school performance plans with fidelity.

Sustainability: On July 1, 2012, Fulton County Schools became the largest charter system in the state of Georgia. School Governance Councils are being created at each school whose

responsibilities include developing comprehensive strategic plans and proposing resource allocation and instructional innovations to address student needs. The ultimate value of the School Governance Council system lies in the vision of its members and the innovation such Councils will bring to our schools. The Councils will help Striving Reader schools sustain innovations beyond the grant period by providing a transparent governance structure coupled with a fiscal management process to reallocate resources locally based on data.

Internally-funded Initiatives: FCS has developed and implemented numerous education programs aligned to our strategic plan designed to increase student achievement using general operating funds without the support of outside funding. These programs attend to the delivery of student-focused instruction and continuous improvement. Two examples are cited below: 1) As part of our charter system, the district leveraged general operating funds to create the Charter System School Governance Department and staffed six positions to provide strong school support of our governance and flexibility programs. 2) In August 2013, FCS launched FultonConnect, an integrated instructional management technology tool for all 7,000 Fulton teachers providing them access to online lesson planning, curriculum, assessments, Response to Intervention monitoring, Individualized Education Program management, and student data dashboards.

FCS staff and faculty have the capacity and expertise to successfully implement large, complex grant-funded programs like Striving Reader and sustain them after the grant period.

District Narrative

Brief History and Demographics: Fulton County Schools (FCS) is a large district both in terms of enrollment, more than 95,000 students, and in terms of geographic size, 78 miles from north to south. During the 2013-2014 school year, FCS students are attending classes in 96 traditional schools and 6 start-up charter schools. FCS is a diverse district both in terms of demographic and socio-economic enrollment. Its racial composition is 43% Black, 31% White, 14% Hispanic, 10% Asian, and 2% Multi-Racial. More than 46% of FCS students receive free and/or reduced-priced meals. Ten percent of FCS students are classified in special education, and seven percent are classified as having limited English proficiency. FCS is proud to be a recipient of the Striving Reader Comprehensive Literacy Grant award for Cohorts I and II. Our Pre-K Program, 12 elementary schools, 3 middle schools, and 3 high schools are benefiting from Striving Reader funding as they implement their literacy plans.

Current Priorities and Strategic Planning: Strategic Plan 2017: *Building Our Future* is the roadmap for how FCS aims to improve student achievement over the next five years. Three goals serve as the district's measure for long-term student success, i.e., students will graduate on time and be ready for college or the workforce: 1) Graduation Rate: 90% of Fulton students will graduate on time; 2) College Readiness: 85% of Fulton's seniors will be eligible for admission to a University System of Georgia college or university; and 3) Career Readiness: 100% of Fulton's graduates will be work-ready certified as measured by the ACT WorkKeys assessment.

Current Management Structure: FCS has restructured its operations to become Georgia's largest charter system. Through this innovative shared-governance framework, FCS is introducing new levels of flexibility to waive major aspects of state education law to implement district-wide and local school improvement strategies to meet the diverse needs of a growing

district. Recognizing the need to place more emphasis on supporting schools, our

superintendent, Dr. Robert Avossa, moved staff positions out of the central office and placed

them in four learning communities: South, Central, Northwest and Northeast. The learning

communities allow a decentralized approach to school management and provide schools the

opportunity to work more closely together and align resources. Each is managed by an area

superintendent and supported by an executive director and staff. Striving Reader schools will

take advantage of the flexibility provided to the district through its charter system status to

implement their innovative literacy plans.

Past Instructional Initiatives: FCS teachers have access to model lesson plans written by

district master teachers and the English/Language Arts (ELA) Department staff. The model units

demonstrate a balanced approach to the teaching of standards. Instructional plans outline the

standards addressed in each of the four nine-week units. Additionally, resources, strategies, and

balanced assessments accompany each unit of study. A comprehensive scope and sequence

outline the standards and elements for each semester of the school year.

Literacy Curriculum: The ELA curriculum is based on the Common Core Georgia Performance

Standards (CCGPS) which are implemented through the Continuous Achievement Model. The

goal of Continuous Achievement is to have all students challenged at their highest level. In this

model, the K-1 curriculum is written such that teachers can scaffold, compact, or expand the

curriculum depending upon student needs. In second semester 1st through 5th grade, students

are placed on-level, advanced or accelerated (a full year ahead). Depending upon the placement

level, the pacing depth and instructional level of the curriculum are varied in order to provide

students the necessary challenge or support. The middle school curriculum focuses on the

integration of vocabulary, literature, reading strategies, composition, oral language skills,

research and grammar. While refining writing process skills and grammar knowledge, students produce various kinds of papers and multimedia presentations. To prepare students to be college and career ready, high school students in ELA experience wide and deep reading of literature and literary nonfiction of steadily increasing sophistication in order to expand their literary and cultural knowledge. Students learn to evaluate intricate arguments and surmount the challenges posed by complex written materials independently and confidently. They also write and participate in a variety of conversations in which they assert and defend claims and show what they know about a subject using appropriate examples and evidence.

Literacy Assessments: In the fall of 2013, FCS began deploying a new literacy assessment, STAR Reading. This nationally normed, computer adaptive assessment is based on item response theory and is aligned to CCGPS. Data from these assessments will be used by teachers to make decisions about instruction and flexible grouping to ensure students receive the right instruction at the right level. Students will be screened at least three times per year; however, teachers can screen students more frequently for progress monitoring. Our Striving Reader Cohort I and II schools use DIBELS Next and Scholastic Reading Inventory (SRI) literacy assessments. Further, FCS uses benchmark assessments called Checkpoints which assess student mastery of CCGPS in a pre-test/post-test format per semester. Teachers and principals have easy access to Checkpoints data for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. A balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: For Cohort III, FCS strategically selected our Pre-K program, 8 elementary schools, 1 middle school, and 1 high school to help complete feeder

patterns from Cohorts I and II in the Central and South Learning Communities. With Cohort III funding, Striving Reader schools can vertically align their literacy plans to improve student achievement across the curriculum.

Georgia created a new accountability system called the College and Career Ready Performance Index (CCRPI), which shows how schools are performing. FCS' baseline CCRPI in 2012 was 85.7 (based on 100 points) versus the state's score of 83.4. The results vary considerably among our targeted Cohort III schools and in most cases are dramatically below the district and state averages.

	CCRPI	% students scoring at Meets or Exceeds on the English Language Arts CRCT	% students scoring at Meets or Exceeds on the Reading CRCT	% students scoring at Meets or Exceeds on the Grade Five Writing Assessment	% students in grade 3 achieving a Lexile measure equal to or greater than 650[*]	% students in grade 5 achieving a Lexile measure equal to or greater than 850[*]
State of GA	83.4	91.6	93.3	81.1	70.4	73
FCS District	85.7	93.4	94.7	87.9	79.6	82
Conley Hills ES	68.2	79.3	80.7	84.1	44.6	45.2
Feldwood ES	80.3	91.5	90.4	82.4	59.6	59
Gullatt ES	65.5	88.8	88.2	96.7	45.6	52.4
Hapeville ES	70.6	85.8	87.6	84.6	41.2	46.8
Harriet Tubman ES	64.4	84.9	86	82.4	55.2	69.5
Liberty Point ES	64.3	89.4	89.8	76.9	69	56.4
Parklane ES	64	81.1	84	79.7	38.5	60.4
Seaborn Lee ES	74.3	90	89.5	87.8	39.1	71.4
Woodland MS	72.8	92.4	93.8	84.1**	79.1**	

* Adjusted Performance Indicator
**For Woodland MS, the CCRPI measures the 8th grade Writing Assessment and a Lexile measure of 1050.

	CCRPI	% students scoring at Meets or Exceeds on the Ninth Grade Literature EOCT	% students scoring at Meets or Exceeds on the American Literature EOCT
Banneker HS	47	66.7	74.3

Source: Georgia Department of Education 2012 College and Career Ready Performance Index (CCRPI)

A Striving Reader grant award will help Cohort III schools address their literacy challenges and improve their CCRPI scores.

School Narrative

Fulton County Schools' (FCS) Pre-K program began in 1991 as a pilot in four elementary schools. The original initiative provided half-day service to students. Partnering with the Georgia Department of Early Care and Learning has allowed the district to grow its program and serve more children. At its peak, Fulton's Pre-K program grew to 41 schools with 79 classrooms.

The Pre-K program consists of 77 classrooms, serving up to 1,694 students throughout the county, including the cities of College Park, Palmetto, East Point, Alpharetta, Sandy Springs, Fairburn, and Johns Creek. Eight of the 77 classrooms are Inclusion classes, serving students with disabilities (SWD) and staffed with one General Education Teacher, one Special Education Teacher, and one Instructional Paraprofessional. There are 22 students in Georgia Pre-K classes and 20 children in Georgia Pre-K Inclusion classes. There are approximately 48 Special Needs Pre-school classes throughout the district that can serve up to 480, three through five year old students. Both programs use the state Pre-K standards that focus on growth in Language Arts/Reading, Mathematics, Science, Social Studies, Music, Creative Arts, Social/Emotional and Health/Physical Development. The goal of the Pre-K program is to provide young children with the appropriate experiences they need in order to be prepared for kindergarten.

At least 67% of Pre-K students are identified as Category One, meaning they are eligible to receive free/reduced lunch, food stamps, SSI, Medicaid, Temporary Assistance to Needy Families, or Child and Parent Services. The racial breakdown is 55% Black, 24% Hispanic/Latino, 38% White, 7% Asian, and less than 1% American Indian/Alaskan Native; 15% percent of students are classified as students with disabilities.

Administrative and Teacher Leadership Team

Montreal Bell is the program coordinator and has over 16 years of early childhood and education experience. Ann Medlock is the Coordinator for Services for Exceptional Children and has worked with the program for eight years. Heather Brown and Michele Irwin have worked as Pre-K Instructional/Behavioral support teachers for the past six years and work directly with teachers and administrators to provide instructional strategies and behavior intervention. Leah Carroll is the Instructional Support Teacher for the preschool/kindergarten special education program and has eight years' experience in the field as a preschool special education diagnostician.

In addition to local school-based administrator support, FCS works closely with a *Bright from the Start* state consultant who conducts classroom observations and provides program oversight and support. FCS also provides a full staff of speech and language pathologists (SLP), and diagnosticians who serve children throughout the district.

Instructional Initiatives

Currently, FCS's Pre-K and Preschool Special Education (PSE) programs use the new Georgia Early Learning and Development Standards (GELDS) to provide a foundation for instruction in all Pre-K classrooms. These standards reflect current educational research and are aligned with CCGPS for grades K-12. Preschool Services for Exceptional Children works with eligible three and four year olds in self-contained PSE classes, inclusion classes, community services or Skill Builder groups. Speech therapists team with PSE classroom teachers for six hours every week using a co-teaching model of instruction. If a child requires other services such

as Occupational or Physical therapy, those services are also delivered in the classroom setting. The IEP committee determines the amount of special education time for each service area.

For many years, FCS used the High Scope Curriculum to teach early learning standards. While this program is highly acclaimed and teachers were successful with implementation, continued use of this program presented several challenges for the district. This program required extensive training to implement effectively and high teacher turnover rate within Pre-K, made this training plan unsustainable. Historically, the retention rate for FCS's Pre-K teachers was very similar to local and state trends. In recent years, FCS's Pre-K program has faced drastic budget cuts at both the county and state level, resulting in multiple pay cuts for Pre-K teachers and assistants. During this time, the Pre-K program experienced unprecedented teacher and assistant turnover rates.

To meet the needs of new teachers, the district purchased research-based curriculum programs for Pre-K and PSE teachers. Pre-K teachers began implementing *Opening the World of Learning* (OWL) and PSE teachers implemented *Read It Once Again* during the 2012-2013 school year. Implementing new curriculum was particularly difficult for new teachers faced with the challenges of learning and implementing developmentally appropriate practices in the areas of instruction as well as classroom management.

Another consequence of state budget cuts to the Pre-K program was the shortened school year and increased class sizes. Two years ago, the Pre-K calendar was changed from the traditional K-12 school-wide calendar of 180 (177 in FCS) days to 160 days. Last year ten days were added back to the calendar but Pre-K students only attend school for 170 days. The 2013-

2014 school year has had the full calendar restored for students. New teachers continue to struggle with classroom management with 22 students in Pre-K classes.

In an effort to gather more data about the students' development in language/literacy and mathematics, each Pre-K classroom received three mobile tablets loaded with data tracking, adaptive software that measures student growth. All Pre-K classes received this technology and are expected to schedule student use for 30 minutes each week.

The Second Step Early Learning Program is also used in Pre-K classes and Striving Reader Comprehensive Literacy Grant PSE classes to teach students self-regulation.

Professional Learning Needs

The early education goal of FCS and the state of Georgia is to maintain high quality Pre-K programs in every school. Teachers and assistants must be provided appropriate training in order to increase the likelihood of high quality classrooms. Due to the recent implementation of curriculum programs it has become apparent that instructional staff needs additional professional learning opportunities. First, teachers need an understanding of the developmental stages of very young children and age appropriate strategies to use with them. Secondly, instructional staff needs training in differentiation. Although both curriculum programs purchased are age appropriate and research based,, teachers need a deeper understanding of strategies to address the specific needs of each student. Many teachers struggle with how to meet the needs of the students while also using the curriculum resources that are available. Lastly, professional learning is needed in creating a classroom and learning environment that fosters the development of early literacy and language development while improving classroom quality. If teachers know

how to promote these skills in their classrooms, they will be better equipped to share these strategies with parents.

Need for a Striving Reader Project

Pre-K advocates maintain that teachers in high quality Pre-K programs should hold bachelor's degrees and receive specialized training in early childhood education. Further, they recommend that both teachers and assistants receive salaries and benefits on par with K-12 teachers and assistants. This is a challenge in our district because the locally supplemented funds are not available to pay the salaries to Pre-K staff on this level.

Results of teacher and assistant surveys show the need for additional training in developmentally appropriate practices in early childhood education. Teachers and assistants also expressed the need for materials that are developmentally appropriate. The Striving Reader Grant will provide the needed funds to address the above and enhance the Pre-K program to better meet Fulton County's children's' critical literacy needs.

School/District Literacy Plan

Pre-Kindergarten (Pre-K) plays a vital role in developing important skills in all students from across all subgroups. Language and literacy development strategies used with children from economically disadvantaged homes, English Learners and special needs students looks very similar at the early stages of classroom instruction. Thus, it is crucial for us – at the Pre-K level – to use current, Georgia Early Learning and Development Standards (GELDS) to provide the road map for the foundational skills students need to be successful in language and literacy in kindergarten and future grades.

We have built our literacy plan around the six building blocks identified in the *Georgia Literacy Plan Birth-to-Five Necessary Building Blocks for Literacy: "The What,"* developed by the Georgia Department of Education (GaDOE). The needs assessment that our literacy team conducted was used to guide us through the process as we referenced research leveraging documents such as GaDOE's *Georgia Literacy Plan: "The Why."*

Building Block 1: Engaged Leadership

An analysis of needs assessment data shows that Fulton County Schools' (FCS) Pre-K program is in the emergent state of developing a plan for organizing, implementing and sustaining an effective approach to literacy. Collaboration between Pre-K and Preschool Special Education (PSE) teachers has been minimal at best. Common planning times are difficult to schedule because kindergarten and higher teachers plan during the connections classes of art, music, and physical education (P.E.); Pre-K teachers are not included in art, music or P.E. programs. Additionally PSE teachers work with specified service providers that cater to student

needs. Therefore, the only time available for collaboration is before or after school. Due to these time constraints, special education self-contained classrooms are only included in the sharing of "best practices" amongst teachers on a surface level at schools. Many of the interactions are focused on shared activities and field trips. In schools that house Pre-K Inclusion (special education and general education) classrooms, there are highly effective levels of teacher collaboration and training due to the availability of staff having shared planning time. Pre-K and Pre-K inclusion classes both receive support from the FCS Early Childhood Program Specialists and the Bright from the Start program. PSE self-contained classes only receive support from the PSE staff. Since Early Childhood Program Specialists are funded using state Pre-K grant funds, they cannot provide the same support to self-contained PSE classrooms.

The needs assessment administered to teachers shows that although Pre-K and PSE teachers work in different settings, they have similar professional learning needs. The survey indicates the necessity for teacher support that caters to the specific needs of birth to age five. Another area that requires further development is training parents on how to improve early literacy skills in young children.

At the beginning of the 2012-2013 school year, school administrators, teachers and paraprofessionals began developing SMART Goals based on Work Sampling data in the areas of mathematics, language and literacy. Each year administrators, teachers and paraprofessionals are provided with mid-year and end of year Work Sampling data in order to develop instructional benchmarks for the remaining school year. The data is also used to develop Narrative Summaries that provides parents with a record of their student's progress (*Georgia Literacy Plan Birth-to-Five – "The What"* p. 5). Parent conferences are conducted at least twice a year to communicate

specific student progress. Several strategies will be implemented this year in order to help parents develop strategies at home focused on literacy skills.

- School Book Fairs – Currently, all elementary schools have book fair events in which parents are invited to purchase books for their children; Pre-K and PSE students participate in this event with their peers. Pre-K teachers typically use classroom material funds to purchase books at discounted rates to build classroom libraries. PSE teachers do not have access to additional funds to make similar purchases. Targeted emphasis on preschool students and parents will be provided at these events.

- Newsletters – Schools require that teachers send newsletters on a regular basis. Newsletters include information about upcoming classroom and school activities, student recognition and upcoming curriculum ideas and projects. Department of Early Care and Learning (DECAL), promotes and offers guidance on developmentally appropriate literacy-based curriculum for children birth to age 5 (GaDOE, *The Why*, 2010, pg. 34). Monthly newsletters to parents, teachers and administrators are published and housed on the DECAL state website. Currently, these web links are shared with teachers and administrators. Parents will be provided links and reminders about these resources.

Each year Pre-K Principals meet at least twice a year for training focused on current standards, processes and guidelines. They also participate in state webinars that are focused on lesson planning, state standards and assessment. Administrators at Pre-K and PSE schools also participate in the GA Pre-K Week in which they are actively involved in literacy activities with students by inviting community and school leaders to interact in Pre-K/PSE classes. Additionally, principals in the Striving Reader project meet with the Birth to Five Team at least twice a year to discuss assessment data and literacy team strategies. Select principals also meet

with the Bright from the Start Consultant to discuss the Classroom Assessment Scoring System (CLASS) results and audit findings at their schools.

The FCS Pre-K Literacy Team consists of school system staff, state consultants, and other Pre-K partners. Meetings take place to review and assess program implementation and student data in order to plan for improvement. This collaboration provides information from every facet of the program. School-based staff members provide real time implementation analysis of the program and student progress. State consultants and Early Childhood Program Specialists provide insight regarding additional teacher training needs and implementation. Curriculum leaders participate in leadership workshops focused on improving language and literacy skills through a variety of best practices. Also targeted are research based reading strategies that have proven to increase knowledge and systematically foster the development of early literacy skills essential to future reading success.

Fulton County Schools Pre-K Literacy Team Members

Montreal Bell	Coordinator, Early Childhood & Remedial Programs, FCS
Ann Medlock	Coordinator, Program for Exceptional Children, FCS
PSE Teacher	
Jennifer McCreary	Consultant, Bright from the Start
Leah Carroll	Instructional Support Teacher, Preschool
Heather Brown	Early Childhood Program Specialist, FCS
Michele Irwin	Early Childhood Program Specialist, FCS
LeMell Cobbs	Transition Coach, FCS
Media Specialist	Atlanta-Fulton County Library System
Cori Bain	Atlanta Speech School
Michelle Easley	Coordinator, Media Services
Belinda Harris	Pre-K Support, Brookview Elementary School
Susan Bates	Speech & Language Pathologist
Shirley Cody	Speech & Language Pathologist
Mindy Ramon	Coordinator, Instructional Technology
Elaine Bolton	Humanities Program Specialist, South Learning Community

Pre-K and PSE teachers currently plan during the students' "rest time", before and after school as time allows. However, there is not much time for collaborative planning amongst the Pre-K/PSE team at the school. Further collaboration time is needed for teachers to plan throughout the school day. Additional time also needs to be allocated in order to focus on assistant training.

Pre-K grant funds were used to purchase the Opening the World of Learning (OWL) Curriculum and three Hatch tablets for all 77 GA Pre-K classrooms. Preschool Special Education state grant funds were used to purchase *Read It Once Again* for all Preschool Special Education classrooms. OWL and *Read It Once Again* are both curricula that focus on using literacy to teach across the content areas. Pre-K and PSE assistants need to participate in professional learning activities throughout the school year in order to improve their literacy skills.

Building Block 2: Continuity of Care and Instruction

According to responses from the Birth-to-Five Needs Assessment, this is the area that needs more attention from the FCS Literacy Team which includes members from the following organizations: school-based and central office staff from the Fulton County Schools Early Childhood and Remedial Programs and Preschool Special Education departments, and Bright from the Start. The FCS Pre-K and PSE teams collaborate to determine student placements, intervene when students are experiencing difficulties adjusting to classroom settings and also provide emergency intervention for students that need additional academic support. Many times the students exhibit extreme behavioral and speech difficulties and are identified much sooner than students exhibiting learning developmental delays.

Before children transition from Babies Can't Wait program to Fulton County Schools, a team from the FCS Preschool Special Education department meets with the parent(s) and Babies Can't Wait Service Coordinator.   Prior to placement, the family is also given the opportunity to tour the new school. Other partnerships exist with Children's Healthcare of Atlanta (CHOA), the Marcus Institute and private assessors in order to help local daycare and private childcare providers identify children in need of speech, language and developmental services.

Fulton County will also work with agencies in order to help provide literacy resources to parents and their children in at risk communities (*Georgia Literacy Plan Birth-to-Five – "The What"* p. 6). A greater effort will be made to provide parents with useful resources to help them understand the importance of their child's literacy development. One example includes providing parents with Milestone Cards made available from the Center for Disease Control. This resource provides an easy to read list of milestones typical children exhibit at ages 6 months to 4 years. They will also be provided with GELDS resources that describe the functional stages of children by standard. This information will be shared at events early in the school year, including Parent Orientation, Sneak Peek and Curriculum Night in order to provide them with resources as soon as possible.

Currently, when public schools are at capacity the Fulton County Schools Transition Coach is available to help parents find GA Pre-K classes in their community. Additional involvement with agencies that improve access for families to resources for developing early literacy in their homes will help to reach children before they enter school. Partnering with Parent Liaisons and School Media Specialists in local schools will also provide opportunities for parents in the community, i.e. participating in School Book Fairs, Family Literacy Nights and PTA events focused on promoting literacy at home. School Media Specialists are key resources

in connecting families to schools. "ALL stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy," (GaDOE, *The Why,* 2010, pg. 31). "Having good listening comprehension during preschool is a strong indicator of which children will show good reading comprehension later (Lynch et al., 2008; Verhoeven & Leeuwe, 2008). One of the most common ways in which children develop good literacy-related listening skills is through having adults read to them. A child's experience with being read to have been distinctly linked to good general literacy and language development (Mol, Bus, & de Jong, 2009; Snow, Burns, & Griffin, 1999). Interactive reading, where adults engage in open-ended, inference-inducing interactions while reading to children, is particularly beneficial for preschoolers (Beck & McKeown, 2001; Senechal, Cornell, & Broda, 1995; Whitehurst, Arnold et al., 1994)" (GaDOE, *The Why*, 2010, pg. 62-63). School media specialists work closely with preschool teachers to provide opportunities for Pre-K students and lead the efforts to promote digital media and programming in local schools; therefore, this resource and collaboration is essential.

The FCS Pre-K Office will also work with schools interested in applying for the Summer Transition Program offered through Bright from the Start. This past summer, FCS Pre-K applied for and was awarded a grant to offer the Summer Kindergarten Transition Program in five elementary schools. We were also awarded two Dual Language Rising Pre-K classes at two of the sites. In all, we provided services to over 100 students during the summer. While registering students for these programs was challenging, we have decided to provide support to other schools mutually interested in offering these programs at their schools.

Other transition opportunities exist during spring registration. Each year, Fulton County Schools widely announces the dates for Prekindergarten and Kindergarten registration in all

schools. While the dates for this event are set county-wide, each school is able to extend registration in order accommodate the needs of the community. Parents bring their children to school, meet the Kindergarten teachers, tour the building and register. Information regarding this event is advertised in the local school areas and on the FCS website as well as local media outlets. Currently, several schools have "Kindergarten Roundup" and use this event to schedule language and placement screenings. This year, all elementary schools will be encouraged to develop activities focused on early intervention in order to appropriately screen and secure needed services for students and families.

Building Block 3: Ongoing formative and summative assessments

"The Work Sampling System (Meisels, Jablon, et al., 1995) offers an exemplar of how performance assessment works in early childhood. This performance assessment system assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions. Work sampling is a curriculum-embedded assessment, rather than an "on demand" set of tests. It systematizes teacher observations by guiding those observations with specific criteria and well-defined procedures. It consists of three complementary components: (1) Developmental Guidelines and Checklists, (2) Portfolios, and (3) Narrative Summary Reports; classroom-based and instructionally relevant, these components involve the child, the child's family, the teacher, and the school administration in the processes of assessment" (ECAP Collaborative web site - http://ecap.crc.uiuc.edu/eecearchive/digests/1995/meisel95.html).

Bright from the Start Pre-K Operating Guidelines requires teachers to use Georgia's Pre-K Child Assessment Tool (Work Sampling). Indicators on the Developmental Checklist are rated every week. Currently, FCS's Early Childhood Department team analyzes the number of

proficient ratings at the end of the Fall and Spring semesters to track progress. "A necessary component of this practice is the need for teachers to be trained in administration and use of the assessments used at their grade level. An additional complementary need is that they become conversant with the assessments at the grade or age-level below them. Pre-K teachers maintain a work-sampling system, carefully documenting the progress of each of their students in their classrooms. However, it was pointed out that most of the receiving kindergarten teachers do not know how to interpret these records and therefore much of that valuable effort is negated" (GaDOE, *The Why*, 2010, pgs. 122-123). This year, the State Longitudinal Data System (SLDS) will make Pre-K assessment data available to kindergarten teachers throughout the state. Teachers will be able to connect student performance data to Pre-K Content Standards, GELDS and CCGPS.

Students with Individualized Educational Plans (IEP) s are also given specific goals and objectives based on their areas of need in an academic setting. Student progress towards these goals and objectives is reported to parents every six weeks. The frequency of data collection is specified in each student's IEP but annual reviews are conducted each year to update parents on student progress of personal and academic goals.

Small group instruction provides the opportunity to focus attention on individual children and individual needs. Small groups provide an opportunity for the student to receive more individualized instruction and support. Small groups should be formed and will change based on the developmental needs and skills of children reflected in assessment data. The Georgia Early Learning and Development Standards (GELDS) should be used in planning small group instruction and documented in lesson plans.

Professional Learning Required to Implement New Assessments

New Teachers receive online and face-to-face Work Sampling Online training as required

by Bright from the Start. Pre-K support staff members strongly advocate that additional support

is needed to increase inner-rater reliability on the Developmental Checklist ratings. Parent

Conferences are held at the end of the Fall and Spring semesters. Narrative Summary Reports

and portfolio artifacts are shared at this time. These conferences give parents a chance to ask

questions, contribute information and share their concerns.

"Data Digs" are held with teachers in the Striving Reader Project at least three times a year

to look at student performance data in order to plan instruction. The first session focuses on the

targeted assessments and what the baseline results mean for all students. Session two focuses on

implementing interventions and targeting strategies for students and the final session focuses on

differentiating and planning instruction. The complete assessment inventory used in the Birth-to-

Five program is also included.

Assessment	Purposes	Skills Measured	Test Frequency	Who Assesses
Work Sampling Online (WSO)	Screening Progress Monitoring Outcome	Alphabet Knowledge, Phonological Awareness, Concepts of Print, Oral Language, Alliteration and Rhyming, Oral Language, Vocabulary, and Reading Comprehension	WSO documentation collected daily and uploaded weekly Ratings are updated when documentation is entered	Teacher Assistants collect documentation only
Birth – Three Only				
Developmental Profile – 3rd Edition	Screening	Development & function (physical, adaptive, social-emotional, cognitive, communication)	1 X per year	Teacher
Four-Year Olds Only				

PALS-Pre-K	Screening Progress Monitoring Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language	3 X per year (Oct/Jan/April)	Outside assessor
Peabody Picture Vocabulary Test - 4th Edition, Form A/B	Screening Progress Monitoring Outcome	Vocabulary Oral Language	2 X per year (Oct/April)	Outside assessor
CLASS	Teacher-Child interactions	Classroom	1 X per year	DECAL Program Specialists Outside assessor
Battelle Developmental Instrument	Screens and evaluates early childhood developmental milestones	Personal-Social Adaptive Motor Communication Cognitive ability	At time of initial evaluation	Educational Diagnosticians
Developmental Assessment for Young Children	The DAYC-2 is a popular test used to identify children birth through 5-11 with possible delays	Cognition Communication Social-emotional development Physical development Adaptive behavior	At time of initial evaluation, repeated if re-evaluation is required	Educational Diagnosticians

Georgia's Pre-K Program 2013-2014
Instructional Quality (IQ) Guide for Assessment
(*Georgia Literacy Plan Birth-to-Five – "The What"* p. 7)

Teacher Timeline
REPORTING PERIOD 1 (FALL)

PRE-PLANNING	☐ Review the FAQ for the IQ Guide for Assessment (WSO) and the WSO Handbook from the BFTS website. ☐ Ensure camera is in classroom. Computer and printer are accessible and in working order. ☐ Report any issues to your director/principal. ☐ Enter your PANDA Class ID as your WSO class name. **DO NOT CHANGE YOUR CLASS NAME – THIS IS A UNIQUE IDENTIFIER ASSIGNED TO YOU BY OUR DATABASE.** ☐ Enter student information for your class online.
WEEKLY THINGS TO DO	• Observe, record, and classify all observational notes, work sample, photos and complete matrices. • Documentation must be entered and classified weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's IEP category and PANDA ID's as needed. • Review documentation and rate indicators on the WSO Developmental Checklist.
WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized. ☐ Save to desktop or print a copy of each child's completed WSO Developmental Checklist. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

REPORTING PERIOD 2 (SPRING)

WEEKLY THINGS TO DO	• Observe, record, and classify all observational notes, work sample, photos and complete matrices. • Documentation must be entered and classified weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's enrollment and IEP category as needed. • Review documentation and rate indicators on the WSO Developmental Checklist.
	☐ Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized.

WEEK 17-18 **DUE:**	☐ Print a copy of each child's completed WSO Developmental Checklist. Keep on site for 3 years. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Building Block 4: Best Practices in Literacy Instruction

The foundation for Pre-K/PSE literacy instruction is grounded in the Georgia Early Learning and Development Standards. Although the state of Georgia is officially requiring that new standards are implemented during the 2014-15 school year, Fulton County Schools decided to implement new standards during the 2013-14 school year. Curriculum materials were chosen for both Pre-K and PSE classes that would be appropriate with the Georgia Pre-K Content Standards and the GELDS. Pre-K classes use Opening the World of Learning (OWL) and PSE classes use Read It Once Again to supplement literacy instruction.

Additionally, Pre-K classes use Bright from the Start's Instructional Quality Guides (IQ) for the Learning Environment, Daily Schedule, Planning Instruction and Assessment to provide instructional strategies and a print-rich environment for students that develops phonological and print awareness, alphabet knowledge and oral language. Pre-K teachers participate in teacher training each year that focuses on developmentally appropriate practices in Pre-K classes. The chart below describes in greater detail the materials used along with the training and RTI Tier level.

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
Year 1 **Years 2-5** New Pre-	Purchase curriculum materials for Pre-school	Curriculum materials training	PSE teachers and PSE Assistants New Pre-K	One day training with vendor (August 2014)	**Tier 1** – GELDS are used to teach all Pre-K students. These

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
K and Pre-school teachers only	special education (PSE) classrooms *Currently, Pre-K and PSE SRCL Cohort I and II teachers have curriculum materials purchased with Pre-K Grant funds and SRCL funds.*		teachers New Pre-K assistants Pre-K Support Teachers Coordinators	As needed with New Pre-K and Pre-school teachers throughout the school year	standards guide the Work Sampling Process. **Tier 2** – Curriculum materials will provide intervention and differentiated strategies for students.
Year 1 **Years 2-5** New Pre-K and Pre-school teachers only	Train teachers to use developmentally appropriate strategies Share developmentally appropriate strategies with parents	Ages & Stages training Development of early literacy in young children (*"GA Literacy Plan – The Why",* p. 41)	Pre-K teachers Pre-K assistants PSE teachers PSE assistants Pre-K Support Teachers Coordinators Preschool parents	3-4 trainings throughout the school year with school system partner (September, November, January, February/March) Four times a year (2 teacher led workshops and 2 community workshops focused on using the GELDS website to promote literacy Transition	**Tier 1** – This strategy will help teachers understand how to set up a classroom environment that effectively promotes literacy throughout the content areas. **Tier 2 –** Teachers will learn to identify students that need additional interventions. **Tier 1-4 –** Parents will be more knowledgeable of their children's specific learning needs.

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
				Coach) ("*GA Literacy Plan – The Why*" p. 93)	
Years 1-5 New Pre-K and Pre-school teachers	Conduct Teacher Data Digs	Train teachers to use assessment data to plan individual, small and large group instruction	All Pre-K and PSE Teachers	Three times a year (October 2013, March 2014, June/July 2014)	**Tier 1 –** Look at class data to determine all student needs and areas that need to be taught to all students **Tier 2** – Use data to plan small group activities and implement targeted strategies **Tier 3** – Plan individualized instruction and targeted strategies
Year 1 **Years 2-5** New Pre-K and Pre-school teachers only	Use HATCH tablets with adaptive software for students in PSE classrooms ***Currently, Pre-K and PSE SRCL Cohort I and II teachers have HATCH tablets purchased with Pre-K Grant funds and SRCL funds.***	HATCH tablet training for teachers	New Pre-K teachers New Pre-K assistants PSE teachers PSE assistants Pre-K Support Teachers Coordinators	One day training with vendor (August 2014) Follow up trainings as needed (ongoing)	**Tier 1 –** HATCH with adaptive software will be used to monitor literacy, language and math development **Tier 2** – Data gathered from student use of tablets will be used to differentiate student groups **Tier 3** – Data may indicate the need to develop targeted strategies with specific

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
					students
Year 1	Purchase interactive software and e-readers to support PSE and LLP students	Software training for teachers	PSE teachers and assistants Pre-K teachers and assistants Pre-K Support Teachers Coordinators	5 trainings per year as needed	**Tier 2** – Targeted children (IEP, LLP) will use the software to increase language/literacy development.
Year 1 **Years 2-5** New Pre-K and Pre-school teachers only	Develop training and coaching plan with the Rollins Center (Read Right from the Start) (*"GA Literacy Plan – the Why" p. 167*)	Literacy strategies to increase oral language and literacy development	Pre-K and PSE teachers and assistants Pre-K Support Teachers Coordinators	3 face-to-face trainings (August thru January) Coaches will observe, offer feedback and model strategies as needed	**Tier 1** – Read Right from the Start training will focus on using specific language and literacy strategies to teach the GELDS. **Tier 2** – Instructional strategies will help teachers differentiate language activities for Tier 2 students **Tier 3** – Individualized plans will be developed for students in Tier 3
Year 1	Incorporate additional collaborative planning and staff training days for teachers and assistants supported by Pre-K Support Teachers	Assessment training for work sampling, Pals Pre-K, PPVT, DP3 Summer institute focused on the	Pre-K and PSE teachers Pre-K and PSE assistants	2 additional planning days throughout the school year 2-3 day summer institute focused on the specific	**Tier 1-4** – Teachers will be more knowledgeable of the children's specific learning needs.

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
	Coordinators	differentiated needs of teachers and assistants

Summer unit planning to help teachers incorporate curriculum programs with state content standards | | learning needs of the teachers and assistants

5 day unit planning for experienced Pre-K and PSE teachers to plan units for the upcoming school year | |

Current Instructional Schedules

Time	Current Pre-K Instructional Schedule	Literacy Strategy
20 - 30 minutes	**Arrival/Table Activities** Activities are planned to reinforce concepts learned in the 7 content areas.	Interactive Literacy Software Mobile tablets
10 minutes	**Circle Time/Message Board** Gives children information about upcoming events. Helps them begin to look at symbols and print as ways to convey information. As the year progresses, more print is included with the symbols.	OWL Curriculum Professional Development
10 minutes 2 times/day for a total of 20 minutes daily	**Story Time** Books chosen are read for a specific purpose. Literature is often used to teach different content areas (i.e. Math, Science, Social Studies, Social/Emotional Skills).	OWL Curriculum Professional Development
10 minutes	**Music with Movement**	
5 - 10 minutes	**Second Step** Oral Stories and Puppet Scripts are used to teach self-regulation and social/emotional skills.	Curriculum resources Professional Development
70 minutes	**Planning/Center Time** Planning Time – Oral language skills are developed when students create a plan for where they want to play during Center Time. The plan becomes more complex as their oral language skills develop. Children move	Curriculum Resources Professional Development Adaptive Software – Mobile Tablets

Time	Current Pre-K Instructional Schedule	Literacy Strategy
	from very simple plans (i.e. one-two words) to more complex (where, what, with whom). Questions asked by teachers promote use of higher order thinking skills. Center Time – Learning Centers available: Language and Literacy (Reading Center, Listening Center, Writing Center), Math Center, Computers, Science Center, Blocks Center, Dramatic Play, Art Center, Music Center, Sensory Table, Painting Easel – Literacy materials are accessible in every center. Center Time is a 60 minute block of self-selected play. During this time, the children are engaged in meaningful play. Learning centers allow students to extend thematic learning, develop concept/academic skills, refine social, fine motor, and creative skills. Center Time lends itself to both spontaneous and intentional opportunities for Teachers to facilitate analysis, reasoning, predicting and planning skills. (BFTS FAQ's for the Daily Schedule) Teachers are actively engaged with children facilitating conversations and providing feedback. Teachers also use this time as an opportunity to collect assessment documentation.	
25 - 30 minutes	**Clean-Up/Review** Children use picture labels to clean up and sort materials used during Center Time. Review – Same strategies used as for Planning, but children are required to recall what they did during Center Time.	Curriculum resources Professional Development
10 - 15 minutes	**Phonological Awareness** Pre-K uses the following 7 levels of Phonological Awareness: (1) Listening, (2) Rhyming, (3) Alliteration, (4) Sentence Segmenting, (5) Syllable Blending and Segmenting, (6) Onset Rime Blending and Segmenting, (7) Phoneme Blending, Segmenting and Manipulation.	OWL Curriculum Professional Development Adaptive Software – Mobile Tablets
20 - 30 minutes	**Small Group** Small Group instruction provides opportunities to focus attention on individual children and individual needs. Small Group instruction involves 2-8 children who meet with an adult to experiment with materials and solve problems. Some may work independently on an assigned task. Each week, one of the planned activities is a teacher-directed small group reading experience with an accompanying activity to support or strengthen the needs of children. Small Groups should be formed and will change frequently based on the developmental needs and skills of the children reflected in the	Curriculum Resources Professional Development Adaptive Software – Mobile Tablets

Time	Current Pre-K Instructional Schedule	Literacy Strategy
	assessment data.	
15 minutes	**Math Circle** Activities planned to focus specifically on math skills, such as: geometry, data analysis, measurement, numbers and operations, patterns.	OWL Curriculum
15 minutes	**Science/Social Studies Circle** Gives children an opportunity to investigate the world around them and the people and things in it through teacher guided exploration. Students observe, identify, categorize and describe their experiences. Students learn how to become good citizens through activities that focus on families, communities, geography, citizenship and simple economic concepts.	OWL Curriculum
10 - 15 minutes	**Closing Activity** Closing activities remind children of the events of the day and help prepare them for the following day.	Curriculum Resources
	Large Group Literacy Activity Large Group Literacy Activities teach reading and writing skills. They focus on specific literacy skills, such as, concepts of print and vocabulary, as well as encouraging creativity and providing opportunities for conversations, questions and predictions. Examples of Large Group Literacy include, but are not limited to: flannel board stories, shared reading using big books, chart stories, acting out familiar stories using props, and modeled writing. Large Group Literacy takes place during Opening Circle, Closing Circle, Math Circle and/or Science/Social Studies Circle.	OWL Curriculum Professional Development

Current PSE Full Day Schedule			Current PSE ½ Day Schedule		
Time	**Current PSE Instructional Schedule**	**Literacy Strategy**	**Time**	**Current PSE Instructional Schedule**	**Literacy Strategy**
7:10-7:40	Pick up students in cafeteria from arrival		7:10-7:40	Pick up students in cafeteria from arrival	
7:40-7:55	Morning Meeting – reinforce concepts in content areas	Adaptive software – Mobile Tablets	7:40-7:55	Morning Meeting – reinforce concepts in content areas	Adaptive software- Mobile tablets
7:55-8:35	Breakfast Clean up Bathroom		7:55-8:35	Breakfast Clean up Bathroom	

8:35-8:50	Literacy Circle – use literature to teach different content areas	OWL Curriculum Read It Once Again Professional Development	8:35-8:50	Literacy Circle – use literature to teach different content areas	OWL Curriculum Read It Once Again Professional Development
8:50-9:30	Circle/Calendar and Story infused with Dance and Movement	OWL Curriculum Read It Once Again Professional Development Adaptive software – mobile tablets	8:50-9:20	Circle/Calendar and story Infused with Dance and Movement	OWL Curriculum Read It Once Again Professional Development
9:50-10:15	Centers/IEP goals/objectives – improves students ability to use print and language to develop specific skills as outlined in IEP	OWL Curriculum Read It Once Again Professional Development Adaptive software- mobile tablets	9:20-9:55	Centers and work on IEP goals/objectives – improves students ability to use print and language to develop specific skills as outlined in IEP	OWL Curriculum Read It Once Again Professional Development Adaptive software – mobile tablets
9:55-10:15	Snack Time		9:55-10:15	Snack Time	
10:15-10:35	Large Motor group or Recess	Professional Development	10:15-10:35	Large Motor group or Recess	Professional Development
10:35-11:35	Math Circle – focus on specific math skills	OWL Curriculum	10:35 – 10:55	Bathroom, Pack up and Dismissal	
11:15-11:30	Music and Movement	OWL Curriculum			
11:40-12:10	Lunch				
12:10-12:40	Centers/IEP - improves students ability to use print and language to convey information and develop specific skills from IEP	OWL Curriculum Read It Once Again Professional Development Adaptive software – mobile tablets			
12:40-	Science	OWL			

1:00		Curriculum			
1:00-2:00	Naptime				
2:00-2:20	Prepare for dismissal				
Specials					
Speech (Monday)	9:00-11:00		Speech (Friday)	7:30-9:30	
Speech (Thursday)	10:30-11:30		Art (Tuesday)	9:30-10:15	
Music (Monday)	9:00-9:45		Music (Wednesday)	9:45- 10:30	
Art (Thursday)	9:00-9:45		Media Center (Friday)	9:30-10:00	
			Speech (Tuesday)	8:30 – 9:30	

Curriculum is driven by the GELDS. Instruction is differentiated based on various methods of data collection.

Building Block 5: System of Tiered Intervention (RTI) for All Students

The Fulton County Schools Pre-K and PSE offices collaborate often regarding system of tiered intervention for Pre-K/PSE students. The table below illustrates the process currently implemented in typical Pre-K classes. Additionally, students with IEPs and receiving speech-language services currently being served in general and inclusion classes are also supported by the special education department as needed throughout the year.

Early Childhood Program Specialists and *Bright from the Start* Consultants observe and offer strategies as needed for Tiers 2-4. Building administration and Curriculum Support Teachers are available for additional support. Opportunities to observe veteran Pre-K Teachers are available and take place based on recommendations by support staff.

A. Tier 1 – Pre-K GELDS and instruction
B. Control and Conference (Tier 2) - The Pre-K staff has a behavior or developmental concern about a student.

1. Review the student's records to review Pre-K entrance screenings (eye, ear, dental), if there is an IEP or services were received in the past.
2. Collect data on the <u>Documentation of Concerns (Appendix K)</u> form for 10 consecutive school days.
3. Complete the <u>RTI Support Form (Appendix L)</u> form.
4. Email the <u>RTI Support Form</u> AND the completed <u>Documentation of Concerns</u> form, to assigned Early Childhood Program Specialist to observe and offer strategies.
5. Schedule the Initial Conference – attendees should include parent(s), teacher(s), Administrators (if necessary).

C. <u>Analyze (Tier 2)</u> - Use data collected on the <u>Documentation of Concerns</u> form and feedback from Early Childhood Program Specialist to develop an intervention plan for one behavior or skill. At the initial conference:
6. Complete Initial Parent Conference form.
7. Review data with attendees.
8. Discuss strategy being implemented.
9. Schedule Follow Up Conference - attendees should include parent(s), teacher(s), Administration (if necessary).
10. After the conference, implement intervention plan and collect data for 10 consecutive school days on the <u>Documentation of Concerns</u> form.

D. <u>Link (Tier 3)</u> - Contact Early Childhood Program Specialist with update on progress. If progress is being made, discuss next steps (set another goal, continue with intervention plan, slowly reduce accommodations, etc.). If progress is not being made, plan a different intervention and seek additional help from Pre-K support staff. At the follow up conference:
11. Complete follow up conference form.
12. Review data with attendees.
13. Discuss next step (determined by Pre-K support staff).
14. Schedule follow up Conference #2 - attendees should include parent(s), teacher(s), administrators (if necessary).
15. Implement plan and collect data for 10 consecutive school days on the <u>Documentation of Concerns</u> form.

E. <u>Modify (Tier 3/4)</u> - Contact Early Childhood Program Specialist with update on progress. If progress is being made, discuss next steps (continue with intervention plan, slowly reduce accommodations, etc.). If progress is not being made, discuss school system referral, modified days, or student suspension if appropriate. If the decision is made to recommend referral for testing, teacher will receive the referral packet.
*** (Tier 4) Make sure all of the appropriate documentation is available before discussing any of these options. At the second follow up conference:
16. Complete follow-up conference form.
17. Review data with attendees.
18. If progress has been made, discuss next steps.
19. If progress has not been made, discuss school system referral, modified days, or student suspension if appropriate. If the decision is made to recommend referral for testing, give referral packet to parents.

Timeline	RTI Tier Level	Activity	Training Needs	Targeted Audience	Frequency of Training
Year 1	**Tier 1** - Pre-K GELDS are used to teach all Pre-K students. These standards guide the Work Sampling Process. E-readers will be used to engage readers. **Tier 2 –** Curriculum materials will provide intervention and differentiated strategies for students.	Purchase OWL curriculum materials for PSE classrooms. (Pre-K classes already have OWL curriculum materials).	Curriculum materials training	New Pre-K and Pre-school teachers New Pre-K and Pre-school teachers only (Year 2-5)	One day training with vendor (August 2014) New Pre-K and PSE teachers only (Year 2-5)
Year 1	**Tier 1 –** Adaptive software will be used to improve oral language development **Tier 2** – Students that need additional language/literacy and math development will use HATCH tablets and interactive literacy software to develop current knowledge and inform teacher of specific skills that need support	Purchase HATCH tablets for PSE classes (Pre-K classes already have HATCH tablets) Schools with language learning software will be selected to use interactive program	Tablet training for teachers	New Pre-K and Pre-school teachers New Pre-K and Pre-school teachers only (Year 2-5)	One day training with vendor (September 2014) Follow up trainings as needed (ongoing) New Pre-K and Pre-school teachers only (Year 2-5)
Year 1	**Tier 1 –** Develop training and coaching plan with the Rollins Center	Literacy strategies to increase oral language and	Implement S.T.A.R.T. – State, Teach,	Pre-K and PSE teachers and assistants Pre-K Support	3 face-to-face trainings (August thru January)

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Timeline	RTI Tier Level	Activity	Training Needs	Targeted Audience	Frequency of Training
	(Read Right from the Start) (*"GA Literacy Plan – the Why"* p. 167) **Tier 2 –** Instructional strategies will help teachers differentiate language activities for Tier 2 students **Tier 3 –** Individualized plans will be developed for students in Tier 3	literacy development	Ask, Respond, Tie	Teachers Coordinators	Coaches will observe, offer feedback and model strategies as needed

Existing Resources (Time, Personnel, and Strategies) for Tier I-Tier IV Instruction

Existing Resources for Tier I – Tier IV Instruction				
	Time	**Personnel**	**Strategies**	**Materials/Resources**
Tier 1 – Core Curriculum	4 hours daily of Literacy Instruction	Lead Teacher Paraprofessional	Whole Group Instruction Small Group Instruction Centers Technology Picture Cards Print Rich Environment	Pre-K GELDS Pre-K - Opening the World of Learning (OWL – 2011) PSE - Read It Once Again GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props HATCH Tablets Computers (in classroom or Computer Lab)
Tier 2 –	30 minutes	Lead Teacher	Small group	Pre-K GELDS

	Time	Personnel	Strategies	Materials/Resources
Existing Resources for Tier I – Tier IV Instruction				
Strategic Intervention		Paraprofessional	instruction Starfall.com	Pre-K - Opening the World of Learning (OWL – 2011) PSE - Read It Once Again GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props HATCH Tablets Computers (in classroom or Computer Lab)
Tier 3 – Intensive Intervention	30-45 minutes	Lead Teacher Paraprofessional	Small group instruction Individualized instruction takes place throughout the day	Pre-K GELDS Pre-K - Opening the World of Learning (OWL – 2011) PSE - Read It Once Again GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props HATCH Tablets Computers (in classroom or Computer Lab)
Tier 4 – Due Process	Determined by Individualized Education Plan	Special Ed. Teachers Speech Pathologist General Ed Teacher OT/PT	Student Support Team Speech and language services Pre-K Inclusion classroom SNPK (self-contained)	Pre-K GELDS Pre-K - Opening the World of Learning (OWL – 2011) PSE - Read It Once Again GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props HATCH Tablets Computers (in classroom or Computer Lab)

Building Block 6: Improved Instruction Through Professional Learning

<u>Teacher Professional Learning Needs</u>

Currently, program coordinators and instructional support staff members participate with teachers in all locally planned, mandatory professional learning activities. The OWL and *Read It Once Again* curriculum programs were purchased for Pre-K and PSE teachers and aligned to the Early Learning Standards for Pre-K.   Pre-K teachers are using the OWL curriculum while the PSE teachers received both OWL and *Read It Once Again*. Both curricula are literacy rich and the goal is for both Pre-K and PSE teachers to have access to both through a merging process. In prior years groups with community partners were formed but participation and attendance has been challenging. The high rate of teacher and paraprofessional turnover has created the need to focus on FCS staff training needs. At times, the training groups are very large and we exhaust our capacity to accept additional participants. Additionally, the necessity to train teachers' on the use of district specific products and tools also creates the need to focus on school system employees. Summer training attendance is often capped and restricted to FCS staff due to high costs and venue capacity.

- Further training is needed to address specific skills such as differentiation, curriculum implementation, phonemic awareness, letter identification and sounds. Having job-embedded time for professional learning and collaborative planning throughout the school year is a major barrier for preschool teachers. Additionally, much of the professional learning in elementary schools excludes preschool teachers. Time to plan throughout the school day and summer sessions will increase their knowledge in the basic

skills that build upon early literacy. Fulton County Schools does provide PD360, an online professional development tool, which will allow teachers to partake in additional training specific to their needs.

- A variety of data sources i.e. work sampling, teacher needs assessment and teacher observations reveal a need for teachers to receive on-going training that will improve their understanding of early literacy development. Many of the new teachers to Pre-K and PSE do not have basic knowledge of the foundation of early literacy.   Job-embedded time to learn early literacy basics, early learning standards that align with early literacy, analyze and share data from assessments and collaboratively plan lessons that focus on early literacy skills will help close these gaps. Currently the teachers have had trainings (at least 2) with both the OWL and *Read It Once Again* curricula but more on-going training is needed.

- Administrators have access to data that show Pre-K and PSE student outcomes in the area of early literacy. Support is given to administrators that want to learn more about Work Sampling Online system to review year-end data.

- Teachers and assistants need training from a highly skilled, research-based partner on developmentally appropriate practice strategies and literacy. Working with the Rollins Center to implement Read Right from the Start training, specific to teachers and developing coaching skills is a priority to help teachers develop these skills

- FCS needs to develop the capability of local teachers to train future/new staff.

- Additional efforts need to focus on building effective relationships with teachers and parents that support students at home and school.

- Professional development should also focus on the OWL Curriculum implementation for teachers and assistants. PSE teachers and assistants need to be trained to integrate OWL and *Read It Once Again* programs effectively for special needs students.

- Further professional development for Hatch Tablet implementation is needed for teachers and assistants in order to for them to prepare all students for increased academic achievement in a technological society, (GaDOE, *The Why*, 2010, pg. 51). Alliance Theater (Georgia Wolf Trap Program) – "For young children, motivation for literacy learning is especially intertwined with playful interactions and routines (Dooley, 2003; Martinez, Roser, & Dooley, 2003; Roskos & Christie, 2007; Rowe, 2009). Playful social interactions with adults and peers motivate young children to explore, create with, and begin to make meaning with print. Indeed, as indicated by the Kindergarten Lab at Massachusetts Institute of Technology, play is likely a motivation for many learning objectives at any age (see http://llk.media.mit.edu/). Merging recommendations from the IES Practical Guide with what we know about the importance of play, the literacy advisory committee suggests that children be given time to playfully explore books and other print media (computers, pencils/pens/crayons, paper, etc.) with peers and adults." (GaDOE, *The Why,* 2010, pg. 54). The Pre-K program will partner with the Alliance Theater to provide coaching to specific teachers that need additional strategies to teach students self-regulation.

Because many Pre-K and Pre-school teachers are new teachers, a significant amount of training is needed throughout the school year. *Bright from the Start* requires that all new Pre-K teachers attend a two day training institute that includes building a positive classroom community and creating Pre-K lesson plans. Fulton County provides teachers with an additional

two day training that focuses on the Pre-K classroom environment and management. In addition to this training, new Pre-K teachers need training in strategies to help plan valuable learning experiences for Pre-K students that are developmentally appropriate and connected to language and literature.

Teachers also need strategies to help them *connect* language and literacy across the other curricular areas including mathematics, science, social studies, the arts, personal, health and physical development. *Bright from the Start* requires that children experience 60 minutes of uninterrupted center time that provides a wide variety of learning experiences for children in the program. Novice teachers struggle with knowing how to rotate materials to enhance the learning that takes place while children engage in meaningful play.

The tables below illustrate the teacher experience and credential levels of Pre-K teachers in Fulton County Schools.

Georgia Pre-K Teacher Experience

Year	0-2 years of experience	3-5 years of experience	6-10 years of experience	11 or more years of experience
2009-10	16.5%	11%	16.5%	56%
2010-11	65%	6%	18%	11%
2011-12	84%	5.3%	5.3%	5.3%
2012-13	90%	4%	2%	4%
2013-14	85%	8%	4%	3%

Georgia Pre-K Teacher Credentials

Year	Bachelor's Degree Only	Bachelor's Degree (Certified)	Master's Degree	Specialist Degree	Doctorate
2009-10	0%	52%	39%	8%	1%
2010-11	0%	59%	38%	3%	0%
2011-12	24%	58%	18%	0%	0%
2012-13	26%	65%	13%	0%	0%
2013-14	31%	53%	16%	0%	0%

Teachers will implement a research-based early childhood curriculum that can be integrated with ease in whole-group, small group, or individual practice. Curriculum training will provide teachers with activities to promote oral language, print rich environments, daily reading activities, creative play, nursery rhymes and songs. Teachers will work closely with coaches and professional learning artists to learn drama-based strategies that promote learning in literacy skills including speaking, listening, reading and writing.

Teachers need additional technology training that provides them with strategies they can use to engage students in language and literacy, determine their specific language development levels, and offer strategies that address their specific needs. Teachers will participate in required training to implement E-readers, interactive language learning software and adaptive software on mobile tablets.

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The Early Childhood and Parenting Collaborative (ECAP) web site. May 1995. *Performance Assessment in Early Childhood Education: The Work Sampling System.* Retrieved from (http://ecap.crc.uiuc.edu/eecearchive/digests/1995/meisel95.html).

Needs Assessment, Concerns, and Root Cause Analysis

Two Needs Assessment surveys based on the Georgia Literacy Plan and the birth-five needs assessment were administered to the Pre-K Administrative Team and Pre-K/PSE Teachers and Paraprofessionals. The chart below illustrates the staff completion rates and impacted students.

Staff	Completion Percentage	Age of Students served
Administrative	100%	3, 4, 5
Instructional staff	72%	3, 4, 5
General Education	82.1%	4
Inclusion staff	3.6%	4
Self-contained staff	14.3%	3, 4, 5
Teachers/SLPs	71.4%	3, 4, 5
Paraprofessionals	28.6%	

Each Pre-K/PSE administrator responded to the Georgia Literacy Plan and the birth-five needs assessment survey individually and convened as a group to review the responses. The survey revealed the following areas need improvement:

- Engaged Leadership

- Continuity of Care and Instruction

- Best Practices in Literacy Instruction

- Professional Learning and Resources

Greater effort and attention has to be placed on family involvement, community and partner collaborations, professional learning, material acquisition and developing best practices.

An electronic survey was conducted with all instructional staff. Responses indicate that instructional components are consistently implemented in classrooms; these responses contradict the administrators' observations and knowledge.

Statements	Responses		
	Always	Sometimes	Never/Rarely
Instruction is clearly and consistently aligned with Georgia Early Learning and Development Standards (GELDS)	88.9%	7.4%	3.7%
Evidence-based instruction is utilized in literacy development	88.9%	7.4%	3.7%
High expectations are consistently evident	96.3%	3.7%	0%
Teachers and assistants receive training in early literacy development	55.6%	37%	7.4%

In contrast, 59% of teachers and assistants indicate the need for additional early childhood age-appropriate and differentiated instructional strategies. 33% indicate the need for adequate and developmentally appropriate materials to teach young children. Additional survey statements and responses are listed below.

Statements	Responses		
	Never/Rarely	Sometimes	Always
Parents participate in literacy workshops	59.2%	29.6%	11.1%
Screenings & diagnostic assessments provide appropriate parent resources	14.8%	22.2%	63%
Information from Work Sampling Online is used to adjust intervention strategies	3.7%	18.5%	77.8%
Assessment data is used to determine effectiveness of interventions and the instructional program	7.4%	18.5%	74.1%
Work Sampling is used to assess readiness of individual children for reading and writing	3.7%	33.3%	63%
Teachers provide parents with strategies to use with children at home	3.8%	34.6%	61.5%
Clear process of tiered intervention is evident	3.7%	33.3%	63%

What is your greatest need to effectively teach literacy?				
Materials	Technology	Training	Time	No needs
33%	11%	59%	4%	19%

The root causes of our areas of concern are related to the budget crisis faced by local school systems. In prior years, funds were provided for local teacher supplements in Pre-K, additional paraprofessionals in inclusion classes, and department-wide professional development. School-based trainings typically focus on K-5 student needs. Pre-K/PSE teachers are forced to make connections independently or not participate. High turnover in Pre-K/PSE is another area of concern; novice staff is challenged to understand the needs of young children and overwhelmed with learning new curriculum programs and developmentally-appropriate classroom management strategies. Teachers lack school-based curriculum and behavioral support, and are required to attend training related to grades K-5 and not specific to early childhood development.

Additional root causes related to environmental issues include: limited English spoken in home, limited education levels of parents, limited access to internet for families, lack of transportation, low household income, low quality of language experiences, high unemployment rate, and transiency. Many children come to preschool and kindergarten lacking language development; the need for translator funding is extremely high. Community outreach is challenging due to the requirement of a centralized location and the priority of training instructional staff.

Student Areas of Concern

Sub-group	Area of Concern		Current Strategies	Future Strategies	Transitions (Existing)	Root Causes
	Standards	**Assessment**				
Pre-K **Preschool Special Education** **English Learners** **Economically Disadvantaged**	Lack of age-appropriate strategies to teach language and literacy throughout the curriculum Lack of knowledge of early childhood development Lack of age-appropriate curriculum resources (PSE)	Lack of appropriate knowledge of formative assessment Lack of adequate knowledge of developmentally-appropriate assessment Inadequate training in Work Sampling Online Inadequate training on use of data-driven instruction	New Pre-K Teacher Orientation (2 days of Pre-K overview – lesson plans, GELDS, classroom management) New PSE Teacher Orientation (GELDS, *Read It Once Again*, Easy IEP) New Paraprofessionals Orientation (1 day of Pre-K overview and classroom management) Half-day RTI training with teachers and assistants for Pre-K teachers *Bright from the Start* New Lead Teacher Training Work Sampling Online Training for new Pre-K and PSE teachers Work Sampling Online Refresher for returning	Train teacher leaders to provide support to Pre-K teachers Train parents to use early literacy development strategies at home Differentiate teacher training according to specific needs Provide additional HATCH training as needed Provide Read Right from the Start and Georgia Wolftrap trainings for teachers to develop literacy skills; Coaches to provide classroom support to ensure quality implementation Professional learning for teachers on using the results of the evaluations to drive instructional decisions Provide parents with home tools aimed at	Lack of knowledge of kindergarten baseline skills Lack of knowledge of typical early childhood behaviors and expectations	Budget cuts High teacher turnover Novice teachers' inexperience with preschool-age children Lack of time to train teachers Low parent involvement in the development of early literacy skills in children Lack of parent knowledge of community resources and programs that support literacy Data does not support what teachers view as strengths Teachers indicate use of best practices but need training and materials Insufficient literacy-based technology appropriate for

			teachers One-day training of OWL program for Pre-K and PSE teachers Half-day training of HATCH mobile tablets and RMS for Pre-K and PSE teachers Differentiated instruction training using the OWL program for Pre-K and PSE teachers	increasing the amount of time children are read to Provide teachers with professional learning on typical preschool development Provide teachers with professional development on early literacy development theory and strategies *Read It Once Again* for Preschool Special Education classes		preschool-age children Teacher knowledge of literacy content integration Economic limitations of parents (transportation, childcare, etc.)

Building Block (Not Addressed/Emergent)	Current Strategies	Additional Strategies
1 – Engaged Leadership A. Leaders create a plan for shared leadership…**(Emergent)**	A Birth-Five Literacy Team has been created. The entire team met once last year. Administrators communicate assessment progress to principals and teachers twice a year. Teams collaborate and plan activities at some schools. Inclusion PSE teachers work with Pre-K teachers and attend trainings together. Teachers invited to attend district-wide training events (New Teacher Orientation, Teacher Summer Summit)	Literacy Team members will be expanded. Literacy Team and Principals meet to look at student assessment data, share observations, develop and discuss professional learning needs. Teachers and assistants train together to increase collaboration and plan instruction. Transition Coach works with teachers to plan literacy strategy trainings for parents. Transition Coach will work with community partners to provide outreach to parents and community.
2 – Continuity of Care and Instruction A. An early childhood coalition for literacy... **(Not Addressed)** A plan is in place to: B. ensure smooth transitions from one school or agency to another **(Emergent)** C. connect families to schools and childcare entities **(Emergent)** E. improve access for families to resources for developing early literacy in their homes. **(Not Addressed)** **6 – Professional Learning**	Participate in the GA Coalition for Literacy. Parents provided with an orientation at beginning of each school year. Parent conferences and IEP meetings held twice a year to provide update of student progress. Other parent conferences conducted as needed to address concerns. Transition Coach works with families in crisis to connect to community resources. Kindergarten registration information advertised on district and school websites. Schools provide and advertise	Workshops and activities for parents and private providers at schools, public libraries, PTA events, school book fairs and advertised in school newsletters and websites. Online professional development resources will be shared with staff, parents, community. Translators provided at parent workshops as needed. Alliance Theater shares Georgia Wolf Trap literacy strategies with parents. Provide Kindergarten transition materials for Pre-K and PSE students. Publicize school activities to improve parental involvement. Partner with non-profit agency to

and Resources Community partners receive professional learning... **(Not Addressed)**	summer registration hours on the phone recordings, posted signs and marquis. Kindergarten "Round Up" invites students and parents into schools to visit classrooms, pre-screen students, provide summer resources and meet teachers. Summer reading lists posted on FCS and school website.	provide children with books at home and parents with strategies to teach early literacy skills at home. Invite local day care providers to participate in trainings offered by the FCS Pre-K/PSE. Continue with current strategies in addition to future strategies.
4 – Best Practices in Literacy Instruction B. Evidence-based instruction is standard practice... C. High expectations grounded in developmentally-appropriate practice…are consistently evident. **(57% Emergent, 43% Operational)**	Pre-K teachers provided with Georgia Early Learning and Development Standards (GELDS), research-based program and lesson plans and training. Follow-up training with OWL curriculum. PSE teachers trained to use *Read It Once Again* program. PSE teachers updated on special education expectations, compliance, and tools used with students. Peer observations based on specific needs.	Provide professional learning with Georgia Wolf Trap and Read Right from the Start Coaches. Provide teachers with professional duty leave that incorporates staff development and targeted planning for instruction. Teacher leaders work closely with Pre-K/PSE teachers.

Analysis and Identification of Student and Teacher Data

Student Data

Pre-K Demographic Data

School	*CAT 1 or F/R Lunch	IEPs	LLPs	Hispa nic Latino	Black	White	Asian	Native American	Pacific Islander
Conley Hills	95%	0%	23%	33%	65%	32%	0%	3%	0%
Feldwood	81%	29%	0%	3%	90%	10%	0%	0%	0%
Gullatt	88%	2%	0%	2%	98%	2%	0%	0%	0%
Hapeville	90%	8%	58%	68%	28%	71%	1%	0%	0%
Harriet Tubman	91%	2%	0%	14%	86%	14%	0%	0%	0%
Liberty Point	91%	32%	4%	9%	92%	8%	0%	0%	0%
Parklane	98%	0%	2%	27%	73%	27%	0%	0%	0%
Seaborn Lee	70%	2%	0%	2%	98%	2%	0%	0%	0%
SYSTEM AVGs	67%	15%	18%	24%	55%	38%	7%	<1%	<1%

*CAT1 (Category 1) is defined as students receiving financial aid including free and reduced lunch

Percentage of Students with "Proficient" Ratings by Domain via Work Sampling for FCS

	Language & Literacy	Math- ematical Thinking	Scientific Thinking	Social Studies	The Arts	Personal & Social	Physical & Health
2008-2009	82%	81%	88%	83%	90%	84%	94%
2009-2010	76%	75%	81%	75%	84%	80%	90%
2010-2011	80%	80%	86%	82%	87%	82%	93%
2011-2012	74%	68%	69%	73%	78%	79%	82%
2012-2013	83%	80%	80%	82%	89%	86%	90%

Work Sampling Data (WSO) for the targeted schools show varied needs at each school.

Data at Conley Hills, Parklane and Seaborn Lee shows consistent improvement in student

proficiency across all content areas. In contrast, WSO data for Hapeville and Liberty Point shows

a decrease in student proficiency across all content areas. The other schools show inconsistencies from 2011-2012 to 2012-2013. The data also shows that most schools reported that student proficiency was significantly below FCS's average. Since only 1 of the 18 teachers was new to WSO during the 2012-2013 school year, low ratings could be attributed to teacher's lack of understanding the definition of proficiency at this age. Though clarifications are provided which include narratives and examples for each indicator, it seems as though teachers are not using this information when rating indicators on the assessment tool. The data also shows a contrast to teacher responses in the needs survey that addresses using assessment data to plan instruction effectively.

Percentage of Students with "Proficient" Ratings by Domain via Work Sampling for Targeted Schools

School	Language & Literacy		Math-ematical Thinking		Scientific Thinking		Social Studies		The Arts		Personal & Social		Physical & Health	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Conley Hills	62%	80%	49%	88%	35%	88%	37%	83%	79%	92%	81%	92%	91%	92%
Feldwood	30%	62%	20%	29%	30%	24%	30%	38%	40%	67%	50%	67%	60%	81%
Gullatt	100%	95%	98%	93%	95%	95%	100%	98%	98%	100%	100%	95%	100%	98%
Hapeville	85%	57%	77%	55%	79%	66%	77%	54%	85%	66%	86%	62%	99%	66%
Harriet Tumban	96%	86%	89%	88%	93%	88%	93%	71%	96%	91%	96%	83%	96%	98%
Liberty Point	92%	88%	86%	52%	89%	33%	92%	24%	81%	15%	97%	33%	100%	36%
Parklane	47%	77%	44%	70%	39%	70%	44%	67%	73%	79%	53%	84%	83%	86%
Seaborn Lee	65%	89%	46%	92%	60%	94%	70%	97%	73%	100%	73%	92%	89%	100%

Student Literacy Needs

Fulton County Pre-K students and Services for Pre-School Exceptional Children need additional support in Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts (Creative), Personal and Social Development. The language and literacy domains in the Georgia Early Learning and Development Standards (GELDS) focuses on the need to develop skills in listening for the purpose of comprehension, discriminating the sounds of language, i.e. phonological awareness, the need to develop an understanding of new vocabulary introduced in conversations, activities, stories or books, the need to develop and expand expressive language skills (speaking), begin to develop age-appropriate strategies that will assist in reading, and begin to develop age-appropriate writing skills.

Teacher Data

Pre-K Teacher and Assistant retention data

School Year	% of GA Pre-K Teachers Retained	% of GA Pre-K Paraprofessionals Retained	% of Special Needs Pre-school Teachers Retained
2008-09	86%	76%	60%
2009-10	77%	72%	60%
2010-11	5%	3%	60%
2011-12	21%	18%	60%
2012-13	64%	58%	60%
2013-14	57%	44%	65%

Georgia Pre-K Teacher Experience by Years

Year	0-2	3-5	6-10	11 or more
2009-10	16.5%	11%	16.5%	56%
2010-11	65%	6%	18%	11%
2011-12	84%	5.3%	5.3%	5.3%
2012-13	90%	4%	2%	4%
2013-14	85%	8%	4%	3%

Georgia Pre-K Teacher Credentials

Year	Bachelor's Degree Only	Bachelor's Degree (Certified)	Master's Degree	Specialist Degree	Doctorate
2009-10	0%	52%	39%	8%	1%
2010-11	0%	59%	38%	3%	0%
2011-12	24%	58%	18%	0%	0%
2012-13	26%	65%	13%	0%	0%
2013-14	31%	53%	16%	0%	0%

Teacher Professional Learning Needs

Pre-K and PSE teachers and assistants need a significant amount of training throughout the school year. *Bright from the Start* requires that all new Pre-K teachers attend a two day training institute that includes procedures, planning and instruction. Fulton County provides teachers with an additional three day training that focuses on the Pre-K classroom environment and management. PSE teachers receive training on special education specific topics throughout the school year. In addition to this, new Pre-K teachers need training in strategies to help plan valuable learning experiences for Pre-K students that are developmentally appropriate and connected to language and literature.

They also need strategies to help them *connect* language and literacy across the other curricular areas including mathematics, science, social studies, the arts and personal and health and physical development. Pre-K requires that children experience 60 minutes of uninterrupted Center Time that provides a wide variety of learning experiences for children in the program. Teachers struggle with knowing how to rotate materials and interact with children to enhance the learning that takes place while children engage in meaningful play.

Teachers will implement a research-based early childhood curriculum that can be used with ease in whole-group, small group, or individual practice. Curriculum training will provide teachers with activities to promote oral language, print rich environments, daily reading activities, creative play, nursery rhymes and songs. The Striving Reader Grant will also provide the opportunity for teachers to work collaboratively and with coaches to learn teaching strategies that promote learning in literacy skills including speaking, listening, reading and writing.

Teachers also need additional technology training that provides them with strategies they can use to engage students in language and literacy, to determine their specific language development levels, and offer strategies that address their specific needs.

In addition to providing training to FCS staff, we will invite select childcare centers' teachers and assistants to attend trainings provided by FCS Program Specialists to support the feeder pattern in this community.

Family Engagement Needs

Parents and families are an integral part of the Pre-K instructional program. Parents build the foundation for helping children develop skills, habits, and attitudes for becoming lifelong learners; therefore, they are encouraged to strengthen their role as their child's first and most important teacher.

FCS will continue to work with families and further develop our partnerships with local agencies including the United Way, the Fulton County Public Library System, and a non-profit literacy foundation to provide parent workshops and other outreach initiatives information that will inform them of ways to help their children at home in preparation for kindergarten transition.

In addition to working with FCS parents, we will partner with agencies to offer training to family daycare providers and selected childcare centers to provide coordination and alignment of services from birth-5 and support the feeder pattern in this community.

Project Plan, Procedures, Goals, Objectives, and Support

<u>Project Goals</u>

The Pre-K team will implement a plan that supports teacher and parent professional learning in several ways. Efforts will focus on providing professional development for teachers and parents with strategies that build early literacy development in young children.

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
Administrators will develop a literacy plan that involves stakeholders and review data by December 2013. **Increase teacher collaboration**	Develop appropriate professional learning plans for teachers and assistants Share observations and challenges in Pre-K programs Expand Literacy Team (media specialist, PSE teacher, technology coordinator and specialist from public library)	A plan for literacy for the birth to five population exists and is used by all stakeholders Literacy team will meet twice a year Provide job-embedded professional learning that allows for learning new knowledge and time to plan instruction Provide ongoing communication for parents that focuses on the development of literacy strategies at home	Plan meetings for teachers to discuss data and plan instruction (October, February, July/August)	Sign in sheets Professional development plans	Pre-K and Striving Reader funds

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
		Train teachers to train parents on literacy strategies Use technology and media resources to provide professional development Partner with an agency to work with parents (*GA Literacy Plan, "The What"*)			
Establish early childhood coalition for literacy with professionals from organizations affecting young children by May 2014.	Provide parent orientation - beginning of each school year Parent conferences held at least twice a year to provide in depth update of student progress Other parent conferences conducted as needed IEP meetings held annually to update student progress and needs Transition Coach works with families to connect to community	Provide ongoing workshops for parents and private providers at schools, public libraries, PTA events, school book fairs Advertise training opportunities and resources for parents in school newsletters Advertise Kindergarten round up activities Publicize school activities to encourage all parents to get involved	July 2014	Bi-annual meetings to share resources, training plans and professional development needs in the community Sign in sheets	Funding not needed for meetings Funding for trainings will be directed by each agency's protocols

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
	resources Schools schedule dental van visits and vision screenings for Pre-K students	Continue with current strategies in addition to future strategies Partner with non-profit agency to provide children with books at home (*GA Literacy Plan, "The What"*)			
100% of teachers will plan appropriate language and literacy activities for Pre-K students by **January 2015**. **100%** of teachers will participate in language and literacy strategies trainings by **June 2015**. Coordinators Instructional/ Behavioral Support Teachers Administrators Teachers Assistants Bright from the Start Consultants Pearson Consultants	**High quality curriculum materials** – research-based curriculum materials will be used to teach GELDS	Teachers will be trained on how to use curriculum materials by August 2014. Lesson plans will show appropriate language and literacy activities in whole group literacy by March 2015	Aug 2014-May 2015 Develop Pre-K calendar Communicate plans to schools and community Set up curriculum and trainings with partners, state and FCS staff Teach GA Pre-K Content Standards using curriculum resources Plan Professional Learning for teachers and assistants Order curriculum materials Train teachers	Lesson plans Work Sampling Data Pals PK PPVT (November 2014, February 2015, June 2015)	Pre-K and special needs grant funds Striving Reader Funds

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
			and assistants to use materials

Work with partners to support teachers using curriculum resources | | |
| **100%** of teachers will implement strategies to improve language and literacy throughout the curriculum content areas by **March 2015**.

100% of teachers will work with Rollins Center staff and Literacy Coach to plan language and literacy instruction by **February 2015**.

Coordinators Instructional/ Behavioral Support Teachers Administrators Teachers Assistants Literacy Team | **Staff, parent and community development –** on site and local training, technology training | Teachers will be trained to effectively implement curriculum materials

Teachers will work with Literacy Coach to develop appropriate language and literacy activities by February 2015. | September 2014 October 2014 November 2014 January 2015 March 2015

Monitor and observe teachers to determine success of program implementation

Implement strategies learned at trainings

Plan appropriate language and literacy instruction

Differentiate professional learning based on teacher/assistant needs

Train FCS teachers | Lesson plans Work Sampling Data Hatch RMS reports CLASS Reports and observations Pal PK results PPVT results Literacy Coach feedback | Pre-K and special needs and Striving Reader funds |

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
90% of students score "proficient" in language and literacy by **May 2015**. Teachers Coordinators Instructional/ Behavioral Support Teachers Literacy Team Teachers Students	**Read Right from the Start** – prescribed strategies (START) that guide teachers through the literacy development process. **Technology** – adaptive software to build student skills in language/literacy and math	Students will engage in drama, music and movement activities to improve oral language development. Use curriculum resources to build language and literacy skills. Use Shell Squad games to target specific skills	Sept 2014 – May 2015 Collaborate with teachers to plan units Participate in staff development Implement strategies Train teachers and assistants to use tablets and interpret data Students use the software during center and small group time Review Work Sampling data to monitor student progress	Work Sampling Data Hatch RMS reports PPVT, Pals PK	Striving Reader Pre-K Grant funds Special needs grant funds

To help parents work with their children at home, we will partner with local agencies to offer parent training at community libraries and schools. The following plans will be developed:

- Provide job-embedded time to learn early literacy basics, early learning standards, analyze and share data from assessments and collaboratively plan lessons that focus on early literacy skills.

- Partner with the Rollins Center at the Atlanta Speech School to provide teachers and assistants with Read Right from the Start training, coaching and online support and resources.

- Partner with agencies to provide parents with training to develop literacy habits with children. (*GA Literacy Plan, "The What")*

- Teachers will develop monthly newsletters that provide parents with the specific learning outcomes for Pre-K students and ways to support children at home. Newsletters will advertise free resources related to early childhood development including the Online Learning Library Initiative (OLLI) and parent activities from curriculum programs.

- Partner with the county library system and media specialists to offer programs that support literacy development and direct parents to free and accessible technology that promotes literacy.

- Additional planning days for teachers to focus on professional development and the rest of the day will be used by the Pre-K/PSE team for collaborative planning.

- Teachers will work in the summer to create units that align OWL and Read it Once Again to GELDS.

- The literacy team will include a librarian from the Fulton County Library System, additional school-based staff from the FCS PSE team, instructional technology and a Humanities Program Specialist from South Learning Community.

- Distribute flyers with information regarding Kindergarten Round-Up to families and daycare centers.

- Partner with an organization to get books in the homes of children.

- Provide overview of Pals Pre-K, Peabody Picture Vocabulary Test (4th Edition), Developmental Profile (3rd Edition), and the CLASS Observation Tool. Explain the purpose of the assessments, how to interpret the scores and use data discussions to determine which instructional areas need more focus.

Implementation Plan and Existing Resources for Tier I-Tier IV Instruction noted in Literacy Plan Section. Pre-K Program Specialists and *Bright from the Start* Consultant observes and offers strategies as needed for Tiers 2-4. Building Administration and Curriculum Support Teachers are available for additional support. Opportunities to observe veteran Pre-K teachers are available and will take place based on recommendations by Support Staff.

Assessment / Data Analysis Plan

Differences in the size of children's vocabulary first appear at 18 months of age, depending on whether they were born into a family with high or low education and income. By three years old, children with college-educated parents have vocabularies two to three times larger than those whose parents did not graduate high school. The foundation of skills needed in school and the workforce is built during a child's first five years. "The research is clear that language and literacy development begins at birth and that gaps in achievement appear well before kindergarten entry (Halle, T. et. Al)."

High quality care and early childhood education services help ensure that even the most at-risk children arrive at kindergarten ready to learn. Children who live in poverty and have access to high quality early education are more developed cognitively, socially, emotionally and academically than children who did not receive similar education. Children who attend high quality early education programs are more likely to read at grade level and be on a path to read to learn by 3rd grade.

Similarly, Pre-K is vital to English learners who are in the beginning stages of language acquisition. High quality Pre-K experiences provide the basis for language acquisition to occur. Providing children with the words they need to learn the language is an important component to the program. Implementing these strategies will provide English learners with this critical component before entering kindergarten. Many children that have not acquired oral language skills have difficulty expressing feelings and emotions verbally; therefore, they use physical actions to communicate emotions. This is true in students with disabilities, English learners and economically disadvantaged children.

As referenced in our Literacy Plan, the Work Sampling System offers an exemplar of how performance assessment works in early childhood. Work sampling is a curriculum-embedded assessment that is made up of three complementary components: (1) Developmental Guidelines and Checklists, (2) Portfolios, and (3) Summary Reports. These components take a holistic approach, involving the child, the child's family, the teacher, and the school administration in the processes of assessment.

Bright from the Start Pre-K Operating Guidelines requires teachers to use Georgia's Pre-K Child Assessment Tool (Work Sampling). Indicators on the Developmental Checklist are rated every week. Currently, the FCS Early Childhood Department analyzes the number of proficient ratings at the end of the Fall and Spring semesters to track progress.

Small group instruction provides the opportunity to focus attention on individual children and their needs. Small groups provide an opportunity to individually assess on a more personal level, while making the room more communal and comfortable. Small groups should be formed and will change based on the developmental needs and skills of children reflected in assessment data. The Georgia Early Learning and Development Standards should be used in planning small group instruction and documented in lesson plans.

Baseline GKIDS scores will be analyzed at the beginning of the 2014-2015 school year. The percentage of proficient ratings scored by children who participated in the Striving Reader Grant will be compared to the children who did not participate to determine the impact of the resources provided by the grant.

Professional Learning Required to Implement New Assessments

New teachers will receive online and face-to-face Work Sampling Online training as required by Bright from the Start. Fulton County Schools Pre-K Program Specialists will form Professional Learning Communities to give Pre-K Teachers a forum to discuss student documentation. This will help increase inner-rater reliability on the Developmental Checklist.

All teachers participating in the Striving Reader Grant will also be provided an overview of the Pals Pre-K, Peabody Picture Vocabulary Test (4th Edition), Developmental Profile (3rd Edition), and the CLASS Observation Tool. The overview will explain the purpose of the assessment and an explanation of the scores. The teachers will also look at the student performance data to determine which instructional areas need more focus and attention and to determine if students need additional instructional strategies. They will also be provided an overview of the CLASS Observation Tool in order to learn more about its purposes and how it can inform them of their instruction.

Parent Conferences are held at the end of the Fall and Spring semesters. Narrative Summary Reports and portfolio artifacts are shared at this time. These conferences give parents a chance to ask questions, contribute information and share their concerns. At the beginning of the school year, parents will be notified about the additional assessments required to gather data for the Striving Reader Grant. Students with language barriers or IEP testing accommodations will be considered during testing.

Assessment	Purposes	Skills Measured	Test Frequency	Who Assesses
Work Sampling Online	Screening Progress Monitoring Outcome	Alphabet Knowledge, Phonological Awareness, Concepts of Print, Oral Language, Alliteration and Rhyming, Oral Language, Vocabulary, and Reading Comprehension	WSO documentation collected daily and uploaded weekly Ratings are updated when documentation is entered	Teacher Assistants collect documentation only
Birth – Three Only				
Developmental Profile – 3rd Edition	Screening	Development & function (physical, adaptive, social-emotional, cognitive, communication)	2 X per year (Oct/April)	Teacher Outside assessor
Four-Year Olds Only				
PALS-Pre-K	Screening Progress Monitoring Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language	3 X per year (Oct/Jan/April)	Outside assessor
Peabody Picture Vocabulary Test - 4th Edition, Form A/B	Screening Progress Monitoring Outcome	Vocabulary Oral Language	2 X per year (Oct/April)	Outside assessor
CLASS	Teacher-Child interactions	Classroom	1 X per year	DECAL – Outside assessor

Georgia's Pre-K Program 2013-2014 Instructional Quality (IQ) Guide for Assessment

Teacher Timeline   **Reporting Period 1 (Fall)**

PRE-PLANNING	☐ Review the FAQ for the IQ Guide for Assessment (WSO). ☐ Ensure camera is in classroom. Computer and printer are accessible and in working order. ☐ Report any issues to your director/principal. ☐ Enter your PANDA Class ID as your WSO class name. **DO NOT CHANGE YOUR CLASS NAME – THIS IS A UNIQUE IDENTIFIER ASSIGNED TO YOU BY OUR DATABASE.** ☐ Enter student information for your class online.
WEEKLY THINGS TO DO	• Observe, record, and link all observational notes, work samples, photos and complete matrices. • Documentation must be entered and linked to indicators weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's PANDA ID's as needed. • Review linked documentation and rate indicators on the WSO Developmental Checklist.
WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized. ☐ Save to desktop or print a copy of each child's completed WSO Developmental Checklist. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Teacher Timeline   **Reporting Period 2 (Spring)**

WEEKLY THINGS TO DO	• Observe, record, and link all observational notes, work samples, photos and complete matrices. • Documentation must be entered and linked to indicators weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's PANDA ID's as needed. • Review linked documentation and rate indicators on the WSO Developmental Checklist.
WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized. ☐ Print a copy of each child's completed WSO Developmental Checklist. Keep on site for 3 years. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Resources, Strategies, Materials including Technology to Support the Literacy Plan

Pre-K Teachers use the Georgia's Pre-K Program Instructional Quality (IQ) Guide for the

Learning Environment to purchase resources for their classrooms. Pre-K classes use *Opening the World*

of Learning (OWL 2011) and PSE classes use *Read it Once Again* curriculum materials. In general,

birth-to-five classrooms have one to two desktop computers with internet access equipped with age

appropriate software and web access to learning programs. Additionally, each Pre-K classroom has three

mobile tablets (Hatch) with adaptive software and PSE teachers are provided with special technology

that supports the individual needs of special education students. PSE teachers will also receive Hatch

mobile tablets for students.

As a rule, there should be enough materials for all children in the classroom that are accessible

within the learning areas. These items are listed in the chart below:

Reading Area Materials are accessible, labeled and organized: There are books for all children enrolled.   Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, multicultural
Books that reflect current topics are rotated
Books are displayed and organized forward facing so children can easily see them
Props to develop alphabetic principle   Examples: letter puzzles, displayed alphabet, word cards, alphabet game/lotto, letter dominoes, inter-locking letter cubes, wooden alphabet blocks
Props to promote language development   Examples: Puppets, telephones, walkie-talkies, cell phones, magnet stories, flannel board and stories
Listening station and CD player with headphones, books and recorded stories
Writing instruments of various sizes   Examples: pens, markers, chalk, crayons, pencils, colored pencils
Vocabulary cards with words and pictures
Real/found materials   Examples: envelopes, order forms, greeting cards, note pads, stationery, address books, phone books, typewriter, write and wipe cards/boards
Paper   Examples: lined, unlined, journals, drawing paper, tablets
Name cards of children in the classroom with picture and name
Dramatic Play
Area is spacious to accommodate a minimum of 5 children.
Housekeeping furniture   Examples: stove, sink, refrigerator, hutch

Dress-up clothing storage
Table and chairs
Basic shelves for housing dramatic play materials
Dolls – at least 5
Quality dress-up clothes (both genders represented)
Full-length mirror
Props for kitchen play Examples: eating utensils, dishes, pots and pans, pretend food, cooking utensils
Props for cleaning play Examples: sponges, mop, broom, dust pan, bucket
Props and furniture for pretend play with babies Examples: baby bed, high chair, blankets, bottles, diaper bag, baby clothes, baby blankets
Collection of empty containers Examples: cereal and other food boxes, detergent bottles, spice bottles, milk cartons
Additional housekeeping accessories Examples: ironing board/iron, telephone, cash register, clocks
At least one Prop box for an additional dramatic play theme.
Props to encourage beginning reading and writing skills Examples: recipe books, menus, telephone books, checklists, telephone message pad, pens
Blocks
The majority of unit blocks are stored on shelves for easy accessibility and sorted, labeled and organized for easy clean-up.
Block area is located away from traffic patterns.
Block area is large enough for a minimum of 5 children.
Organized storage for blocks and props and accessories
Standard unit blocks
Large wooden hollow blocks
Block accessories Examples: vehicles, animals, traffic signs, people
Real/found materials Examples: egg cartons, PVC pipe, cups, cardboard tubes
Materials to promote literacy development Examples: maps, alphabet blocks or tiles, books related to block play, writing materials
An additional type of block Examples: cardboard, foam, plastic
Math
Math/manipulative materials are housed on low shelves near a table or designated play area.
One for each of the following: counting, sorting, recognizing shapes, and hand/eye coordination.
Materials for measuring
Real/found materials Examples: buttons, bottle tops, beans, dominoes
Math and manipulative materials to address different developmental levels and to meet children's needs as they progress throughout the year
Puzzles of varying levels of difficulty and number of pieces (3 types) Examples: knobbed, wooden, floor
Math games Examples: dominos, number bingo, matching games, counting games, patterning games

Materials to promote literacy development. Examples: stringing alphabet beads, books to develop math concepts, writing materials

Science
A sensory table with tools to dig, scoop, pour and measure is open and accessible daily.
Basic shelving to house science materials
Basic materials: Magnets and items to attract and repel, binoculars, magnifying glasses, prisms, color paddles
Discovery experience materials Examples: matching sounds, identifying scents, feely bags, sequencing cards, gears, discovery tubes/sensory bottles, simple science experiments, health and nutrition games, animal bingo
Pictures and collections related to science/nature are displayed in the area. Examples: seashells, rocks, feathers, tree bark, fossils, acorns
Something living for children to care for
Materials to promote literacy development Examples: age appropriate science concept books, writing materials that support recording observations and making lists, walkie-talkies
Texture/sensory table materials are varied and changed monthly. Examples of materials for digging, pouring, measuring and scooping: beans, sand, rice, water

Art
Table and chairs
Drying space or rack
Full-sized easel accessible daily
Shelving for housing art materials
Crayons
Markers
Paper of different sizes, colors, textures Examples: construction, tissue, white, manila, newsprint, foil, news
Scissors (appropriately sized) enough for a small group of children
Collage materials Examples: pipe cleaners, fabric scraps, buttons, cotton balls, feathers, foam pieces
Play dough or soft clay and tools
Glue
Fresh Paint for easel
Paint brushes appropriately sized
Paper for easel
Painting smocks
Materials for three-dimensional creations Examples: small boxes, straws, paper plates, pie plates, cardboard tubes
Materials for promoting literacy development Examples: books, storybook paper, alphabet stickers, lined paper or journals, pens, pencils

Music
Music player (separate from the listening center)
Musical props Examples: scarves, ribbons, bean bags
Musical instruments (various types of instruments; at least 22 total)
Age-appropriate music Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language

Classroom Resources include books on tape, classroom libraries, literacy props, flannel board stories, CDs for Music with Movement. Shared Resources include language and literacy websites for teaching ideas, language and literacy websites for children, computer lab. Library resources are books, CDs, and books on tape. Language and literacy curriculum materials aligned with the Georgia Early Learning and Development Standards (GELDS) will provide resources to Pre-K and PSE teachers. Read Right from the Start Training through the Rollins Center at the Atlanta Speech School will provide teachers and assistants with literacy strategies and job-embedded coaching. Interactive language software will support students' language acquisition.

Both Pre-K and PSE teachers will receive funds to purchase literacy materials and supplies for their classrooms and also funds to support literacy-based field trips and activities such as the Art Works for Literacy at the High Museum of Art and Fulton County's Teaching Museum.

Sample Schedule by for Tiered Pre-K Instruction

Time	Tier 1 - Activity – Instructional Goal	Tier 2	Tier 3-4
7:10-7:40	Arrival/Table Activities - Picture cards are used to help students learn routines and procedures	Activities are broken in smaller time segments. Students are provided choices to decrease time required to attend to activities.	Student is accompanied by appropriate special education staff for specific segments during the school day in order to meet IEP goals and integrate with peers.
7:40-8:15	Circle Time/Morning Message Board, Story Time, Music with Movement, Second Step – Provide student with oral language development strategies to communicate ideas and feelings with each other. Participate in age appropriate language and literacy activities		
8:15-9:25	Planning/Center Time – Students select centers based on instructional needs and interests. Teachers rotate center items to achieve instructional goals.	Non-English speakers are provided picture cards to plan activities.	
9:25-9:50	Clean-Up/Review – Informal assessment of student learning activities	Students are provided more frequent and earlier reminders.	
9:50-10:25	Outside Time- Constructed time to play and develop oral language skills, critical thinking and problem solving		
10:25-11:05	Lunch Prep/Lunch Time		
11:05-11:15	Music with Movement – Music provides students with another way of expressing language	Provide headphones for students with sensory issues to help with noise and movement issues.	Student is accompanied by appropriate special education staff for specific segments during the school day in order to meet IEP goals and integrate with peers.
11:15-11:25	Phonological Awareness - Activities are planned to support student proficiency in content standards	Additional sensory materials are provided to students. Hatch tablets are used to provide more data and one on one time.	
11:25-11:55	Small Group – Activities are planned to support student proficiency in content standards		
11:55-12:55	Rest Time	Quiet and one on one time is spent with students. Hatch tablets are used to provide more data and one on one time.	
12:55-1:05	Snack		

1:05-1:15	Story Time – Students participate in quality literature activities that promote a love of reading and an expression	Students can be provided books to follow along with the story or be the teacher's helper.
1:15-1:35	Large Group Literacy Activity – Shared, Guided and Interactive activities are planned to teach reading and writing skills.	Students can act out and retell stories with props and big books.
1:35-1:55	Journals – Teachers support students as they work to develop their writing skills.	Student "writing" can be recorded and then translated by the teacher. Illustrations are dictated by the students as records their stories.
1:55-2:10	Closing Activity and Prepare for Dismissal	Activities are broken in smaller time segments. Students are provided choices to decrease time required to attend to activities.
*Individualized activities are planned for specific children throughout the day.		

Professional Learning Strategies Identified on the Basis of Documented Need

Professional Learning Conducted within Past Year

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
FCS Pre-K New Lead Teacher Orientation **Instructional best practices in Pre-K classes**	6.5	99%	Training provides teachers with information on getting started in the Pre-K classroom, including classroom set up. Teachers take the basics back with them to set up their classrooms.	New Lead Teachers trained once a year	Teacher Lesson Plans Observations Work Sampling Data
Classroom Management Lead Teachers **Developmentally appropriate strategies for Pre-K students**	6.5	99%	Teachers provided with positive discipline strategies and ways to engage students in appropriate social emotional behaviors.	Year 2 Pre-K Teachers are trained once a year Returning Pre-K Teachers are retrained as needed	Observations Suspension Data RTI Behavior Documentation
Opening the World of Learning (OWL © 2011): Product Implementation FCS New Lead PK and All PSE Teachers **Research-based Curriculum materials**	3.0	100%	Focuses on components of the Opening the World of Learning™ (OWL™) program, including philosophy, research basis for teaching strategies for all students, daily schedule, classroom routine, assessment, and family connection. Teachers develop lessons that provide preschool-age	New Teachers trained at beginning of the year Follow up sessions are planned as needed and requested	Lesson Plans Observations Work Sampling Data PPVT, Pals PK, DP 3

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
			children with learning opportunities in language and print-rich environments.		
Opening the World of Learning (OWL © 2011): Differentiation (One-Day) FCS All Lead PK and PSE Teachers **Research-based Curriculum materials**	3.0	100%	Using OWL resources to differentiate instruction.	Teachers trained at the beginning of the year Follow up sessions are planned as needed	Lesson Plans Observations Work Sampling Data PPVT, Pals PK, DP 3
Best Practices New Lead Teacher Training GA Pre-K Assessment Training (online module) Podcasts: Building Communities, Reading to Children, Developing Classroom Rules, Info to Go (Ways to Effectively Communicate with Parents), Classroom Environment **Developmentally appropriate strategies for Pre-K students**	30	100%	For lead teachers who have never worked as a lead teacher in Georgia's Pre-K. Topics include routines and procedures, child guidance, setting up the environment, lesson planning, and large and small group instruction.	New Pre-K Teachers are required to complete training by December	Lesson Plans Work Sampling Data Observations

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
Wednesday Webinars for Lead Teachers: Making Sense of Numbers, Questioning, Social Studies, Ratings Review, Kindergarten Transition, Re-Cycle & Re-Use, Off To A Good Start, Cognitive Processes and WSO Refresher **Developmentally appropriate strategies for Pre-K students**	0	n/a	These sessions are not mandatory and registration reports are not available. Designed to support ongoing planning for literacy instruction.	These sessions are released each year and assigned to teachers by administrators	Lesson Plans Observations Work Sampling Data
Work Sampling Online for New Lead Teachers (face-to-face) **Developmentally appropriate strategies for Pre-K students**	15	100%	Required training that shows teachers how to access the online system. Much of the support is online after the face to face training occurs.	New teachers in GA Pre-K and PSE. Returning teachers are allowed to audit.	Work Sampling Data Small and Independent Group Plans
2nd Year of New Teacher Institute Returning Lead Teachers (face-to-face) Podcast: Phonological Awareness **Developmentally appropriate strategies for Pre-K students**	15	100%	Topics include increasing quality of documentation, building competency in determining checklist ratings, effectively using assessment to plan instruction, and incorporating the GELDS into instruction	Year 2 Pre-K Teachers are required to attend.	Lesson Plans Observations Work Sampling Data
Hatch iStartSmart Mobile Tablet	0	100%	iStartSmart Mobile, a research based	New Teachers and assistants	Lesson Plans

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
Training for New PK and New PSE Lead Teachers (face-to-face) **Research-based Curriculum materials**			tablet-learning system with progress monitoring. Literacy/Language Skills includes Alphabet knowledge, Phonological awareness and memory, Rapid naming tasks, Writing name.	are trained once a year. Follow up sessions are planned as needed or requested. Online training sessions are provided to teachers and assistants.	Small and Independent Plans Work Sampling Online Data PPVT, Pals PK Data
RTI for Pre-K Lead Teachers and Assistants (face-to-face) **Developmentally appropriate strategies for Pre-K**	3.0	100%	Provides teachers with RTI strategies and review and explain the process used to document student behavior and developmental concerns.	Teachers and assistants participate in this session once a year.	RTI Behavior Documentation Observations
Georgia Early Learning & Development Standards (GELDS) Lead and PSE Teachers and Pre K Assistants (face-to-face)	1.0	100%	GELDS creates a seamless system of standards in Georgia for birth to five. The GELDS are aligned with the CCGPS for K-12 and Work Sampling Online. Pre K and PSE teachers are shown how to access the GELDs website, how to appropriately modify the standards to meet individual student needs and how to use the standards to	Pre K and PSE teachers and Pre K assistants participate in this session once a year.	Lesson plans Observations WSO

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
			plan instruction.		
FCS Assistant Teacher Orientation **Developmentally appropriate strategies for Pre-K**	6.5	100%	Training provides paraprofessionals an overview of the Pre-K classroom. Classroom set up and support for beginning the school year is provided.	Assistants participate in this session once a year as required by the state.	Observations Class Observations
Best Practices New Assistant Teacher Training New Assistant Teacher Podcast: Boys will be Boys **Developmentally appropriate strategies for Pre-K**	15	100%	Online trainings and face to face trainings that paraprofessionals must participate in to receive training credit. They are required to submit artifacts and activities that were implemented in the classroom.	Once a year.	Observations
Returning Assistant Teacher Training (face to face) **Developmentally appropriate strategies for Pre-K**	15	n/a	State required training by Bright from the Start. Training. Sessions begin in December and continuing in 2014.	Once a year	Observations
Georgia Wolf Trap Strategies **Developmentally appropriate strategies for Pre-K**	10	14%	Student self-regulation strategies were provided to teachers by Teaching Artists. 10-12 coaching sessions and planning sessions were provided to help teachers incorporate	Once a year.	Observations Lesson Plans RTI Behavior Documentation

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
			strategies.		
Working with Parents	2	100%	Pre-K teachers and assistants attend sessions with Transition Coach to develop strategies for parent communication and conferences	Twice a year	Parent conferences Parent communication
Social Skills	10.0	15%	Training on social skills development of PSE students. Topics include facilitating peer interactions, writing and using Social Stories and resources.	Twice a year	Classroom observations IEP goals/objectives Teacher feedback on exit survey
Instructional Strategies	10.0	17%	Training for PSE teachers on a variety of research based instructional strategies such as ABA, Behavior momentum, consistency and routine, establishing joint attention, etc.	Twice per year	Observations Teacher feedback on exit survey
Data Collection I	10.0	48%	Training for PSE teachers on how to collect, record and graph data. Data collection for tracking progress on IEP goals and objectives was also delivered.	Twice per year	Observations IEP goals/objectives Teacher feedback on exit survey
Data Collection II	10.0	54%	Continuation of Data Collection I	Twice per year	Observations IEP goals/objectives

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
					Teacher feedback on exit survey
Placement Options	4.0	26%	Possible placement options for preschool special education students that are exiting the preschool program	Twice per year	IEP placement options

Teacher feedback on exit survey |

<u>On-going Professional Learning</u> includes OWL, Hatch, *Bright from the Start's* New Teacher Institute, Wednesday Webinars and Podcasts are all on-going Professional Learning. PSE teachers receive on-going training on data collection, behavior management, feeding and swallowing and instructional strategies. Additional professional learning opportunities are planned by the FCS Early Childhood Department and PSE team as needed.

Sustainability Plan

Fulton County Schools' Striving Reader grant can serve as a blueprint that can be scaled and replicated to improve literacy achievement for all Fulton County Schools' students. Within the field of Pre-K and early education we have an obligation to lay a solid foundation; with additional resources from this grant, combined with other funding sources, we pledge to make a difference in the lives of the 1,678 students for whom we serve.

Strategy	Sustainability Plan	Targeted Audience	Funding needed	Intended Outcomes
Striving Reader Pre-K & PSE Plan	Each school that commits to teacher, administrator, student and parent participation in the grant activities.	School administrators Key leadership team members Parents Teachers Assistants	$0	School administrators will understand the importance of supporting the birth to five plan in their school and community. Administrators will participate in various trainings throughout the year so they understand how to support the grant.
CLASS Observations	Pre-K Program Specialists and coaches became trained and certified CLASS observers.	Pre-K Program Specialists Literacy Coaches	Pre-K grant funds for recertification	Observations will be conducted to provide targeted support and training.
Purchase research-based curriculum program for PSE classes	Purchase additional materials based on data gathered from the Striving Reader project –inform special needs department in ways additional curriculum materials	PSE classes	Special needs grant funds	Schools with the highest needs will be funded first and other classes will be funded in subsequent years.

	can be purchased in targeted areas.			
Purchase mobile tablets with adaptive software for PSE classes.	Use data gathered from Work Sampling to determine which schools will be targeted for additional purchases to meet 1:8 student ratio.	PSE classes	Special needs grant funds to purchase new tablets. Pre-K grant funds for maintenance of existing tablets and ongoing training for new teachers.	Schools with the highest needs funded first
Georgia Wolf Trap Professional Learning to teach using drama	Use classroom observations to determine which teachers need additional support	Pre-K and PSE teachers	Pre-K grant and special needs funds	Teaching artists work with targeted staff to provide training.
Partner with Teaching Museum South	Attend programs provided by Teaching Museum South	Pre-K and PSE teachers	Pre-K grant and special needs funds	Teaching Museum South is working to grow their arts program for Pre-K. Our partnership with them will allow us to continue using the arts to improve literacy.
Read Right from the Start	Develop teacher coaches to become experts in using these strategies.	Pre-K and PSE teachers	Pre-K grant and special needs sub funds will be needed to provide training during the work day. Professional development funds in Pre-K and PSE can be used to send teachers to summer	FCS teachers will work with new staff to provide them training. They will also work with parents to make them aware of the strategies being used in preschool classes.

			institute for coaches training.	
Improve parents' knowledge of appropriate strategies to use with young children.	FCS teachers will continue to provide parent training sessions during PTA, open house, curriculum night, school book fairs and at special events held at each school. Advertise programming and technology sources that are free and accessible via mobile devices.	Parents	Pre-K and school local funds can be used to purchase training materials and supplies.	Parents need to know how to support their children's academic and school success from birth and beyond.
Improve collaborative partnerships with private and community agencies.	Continue work with community partners and agencies to determine professional development needs and share information with parents	Private providers, Parents, Public Libraries, Government Agencies	General office supplies and copies will need to be provided by Pre-K grant and local school funds.	Collaboration will empower school and community organizations to focus their work and align it more closely.

Budget Summary

Striving Reader Grant funds will be used for the following purposes:

1. Pay existing teachers and PSE assistants for their additional work days during the school year. They will receive their daily rates to 3 additional days in order to provide targeted literacy training with lead teachers.

2. Pay for substitutes that will be required to supervise classes when teachers attend training and collaborative planning.

3. Purchase OWL Curriculum materials for PSE classes. Training costs for teachers is included in the purchase price of each kit. Purchase orders will be submitted for the curriculum materials. Lesson plans, as well as classroom observations, will be monitored for curriculum implementation.

4. Purchase mobile tablets for PSE classes. Striving Reader funds will be used to purchase the tablets for the PSE classes. The cost of each tablet includes teacher training and technical support. The mobile tablets upload student data directly into the Work Sampling Online reporting system. Lesson plans will be monitored to show the use of tablets in small group instruction. Observations of small group activities will reflect student and teacher use of tablets. Administrators will monitor students' progress via classroom observations and online data.

5. Provide PSE classes with materials and supplies related to regular instruction and building classroom libraries. Pre-K teachers already receive funds for materials through *Bright from the Start*.

6. Pay for assessment materials required (PALs Pre-K, PPVT, DP 3 and CLASS manuals). SRCL schools are required to administer the PALS-Pre-K assessment 3 times a year.

PALS-Pre-K is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects skills that are predictive of future reading, writing, and over-all literacy success. The assessment scores indicate children's strengths and those areas that may require more direct attention. The assessment is designed to be administered to four-year-olds in the fall of Pre-K in order to guide instruction during the year. A second administration in January will serve to evaluate progress. A final administration is taken in the spring to determine program effectiveness.

7. Pay fees associated with contracted staff to administer required assessments.

8. Pay for training materials and supplies.

9. Pay for professional learning provided by the Rollins Center and Read Right from the Start program. Pre-K and PSE teachers and assistants will receive training from a highly skilled, research-based partner on developmentally appropriate practice strategies and literacy. Working with the Rollins Center to implement Read Right from the Start training specific to teachers and developing coaching skills is a priority to help teachers develop these skills. Rollins Center coordinators will conduct 3 face-to-face trainings (August thru January). Literacy Coaches will observe, offer feedback and model strategies as needed

10. Pay costs associated with WSO liscenses for the PSE Classrooms.

11. Pay costs associated with parent workshops that may include transportation, refreshments, materials and supplies.

12. Partner with agencies to improve access for families to resources for developing early liteteracy in their homes and pay costs associated with subscriptions, membership and registration fees for books and reading materials.