

School Profile

Created Friday, October 11, 2013

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School Information

School Information District Name:	Crisp County
School Information School or Center Name:	Crisp County Pre-K

Level of School

Early Learning (Birth to Five)

Principal

Principal Name:	Monica Warren
Principal Position:	Director of Early Learning
Principal Phone:	229-322-3776
Principal Email:	mwarren@crispschools.org

School contact information

(the persons with rights to work on the application)

School contact information Name:	April Garner
School contact information Position:	Asst. Superintendent for Teaching and Learning
School contact information Phone:	229-938-0186
School contact information Email:	agarner@crispschools.org

Grades represented in the building

example pre-k to 6

Pre-K

Number of Teachers in School

16

FTE Enrollment

300

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Rhonda Hayes


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

Address: 201 South 7th Street

City: Cordele, GA Zip: 31015

Telephone: (229) 276-3400 Fax: (229) 276-3406

E-mail: rhayes@crispschools.org


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

Dr. Rhonda Hayes

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

October 11, 2013

Date (required)

Preliminary Application Requirements

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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

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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.

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

-
- Yes
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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
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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
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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.

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

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- 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.

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- Yes
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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.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 - 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 - 1. The award; or
 - 2. Their retention by the Applicant; and
 - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- 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.

Conflict of Interest & Disclosure Policy

- 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.

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.

Conflict of Interest & Disclosure Policy

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. Rhonda Hayes - Superintendent
Typed Name of Fiscal Agency Head and Position Title

December 4, 2013
Date



Signature of Applicant's Authorized Agency Head (required)

Dr. April Garner - Assistant Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

December 4, 2013
Date



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

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

December 4, 2013
Date (if applicable)

District Narrative

Community Demographics

Crisp County, Georgia is located in south-central Georgia on the I-75 Corridor about 80 miles north of Valdosta and about sixty miles south of Macon. Cordele, which has its origin as a humble railroad hub, serves as the county seat and the largest city in Crisp County. The population of Crisp County is approximately 23,182. Approximately 4,360 residents are school-aged children who currently attend one of the Crisp County School System's seven public schools. Demographically, Crisp County's population is comprised of 52.2% white persons, 43.4% African-American persons, 3.0% Hispanic persons, 1.1% Asian and 0.3% other persons, including bi-racial persons. Children under the age of 18 comprise approximately 27% of the population.

The annual median personal income is \$29,960 for those employed in the community compared to a national median of \$51,914. According to the 2011 Kid Count, forty-six percent of Crisp County's school age children are living in poverty with Fifty-three percent of those children living more than 150 percent below the poverty level. This number is almost twice the Georgia average. Seventy-seven percent of the children in Crisp County qualify for free/reduced lunches. The teen birth rate is 36.4% compared to a state level of 19.7%. Crisp County ranks 155th out of 159 counties for its percentage of children living in families where no parent is in the labor force, and it ranks 158th out of Georgia's 159 counties for children living in poverty.

The family composition in Crisp County is largely non-tradition. A single parent raises forty-two percent of Crisp County's children, with only two other Georgia counties having a higher percentage of single parent families. Crisp County's teen birth rate is among the top ten counties

in the state, a significant challenge to the stability of the community's families. High unemployment rates, high poverty rates, high teenage pregnancy rates, and a high percentage of non-traditional families create a challenge. The award of this grant will allow us to provide much needed resources and support to children that are most at-risk of dropping out of school.

Currently the drop out rate in Crisp County is 39%.

Statement of Need:

Leaders of Crisp County School System would like to request SRCL Grant funding to improve outcomes for all students. School leaders applied for this grant last year and missed funding by .10. We were disappointed, however; we learned a great deal about the literacy needs of our students, teachers, and parents. Needs assessments completed by teachers, parents, students and staff, literacy surveys, and community and school data analysis provided the district with a sense of urgency that could not be ignored and the development of the Community Literacy Council aligned our mission with Georgia's Literacy Plan. This application represents a strategic comprehensive school improvement plan focused on implementing "The How" with fidelity for students aged birth-to 12. We have already begun to implement many of the school literacy improvement initiatives outlined in last years grant with the realignment of State, Title I, Title IIA, and Title IVB monies. Some of our most important changes include:

- Implementing formative and summative assessments,
- hiring critical staff to promote literacy (District Literacy Trainer, Speech-language specialist for Pre-K, Parent Engagement Specialists for schools),
- attending professional development focused on literacy,
- and school site-visits to highly effective districts implementing the SRG.

- developed collaborative partnership with our local RESA for contract services for weekly professional development to establish a learning management system to improve learning outcomes and develop a vehicle for communication for students, parents, staff, community and schools.
- trained all teachers and have identified Edmodo as our learning platform. We will work this entire year to implement this initiative.
- reprioritized funds to purchase much needed technology outlined in each school grant.
- developed a prioritized list of literacy and technology to be purchased if awarded this grant that fully aligns to Georgia's Literacy Plan.

District Organization

The district is going through some much needed reorganization that will reduce the number of schools from 7 schools to 5 schools. This restructure will allow us to improve efficiency, focus resources, and reduce student transfers that interfere with student achievement. Competition between grade-ban schools will be eliminated and equity will be possible. This grant will allow us to align literacy and technology to support each student. We want to catch kids up and engage them to become successful students graduating college and career ready.

The reorganization will not affect the Crisp County Pre-K Center currently housing all Pre-K students in the district at O'Neal Elementary. Crisp County Pre-K has been identified as community strength with 82.3% of our students attending Pre-K. Our system has a longstanding cooperative working relationship with all other day care providers and Head Start in the area. This commitment was strengthened last year with the organization of the Community Literacy Council. Grant funding would be used to enhance this working relationship to better plan instructional alignment, resources and transition from services for all children birth-12th grade.

We know that a strong partnership among community members, institutions of higher learning, local businesses, schools, teachers, parents, and students is vital for sustained school improvement. We have developed a team, however, this grant will assist us to focus, align, and strengthen the work.

We will reorganize the district primary and elementary schools. Students in grades K-2 currently attending J.S. Pate or Blackshear Trail will be served in the new Crisp County Primary School, which will result in the closure of J.S. Pate and Blackshear Trail Elementary schools. The new facility will also house students in grades 3 currently attending A.S. Clark Elementary School and Southwestern Elementary School. A.S. Clark that currently serves students in grades 3-5, will be closed and students will be served at Southwestern that will then become Crisp County Elementary School. Middle school students in the county will continue to attend Crisp County Middle School. High School students will continue to be educated at Crisp County High School.

Grant Leadership

If awarded this grant, the grant would be administered under the direction of Dr. Rhonda Hayes, Superintendent of Crisp County Schools. The office of Teaching and Learning will spear head the work in conjunction with the District Literacy Trainer, principals, directors, school academic coaches, and other key leaders. Dr. Hayes has deep roots in literacy and a deep commitment understanding of the importance of literacy and the comprehensive planning involved real school improvement. The district has a long history of sound financial stewardship and the team under the direction of the Director of Finance will strive to provide teachers, students, parents, and our community to unite with a shared vision.

District Leadership Team

Dr. Rhonda Hayes	Superintendent	Crisp County School District
Dr. April Garner	Associate Superintendent of Curriculum and Instruction	Crisp County School District
Alisa Daniel	District Literacy Trainer	Crisp County School District
Monica Warren	Director of Early Learning	Crisp County School District/CCPre-K
Cindy Hughes	Principal Crisp County Primary	Crisp County School District/CCPS
Suzi Gianonni	Principal of Crisp County Elementary	Crisp County School District/CCES
Brandon Williams	Principal of Crisp County Middle School	Crisp County School District/CCMS
Dr. Rusty Sowell	Principal of CCHS	Crisp County School District
Lisa Simpson	Director of Social Services	Crisp County School District
Tyciee Faison	Director of Afterschool Programs	Crisp County School District
Christa Cannon	ESOL Director	Crisp County School District
Katherine Harris	Director of Special Education	Crisp County School District
Donna Beavers	Director of Finance	Crisp County School District
Andrea Bickhause	Migrant Coordinator	Crisp County School District

District Management Plan and Key Personnel

Administration of grant will be under the direction of Dr. Rhonda Hayes, Superintendent, The office of Teaching and Learning in conjunction with the District Literacy Trainer (DLT), Principals, Directors, School Academic Coaches (AC), and other key leaders (see district narrative) to implement our plan.

The office of Finance, district leaders, and SRG grant coordinator, Dr. April Garner will facilitate the implementation details to meet compliance protocols. She directs Federal and State Programs and will coordinate resources, protocols and develop sustainability of initiatives upon the completion of the 5-year funding cycle.

Implementation Plan According to “The How”

District Team will provide support to the school through engaged leadership:

- Develop:
 - an identifying process of key leaders in the new school configurations;
 - a SRG “boot-camp” explaining implementation expectations, for district and school level SRG recipients;
 - a pipeline of leaders by identifying and training leaders for succession
- Participate in PL from both the State and local
-
- Schedule and conduct monthly observations to monitor use of literacy strategies, student engagement, and effective classroom instruction.

Key Leaders(KL): Superintendent, Assistant Superintendent(AS), DLT, Principals

Organize the District and School Literacy Leadership Team:

- Create a district literacy vision aligned to Georgia’s State Literacy Plan.

- Ensure that all stakeholders understand the literacy goals and their roles in meeting these goals through a SRG “boot-camp”, on-going training, site-visits, walkthroughs and monthly accountability meetings.
- Participate in School Leadership Teams.
- Identify and allocate additional funding sources to support and sustain literacy.
- Analyze multiple student assessment results and refocus district goals based on CCGPS and share achievement gains with the BOE
- Use social media to involve parents and community members(involved and not currently involved) in the literacy efforts to pursue external funding

KL: AS, DLT, Principals

IC. Maximize the use of time and personnel

- Develop calendars, schedules and training ensuring stakeholders’ time is utilized efficiently and effectively.
- Maximizing the use of times for collaborative district and school-level meetings
- Using technology to provide PL to all teachers.
- Lead learning, utilize talents, and continually assess assessment results to make adjustments.
- Work toward effective differentiated instruction, promoting engagement, and assessments of literacy and writing instruction.

KL: AS, DLT, Principals, Director of Technology, School Literacy Teams

ID. Create a district culture in which teachers across the curriculum are responsible for literacy instruction

- Analyzing multiple forms of data, participate in state-sponsored training, and plan

for sustained PL for district, school, and community on literacy strategies and deep content knowledge.

- Designing and implementing an infrastructure that will provide guidance and support for children and families birth-to-12th grade.
- Assisting schools in the incorporation of technologies to more creatively and effectively support stakeholder engagement.

KL: AS, DLT, Instructional Technology Coordinator, and Principals

1E. Optimize literacy instruction across all content areas

- Requiring academic vocabulary, writing, and choice in developing instructional units.
- Implement a system-wide policy of using technology to coach, model, co-teach, observe, and give feedback
- Provide on-going PL opportunities for teachers and staff through a variety of mediums.
- Develop district writing rubrics aligned to the CCPGS and set clear expectations of performance goals.

KL: Superintendent, AS, DLT, Directors, Principals, and AC

Enlist the community support in the development of college-and-career ready students

- Create a shared vision for literacy between community, parents, and schools.
- Develop a continuous improvement of effectiveness of strategies through multiple means
- Broaden and expand local business participation to heighten awareness of literacy
- Foster relationships among schools, postsecondary educational institutions, the

workforce, families, and communities.

KL: Superintendent, AS, Director of Social Services, Directors, Principals, Parent Engagement Specialists, Community Literacy Council

Developing a system of Tiered Intervention (RTI) for All Students:

- Aligning school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring procedures
- Ensure ongoing communication between the district and school
- Ensure fidelity of implementation and progress of student subgroups.
- Provide PL to all system staff on RTI procedures.

KL: AS, Directors, Principals, RTI Coordinators

Crisp County Experience of Applicant

The Crisp County Board of Education and Crisp County Leadership Team have been good financial stewards of both State and Federal monies and have never been issued a finding. The system has operated 21st Century Grants for the last 8 years and has always been compliant.

Under the direction of the Superintendent, Dr. Rhonda Hayes, this grant will be administered by the Office of Teaching and Learning. Dr. April Garner will be the SRG administrator and will work closely with Director of Finance to develop expectations, roles and responsibilities of the administration of this grant.

If awarded, the grant will be adopted by the Crisp County BOE. The grant will be administered in accordance with all applicable laws and regulations. Dr. Garner will serve as the organizational representative and point of contact for all business management aspects of the award agreement. Management controls will be established according to the Responsibilities of the Fiscal Agent (SRG Cohort 3 application packet, p 13). The system has a budget analyst that will assist with the monitoring of the budget and an accounts payable clerk that will assist with the ordering and resource management of the grant.

The district staff will work closely with the school leadership team to assist and support with the process. All appropriate staff will receive training on the grant administration. The SRG administrator will prepare necessary reports and keep the GaDOE and public aware and informed about the grant progress. Together with the Director of Finance, the district will prepare for audits, record retention, and completion reports outlined in this grant.

Past initiatives supported by community leaders include:

1. Retired teacher organizations which have provided inexpensive books for students

2. Local media reports school news, parent involvement opportunities, and does service announcements on literacy
3. Working with the recreation department and sports organizations, making sure they understand and promote literacy as well as athletics
4. Working with local businesses toward improving citywide literacy

Past Initiatives	Years of support
Learning Focused Schools	15 years
Common Benchmarks for literacy	3 years
Collaborate Planning	5 years
Better Seeking Teams	5 years
Team Maze (Career Development)	6 years
21 st Century Afterschool Programs at 3-8	8 years
High School Community Collaborative (Farm Day, Focus on Technology, etc.)	8 years

Sustainability of Past Initiatives:

The system is fortunate to have highly qualified staff working collaboratively through professional learning communities. Learning Focused practices are still redelivered and refreshed through professional learning communities and collaboratives lead by the system Academic Coaches. The hiring of the District Literacy Trainer will also ensure that we build a pipeline of leaders that understand best practices.

The teacher retention rate is very high. Thus allowing us to retain the knowledge and skills learned throughout this grant. The Assistant Superintendent of Teaching and Learning has reallocated funds and organized budgets to provide for professional learning and the purchase of limited technology. Throughout this grant process, the SRG administrator will work to identify funding sources, write grants, and allocate resources for sustainability.

LEA Initiatives implemented internally with no outside funding support include:

- 2013-2014 Hiring of the District Literacy Trainer

- 2013-2014 Hiring of Parent Engagement Specialists for each school
- Speech Language Pathologist for CCPK
- Technology upgrades outlined in this grant
- Academic Coaches at each school
- Professional learning opportunities (trade-book purchase, site-visits to schools, conferences, professional learning communities, Summer Literacy Academies)

Crisp County Pre-K

Administrative and Teacher Leadership Team

Crisp County Pre-K Leadership Team is focused on school readiness initiatives. Our current leadership team consists of one Director of Early Learning.

Demographics

Crisp County Pre-K (500 14th Ave. East, Cordele, GA 31015) is located in a high-poverty area with 79.75% of our students receiving free or reduced lunches.

	Black	White	Hispanic	Asian	Multi-racial
Student Population	62%	31%	5	.01%	.02%

	Students with Disabilities
Student Population	.05%

School History

Crisp County Schools has long recognized the importance of early learning to level readiness for students entering Kindergarten. The building was erected in 1958 as an elementary school. The school has served many purposes over the years for the system and now houses all Georgia Lottery Funded Pre-K classrooms and pre-school special education classrooms.

Past Instructional Initiatives

In the past the Crisp County Pre-K teachers and staff have been limited to state sponsored Georgia's Pre-K Training. This year we gave all incoming Pre-K students the PPVT. 75% of our students were below the 25% percentile. This grant will allow us to develop assessment protocols, focus interventions, and align curriculum and instruction to promote achievement.

Current Instructional Initiatives

Collaboration

Crisp County Pre-K staff participates in DECAL meetings and training sessions, then share ideas and discuss concerns. DECAL has recently been invited to participate in Positive Behavior Intervention & Supports training and also to pilot the Quality Rated Instructional Program for DECAL.

Technology

Due to limitations in our technology budget, we have one desktop per class with no smart boards, labs, or additional 21st Century technology. With funding from DECAL, we were able to purchase each teacher an iPad for use with Work Sampling Online.

Instruction

While classes are heterogeneously grouped as a whole, within the classroom students are grouped on an instructional basis during small group and independent activities. Teachers use Work Sampling System data to determine individual needs of students. We also administered the PPVT at the beginning of the year so teachers could identify children who needed extra instruction in language.

Community and Parental Involvement

Community volunteers come and read with the students. Classroom teachers and the administrative team conduct parent workshops. Workshop topics are selected based upon a parent-survey that is sent out at the beginning of the year. Examples of topics covered include: Helping Your Child Succeed in School, and Make It/Take It Reading Activities, Family Reading Night, Bingo for Books, and Curriculum Workshops.

Professional Learning Needs

A recent survey revealed that CCPK staff is in need of a more organized, high-quality, research-based professional development opportunities in the areas of:

- Phonics
- Vocabulary
- Reading comprehension
- Critical thinking
- Open-ended questioning
- Technology
- Interpreting and using data
- Positive Behavior Intervention and Supports

The training that we envision will be a gradual process, affording teachers opportunities to learn, practice, and reconvene for support, collaboration, and more learning. This gradual process of learning will support teachers in building mastery of pedagogy, content, and technology skills.

All training would be conducted by CCSS personnel in the area of technology and by the Atlanta Speech School for the literacy topics. DECAL and Georgia State University are hosting Positive Behavior Intervention and Supports training.

Need for a Striving Readers Project

Crisp County's Comprehensive Literacy Plan is grounded in recognition that literacy, math and technology skills are essential and required for success in life. Recent projections show that by 2018, sixty-three percent of all jobs will require at least some college education, implying that all students need to graduate from high school, college, and be career ready. To prepare, Crisp County School System must deliver high quality education for all students, with literacy across all content areas and contexts as the foundation. Crisp County believes that success in literacy results from a combination of quality early learning and formal education.

CCSS would use grant funds to streamline coordination of programs between school sites. In the past there has been 1 Pre-K school, 2 primary schools (K-2), 2 elementary schools (3-5), one middle (6-8) and one high school (9-12). Much of the school systems focus has been on individual school success and we have identified a gap between the instruction and assessment between schools. We would use grant funding to provide for a more successful school to system alignment. The perfect opportunity is on the horizon due to the fact that the 2 primary schools and 2 elementary schools will be collapsed into one primary (K-3) and one elementary school (4-5). Collaboration can be more easily accomplished with the school systems cooperative working relationship among administrators and teachers.

The purpose of the Crisp County SRCLG is to ensure that children from birth-grade twelve will receive standards and research based curriculum and graduate from high school ready for college and career. In preparing for this grant, a team has been established and a sense of commitment and team spirit have evolved. As a result of the hard work and strategic thinking, Crisp County has established the following priorities as we move forward in planning for our children's future:

1. Research and establish a learning management system to improve learning outcomes for ALL children and serve as a vehicle for communication for schools, parents, staff, community and students.
2. Establish a system wide data team to improve use of data to drive instruction.
3. Create a Community Literacy Board to focus community based initiatives, activities and support.
4. Develop an infrastructure for technology use and application in EVERY school and in EVERY classroom.

5. Update literacy resources across every school to support standards based instruction.
6. Establish a professional development plan to ensure our teachers and staff have the most current research and best practices.

Another key factor in our community is that we are the sole Georgia's Pre-K provider in the county. The Crisp County School System has supported the lottery funded State Pre-K initiative from its inception during the early 1990's and served as a pilot site for the program. The system continues to support the Georgia's Pre-K Program by sponsoring 14 lottery funded classrooms. The system has made great gains in developing a cooperative working relationship with all other day care providers and Head Start in the area. Grant funding would be used to enhance this working relationship to better plan instructional alignment, resources and transition from age 3 to the Crisp County Pre-K Program. Research tells us that much of a child's brain development is completed by the time of school entry and it is imperative that all children have the opportunity to develop the needed pre-literacy skills.

The system currently has a Kindergarten Transition team, but grant funds could be used to create cooperative planning and readiness activities. The systems school readiness goal is to ensure that all children living in Crisp County will be ready to enter Kindergarten ready to learn. Our local transition team brings together individuals who are involved in preparation of children for school readiness: parents, preschool directors, social service agencies, and pediatricians. Through these efforts a variety of activities, events and services will be developed and coordinated to support families and children during their preschool years.

Crisp County Pre-K Literacy Plan

Building Block 1. Engaged Leadership

A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.

Crisp County Board of Education Commitment

The Crisp County Board of Education and Leadership team, teachers, and administrators of Pre-K completed multiple surveys and participated in all aspects of grant planning. The team applied for the grant during the 2012-2013 school year. At that time we were able to identify stakeholders and partners from governmental, business, educational, and medical communities, parents, and private early childhood providers (“The How” p 1) to participate on our team. All stakeholders completed surveys and collected data to gauge areas of strength and weaknesses of existing practices (“The How” p 1). The teams identified opportunities for improvement and have already implemented changes even though we were not awarded the grant last year. Some of the biggest concerns included:

- 60% of teachers do not believe that the District values the work of Pre-K.
- 78% of the teachers do not believe that the administration always values the work of Pre-K.
- 50% of teachers said that the school climate is rarely positive.
- 80% of the teachers stated that they lacked critical resources and materials needed for a viable literacy program.
- 100% of teacher surveyed felt that increased technology would increase student achievement.

The district has made changes as a result of the survey data completed as a result of our grant application. The survey results indicated that staff did not believe that the district nor the principal value the work of Pre-K. Since the writing of the last grant, district leadership has changed. The first change was the retirement of the former superintendent and the hiring of Dr. Rhonda Hayes as Crisp

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County Superintendent. Dr. Hayes has deep roots in literacy and has worked as a Reading Recovery Teacher, Literacy Coach, Director of Pre-K, District Curriculum Director, and Assistant Superintendent. She has a deep commitment and understanding of the importance of literacy and the comprehensive planning involved in real school improvement. Under her leadership, we are building a close collaborative spirit of school improvement involving all key leaders focused on ensuring that student achievement improves and all students' graduate College and Career Ready. This grant will allow us to provide district and school leaders with sustainability to support the goals outlined in this grant ("The How" p 1). Another decision of the district leadership team was to change the leadership of the Pre-K program and hire a Director of Early Learning. The team hired a Director of Early Learning to lead the Pre-K program. The leadership team chose the new director based on expertise in research-based guidelines, strategies, and resource knowledge of early learning ("The How" p 1). The district leadership team including the special education director, assistant superintendent of Teaching and Learning and Superintendent visited, researched, and planned program changes to change the perception that Pre-K was not a important to our school system. Ms. Monica Warren was chosen to fill the position. Ms. Warren moves to Crisp from the role of Director of Georgia Pre-K with the Georgia Department of Early Care and Learning. This change has allowed us to create a common vision and we are currently working to align with the state literacy plan ("The How" p 1). The district literacy leadership team identified additional funding sources to address some of the concerns identified through the survey. This year we have been able to make the following program improvements:

- Visited Clark Early Learning Center and Northwoods Academy to observe best practice and plan for district level changes needed to support high expectations, rigor, and accountability for the CCPK program.

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- Allotted money and planned professional learning through the collaboration of Federal Title I, Title IVB Special Education, and Title IVB Rural, and State monies.
- Purchased resources and materials with the Grant award of the Pre-K Summer Transition Program.
- Purchased iPads for all teachers with funding provided by the Technology Enhancement Grant, which allowed for \$500 for each Pre-K 14 classrooms.
- Used SPLOST money to provide wireless internet access
- Hired a speech-language Pathologist in collaboration with special education to provide direct, explicit language instruction to teachers and students.
- Provided professional learning to the speech language pathologist to develop language lessons that align to “The Why”, “The What,” and “The How.”
- Purchased 2 student iPads for each Pre-K classroom using Title VIB funding

Another major change for Pre-K that happened as a result of the lessons we learned through writing the SRCL grant was to plan for ongoing data collection and analysis to inform program development and improvement (“The How” p 2). Prior to 2012, the district did not use normed assessments but instead relied on teacher-developed assessments for students entering Pre-K. In an effort to improve our program, the district leadership team implemented PPVT testing for students entering Pre-K. The decision was made after the district literacy team visited the Clark County Early Learning Center. Although Clark County is a much larger district than Crisp, the demographic make-up of Clark closely resembles Crisp County. The results of this assessment highlighted the need for oral literacy instruction. 75% of students entering Pre-K scored below the 25% on the PPVT. Pervasive poverty can cause students to enter school with less language experience and background knowledge than middle and upper class peers resulting in a learning gap. The Why p 24 states that “classroom

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interventions can be quite effective in improving children's oral communication skills" (National Early Literacy Panel, 2009). The Why page 61 articulates the need to improve oral vocabularies for young children to increase reading success. "A large study following 1100 children from the age of three to third grade carried out by the National Institute of Child Health and Human Development Early Child Care Research Network (2005) found that preschool oral language skills helped children to learn code-related skills as well as their later reading comprehension. Yet other theories say that preschool oral language and vocabulary skills operate by helping children develop sound discriminations between words (consider the distinction between the words "bait" and "bat") that later help them learn to read" (Bracken, 2005; Metsala, 1999).

Another school visit to Northwoods Academy in Bibb County was made by the district literacy team including the Superintendent, Assistant Superintendent of Teaching and Learning and the Special Education Director to observe vocabulary instruction provided by a certified speech language instructors. Speech language Pathologists are uniquely qualified on teaching "language" instruction. Due to the language deficits of students in Crisp County, the decision was made by the district to hire speech language pathologies for our Pre-K program to provide vocabulary lessons. A speech language pathologist was hired using special education funds to provide direct, explicit vocabulary instruction in each classroom on a bi-weekly basis.

Professional learning funds were identified to ensure that the new speech language pathologies could receive training to and support throughout the summer and this year to develop the language lessons. The goal of this initiative is for the speech language pathologist to train-the-trainer through the weekly whole group lessons and teachers will receive coaching, modeling, and support in closing the language gap for students at-risk due to their lack of Pre-K experience, low language experiences, and lack of background knowledge.

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The Plan:

- Retain strong leaders and provide them with opportunities to model appropriate strategies, engage in meaningful professional development, and support with resources, curriculum, and materials to successfully implement the goals in the SRG application (“The How” p1).
- Develop a continuous school improvement process that includes district and school leadership teams analyzing program assessment data and determining programmatic alignments aligned to Georgia’s Literacy Plan (“The How” p 1).
- Plan for ongoing data collection and analysis to inform program development and improvement (“The How” p 2).
- Utilize technology to collect and report results of data collection regularly to stakeholder (“The How” p 2).
- Ensure use of research-based practices aligned with GELS, Head Start Developmental and Early Learning Framework, and Learning standards for Georgia Pre-K). (“The How” p 5; “The What” p 4).

Building Block 2: Continuity of Care and Instruction

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

Before the Striving Reader Grant Application, the subgroup committees of the Crisp County Community Council (CCCC) planned community literacy events. This team would meet infrequently and planned and coordinated activities for the community including: Week of the Young Child; community-wide focus on literacy (Tips of the Month), coordinating book fairs, Watermelon Festival Literacy Activities, Rest and Read initiatives, and professional development to focus on improving the

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lives and literacy of young children. Partnering with the Crisp County Community Council (CCCC) attained community commitment. The CCCC is a team that has been in operation in Crisp County for more than 20 years and meets monthly to address issues facing the community of Crisp. The group is directed by Sherry Evans and exists due to funding from Family Connections. The CCCC is comprised of community leaders, professionals from service organizations, and local government officials, childcare directors, and parents. All members of the CCCC were invited to participate. The initial presentation was held on September 18, 2012 for the regular meeting. Dr. Garner presented the Striving Readers grant process and explained the intent of the grant. She also shared the “What”, “How” and “Why” documents and outlined the major initiatives of the grant. Dr. Garner presented the power point outlining the development of a literacy plan and community data from the Kids Count 2011. The group unanimously agreed that the grant would benefit our community. Since that time, the team has continued to meet and has developed a Child Literacy Coalition as outlined in The How p 1. To date the team has accomplished the following initiatives as outlined in The How document:

- Identify stakeholders and partners from governmental, business, educational, and medical communities as well as parents and private early childhood providers. This team will be called the Child Literacy Coalition of Crisp County (CLCCC).
- Collected the existing data and created a common vision and goals aligned with state literacy plan to be shared by all stakeholders in early childhood.
- Study research-based guidelines, strategies, and resources and shared them with the CLCCC.
- Established a system of communication for sharing information including emails, newsletters, radio, and television coverage of literacy initiatives.

This school year the team is reorganizing under new leadership and will plan a new meeting calendar for the remainder of the school year (How, p 4). New leadership will review current goals and initiate

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the collaboration of common goals and work (How, p 4). The following members have agreed to serve on the team for three years. The team agreed to designate the Crisp County School system as the fiscal agent. Team members include:

Dr. April Garner	Assistant Superintendent for Teaching and Learning	Crisp County School District
Monica Warren	Director of Early Learning	Crisp County School District
Nancy Rigdon	Family Engagement Specialist	Crisp County School District
Lisa Simpson	Director of Social Services	Crisp County School District
Hank Hobby	Academic Coach at Blackshear Trail Elementary	Crisp County School District
Stephanie Payne	Academic Coach at Pate Elementary	Crisp County School District
Bobby Mason	Director/ Parent Advocate	Fort Valley Headstart
Beth Pollock	Director	Pinecrest Learning Center
Nina Adams	Director	First Baptist Childcare Center
Debra Griffin	Director	St. Paul Learning Center
Kelly Chadwick	Director	Healthy Families
Linda Rollins	Services Supervisor over Family Preservation	Department of Family and Children Services
Lisa Penton	Instructor for Early Childhood Care and Education	South Georgia Technical College
Dorothy Griffin	Instructor	Darton College
Lori Hobbs	Director	Health Department
Susan Boike	Director	Crisp County Housing Authority
Lelee Phinney	Director	Gateway Center
Angie Gardner	Nurse	Children's Medical Services
Sherry Evans	Director	Crisp County Community Council

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Annie Leggett	Mental Health Counselor	Middle Flint Behavioral Center
Michael Waters	Director of the Fatherhood Network Team	Education Journey and Beyond Outreach Services
Lea Dowdy	Parent Representative	Community Representative
Connie Carney	Community Liaison	President of the Crisp County Community League
Laura Lee Hurt	Grandparent Representative	Community Representative
Alisa Daniel	District Literacy Trainer	District Literacy Professional Development Provider

B. Action: A plan is in place to ensure smooth transitions from one school or agency to another.

Crisp County School System (CCSS) has a Kindergarten transition team that consists of Pre-K teachers, Kindergarten teachers, administrative staff, and parents (How, p 4). The team meets twice a year to discuss needed transition activities, changes, and concerns. One focus of new leadership in the CCSS will be to evaluate the members and activities of the current Transition Team. Crisp County Pre-K focuses on transition activities throughout the school year and builds transition activities into our daily routine as the year progresses. We also have additional activities which include: visit/tour/picnic at K-2 school, parent workshop “ A Day in the Life of a Kindergarten Child”, Pre-K teachers observing Kindergarten classrooms, and Kindergarten teachers observing Pre-K classrooms, Reading Buddies (Kindergarten students come to read to previous Pre-K teachers class), and Pre-K staff completes the Kindergarten registration process for each child. The leadership of the CCSS also sees the need to bring Kindergarten and Pre-K teachers together for planned joint professional development. This fall we identified 4 Pre-K teachers and 2 Kindergarten teachers along with 2 principals who could lead this effort. This team attended a “field trip” together to look at another

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program and share ideas and thoughts as we move forward. In the spring, the Crisp County Pre-K staff (48%) responded that they felt there was an effective transition plan in place from one school to another. With less than 50% of the staff responding that an effective plan is in place the focus of the new leadership at Crisp County Pre-K and CCSS will be to evaluate the current transition team and activities and look for effective ways to enhance the transition from Pre-K to K. The leadership is also committed to looking at the activities that prepare children from the local child care centers three-year-old programs to the CCPK (How, p 5). The Family Engagement Specialist currently visits all daycare facilities and identifies children that need to be screened/evaluated before entering public school. She also invites all three-year-old children at daycare facilities to visit and tour Crisp County Pre-K (CCPK). To expand our actions in this area, we plan to develop a published, annual transition calendar for 3 and 4 year-old children (How, p 5) and task the Transition Team with the development of written protocols for transition. CCPK also plans to apply for the Summer Transition Program funded through the Georgia's Pre-K Program (How, p 5). Last year, the award of one class allowed us to serve 14 children for 6 weeks.

The Early Childhood Coalition identified community outreach as a need. The Pre-K Literacy team reported that approximately 80% of students entering Pre-K do not have any formal early learning experience. The Family Engagement Specialist will provide systematic collaboration and alignment of resources for all families and children of Crisp County. The Early Childhood Coalition will support the Family Engagement Specialist in these efforts and will provide technical assistance and resources to meet the job goals associated with the new responsibility.

The Plan:

- Develop a protocol for providing students with a coherent plan for care and instruction throughout his or her day (“The How” P 5).

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- Implement transitional activities to prepare students for the next learning environment, including common rituals and routines (The How” P 5; “The What” p 5).
- Develop written protocol for transitions from one setting to another, within a day and from year to year (e.g., guidelines for pre-literacy transition support for children moving from infant to toddler programs, and toddler to preschool programs) (“The How” p 5; “The What” p 5).
- Maintain the focus on transition planning by incorporating the transition activities into the annual calendars of each of the various agencies (“The How” p 5).

C. Action: A plan is in place to connect families to schools and childcare entities.

The Literacy Survey indicated that at this time there is no plan in place to connect families to school and childcare entities. Crisp County Pre-K conducts regular parent workshops in the areas of literacy, discipline, ADHD, etc. Crisp County Pre-K provides transportation to daycare facilities for after school care. Our community has limited licensed daycare facilities and the facilities are at maximum capacity. This year the speech-language pathologist has collaborated with the Family Engagement Specialist to develop language activities that are being shared with the CLCCC. The award of this grant would allow us to do more work to engage and educate the community with monthly literacy themes. The Family Engagement Specialist will work closely with the group in the planning of a community calendar to support literacy. Information will be distributed through monthly newspaper articles, radio and television announcements, parent newsletters, and school newsletters. Community education, professional development, and parent education will focus on scientifically based research for best practices to build literacy. Our system is in the planning stage for this action. Much work needs to be done in this area to strengthen the opportunities for families to learn the expectations for the next learning environment and how to support their child’s transition (How, p 6; “The What” p 5). One goal would be for the Directors of the local child care centers to meet on a more regular basis as a

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subcommittee of the Transition Team. There is also a need to involve parent representatives from those centers as well. At this time, there are no printed or digital materials available on this topic and those will need to be developed (How, p 6). Through the CLCCC, we have identified points of contact to distribute the resources and materials that we develop as part of the grant.

The Plan:

- Plan opportunities for families to learn about expectations for the next learning environment to support their child's transition ("The How" p 6; "The What" p 5).
- Develop brochures, videos, and other educational tools to provide families with guidance on supporting their child's transition ("The How" p 6).
- Provide information in home language (s) to families concerning school organizations such as Parent Teacher Organization (PTO) ("The How" p 6).
- Parenting classes will be offered to increase awareness of child centered literacy opportunities identified in Building Block II E. Children of these families will receive high quality literacy education simultaneously. Transportation will be provided and funded through Title VIB.

D. Action: A plan is in place to connect communities to schools.

Evaluation of the needs assessment and development and participation with the CLCCC has allowed us to successfully map the strengths and needs of the community based on demographics, community assets and resources (How, p 6). Just recently a parent advisory group was formed at Crisp County Pre-K. This group of parents will serve in an advisory capacity and serve as advocates for children transitioning into and out of the Crisp County Pre-K Program ("The How" p 6).

In the past, not much work has been done to build relationships and knowledge between Pre-K and Kindergarten teachers. A focus of the new leadership within CCSS will allow for plan to be put in place to strengthen the relationship and knowledge between these two groups of teachers. With full

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implementation of Work Sampling Online statewide and the release of the Longitudinal Data Portal from DOE, these 2 groups can now share data and information electronically. A joint workshop will be planned providing instruction about the interpretation of the Work Sampling data and also the newly released Georgia Early Learning and Development Standards (The What” p 5). These new standards for ages 0-5 are now more closely aligned with Kindergarten Georgia Common Core Standards. As we look forward in expanding our goals for this area, there must be concentration on identifying and building community resources to assist families when needs arise. We have many businesses and partners who have recently moved into the area who need to be contacted and invited to collaborate and participate in activities. We must also focus on hosting a resource and health fair. We also have plans underway for hosting an arena registration for Pre-K in the Spring.

The Plan

- Strengthen relationships between preschool providers and receiving kindergartens by providing joint workshops between Pre-K and Kindergarten staff on interpretation of assessment data and consistency of goals; sharing student information between Pre-K and Kindergarten; holding Kindergarten registration at the Pre-K site; ensuring that staff at Pre-K and K schools are aware of the alignment of the Pre-K Content Standards with CCGPS (“The How” p. 7; “The What” p 5).

E. Action: A plan is in place to improve access for families to resources for developing early literacy in their homes.

At this time 75% of the Pre-K staff believes that there is not a plan in place to improve access for families to receive resources for developing early literacy in their homes.

Crisp County Pre-K has a library but it is not staffed and funds are not available to purchase new books. Due to budget cuts and reduced staff, the children are unable to check out library books, we are

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unable to provide parents with take home materials, monthly workshops, and literacy activities. Crisp County School System recently entered a partnership with the local television station to promote literacy called, On Track for Reading. Each month the Family Engagement Specialist gathers guest readers in the community and schools to be filmed reading a book aloud to a group of children. The guest readers are then given prime air time four times daily throughout the week. Each segment is followed up with information about the importance of reading aloud to children. The goal is to build the capacity of the community as well as parents and teachers to improve literacy outcomes for all children focusing intensive support to our most at-risk populations (How, p 7).

Economic conditions have increased the difficulty of meeting the growing literacy demands of the community. The Kiwanis Club of Cordele sponsors the “Reading Is Fundamental” Program for Crisp County Pre-K. They provide the children with a book three times a year that they can take home. The majority of the children at our school come from low income/high poverty families. We believe that it is important that each child is read to daily and their vocabulary is increased through reading and daily literacy activities. The team is working to facilitate collaboration between community resources and instructional programs. Funding of this grant will allow Crisp County to significantly improve literacy for students at-risk.

Together with the Family Engagement Specialist, speech-language pathologist, and the district literacy team, we will be able to publish, facilitate and coordinate county literacy initiatives between community resources and instructional programs. The Family Engagement Specialist will also be instrumental in building weekly, monthly and yearly literacy calendars. The speech-language pathologist will collaborate with the Family Engagement Specialist to identify language and vocabulary activities that will be added to the calendars and articulated to all stakeholders through multiple mediums. The additional time will also allow us to reach the goal of transition identified in

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Building Block 1b.

This grant will provide us with the capability to establish a Resource Center for families. The center would provide books, literacy activities, learning games, and monthly parent workshops.

Many of our children are products of generational poverty. Their young parents often do not have the knowledge to engage them in text. As a result, our Family Engagement Specialist has held meetings to educate, guide, support, and encourage parents in the area of literacy development. Early learning and family support have been shown to play a critical role in influencing a child's potential for later success in life (The Future of Children: Long-Term Outcomes of Early Childhood Programs. (1995) Center for the Future of Children. The David and Lucille Packard Foundation). Families are identified who have barriers or stress factors that could impact their ability to parent their child and support their early learning and development ("The How" p 16). Factors in the screening/assessment process include: income level/employment status; educational level of parent/guardian; age of parent and marital status; disabilities or special health needs of parent or child; and circumstances as identified by participant or referring agency or person.

The media center will be housed in the Crisp County Pre-K center once the program moves to what is currently J.S Pate Elementary. Crisp County Pre-K currently has a small library made possible by donations. Georgia's Pre-K does not fund libraries or technology as part of the instructional program.

This grant will fund much needed literacy support, high interest text, and media tools to enrich and accelerate academic achievement for parents, teachers, and students of Crisp County (How, p 7).

Research has consistently shown that children in poverty need extra supports including vocabulary scaffolding, development of background knowledge, and comprehension connections to be successful in school. Many children and families in Crisp County do not live in literacy rich homes and environments. The Crisp County Literacy Survey indicated that only 25% of students have the

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background knowledge to succeed in school and only 25% come to school ready to learn. This type of education requires a wide variety of books, technology, and support. Currently Title VIB funding is being used to purchase an iPad cart for the Pre-K Center. The cart will house 30 iPads which will be available for classroom use. Through the use of the iPads, we will be able to accelerate vocabulary acquisition, increase student conceptual understandings, and remediate skill deficiencies. Through the use of the iPads and wireless Internet, students will be able to partake in virtual field trips and have access to a myriad of books that can be customized to the student needs (i.e. audiobooks, word recognition through highlighting, automatic page turning, and high frequency sight words). Along with the iPads, a MacBook computer will be used. The teachers will be able to synchronize the iPads with the iTunes library with the MacBook. He/She will also be able to use the pre-installed software on the MacBook to create videos, word documents, presentations, and spreadsheets. The MacBook will also be used to run the Promethean software that is the backbone of the Promethean Interactive Whiteboard.

When the schools combine as outlined in the LEA, promethean interactive whiteboards will be moved and installed for the Crisp County Pre-K classrooms. These boards will engage everyone in the instructional lessons, making it more educational and interesting while enhancing communication and literacy skills. Promethean boards can help children sharpen their reading, writing, and math skills.

The board is an ideal instrument for teaching children about language. The Promethean board comes with a very large library in which teachers can pull clip art, video clips, interactive widgets, and sound bytes to teach letter sounds, letter recognition, vocabulary terms, plus a variety of other literacy skills.

Funding from the grant will be used to provide professional learning to the teachers to ensure understanding and proper use of the boards. Funding will also be used to increase the number of

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materials that can be accessed electronically from the media center for the promethium boards.

The Plan:

- The CLCCC and the Early Childhood Coalition will develop the infrastructure to refer families to the bi-monthly parenting workshops identified in Building Block 1b as a need (“The How” p 7).
- Parent Education will be provided twice a month to targeted families to improve the quality and quantity of early literacy parent interactions.
- The district leadership team will research transportation opportunities and grant opportunities to support the initiatives outlined in this grant (“The How” p 7).
- The development of a Family Literacy Center (“The How” p 7). Monies from this grant will allow us to purchase e books, literacy tools, trade books, and games for the Family Literacy Center.
- Professional learning will be provided to all staff on the use and integration of technology tools to support the literacy instruction

Building Block 3. Ongoing Formative and Summative Assessments

A. Action: Establish the infrastructure for the use of screening and diagnostic assessments.

The 2011-2012 survey results stated that Pre-K staff (47.8%) believes there is no infrastructure in place for screening or assessing students before entering Pre-K. The district leadership team addressed this issue last year with the addition of the PPVT screening prior to Pre-K. However, we need a much more comprehensive approach. If awarded this grant, we will implement the screening and assessment protocol outlined in this grant.

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Currently, local pediatricians, the health department, and parents can refer children to “Babies Can’t Wait”.

The current “Babies Can’t Wait” case load for Crisp County is 25 children. The children from “Babies Can’t Wait” are then referred to our school systems Special Education Preschool.

We make sure each child has a current immunization, and Ear, Eye, and Dental form. These children are then referred for follow up services needed. Prevent Blindness Georgia screens each child at Crisp County Pre-K for vision impairments. If needed they are referred to the ophthalmologist. This grant can help us develop a more comprehensive process for identification, support, and referrals for at-risk students in the community with the education of the CLCCC.

The development of the ELC will help CCSS students to become literate using the standards identified by the Georgia "What" and "Why" documents for Birth-to-Five. The Early Childhood coalition will coordinate screening assessments to inform planning and instruction including: Hearing and Vision Screenings; Ages and Stages Questionnaire (ASQ); Ready to Read; Early Learning Skills Assessment; Work Sampling System; Occupational Therapy Screening; Physical Therapy Screening; Speech and Language screenings.

The Crisp County School System will collaborate with service providers and community resource centers to provide students at-risk with Arena Testing (one-stop comprehensive assessment) so that professionals, students, and parents are able to streamline testing and increase effective and efficient procedures. This will increase effective use of time and increase the likelihood of comprehensive support. Currently students are screened and assessed for problems after a referral from a medical provider, community agency, and/or self-referral. These tests are typically given individually and in varying locations. In order for a child to be fully assessed, months may pass. Many parents do not have the knowledge, transportation, organizational skills, and /or stamina to persist. The recommendations outlined in our plan are taken from “The How” page 15 and “The Why” pp 98- 101.

The Plan:

- **Build the infrastructure for full implementation of Arena Testing and Diagnostic assessments identified in the SRG Assessment chart (“The What” p1).**
- **Educate families, staff, and caregivers of the need for ongoing screening, diagnostic, and developmental assessments and the purposes of each and establish a system to ensure that children receive appropriate screening and diagnostic assessments in all settings.**
- **Review current RTI process and rewrite and simplify the process. Provide professional development to all staff to ensure understanding and implementation of the process.**
- **Develop protocols for referrals and follow up**
- **Identify and implement procedures for transferring child data from one learning environment to the next to ensure continuity of services and instruction.**

B. Action: The results of formative assessments are used to adjust intervention to meet the needs of children and students.

Crisp County Pre-K uses the state mandated Work Sampling Online System. Staff members take pictures, collect work samples, and notes on the Georgia’s Early Learning and Development Standards. The assessment is ongoing and the data collected is used to determine the needs of students. This year a plan is in place to engage staff in professional development to learn how to better use the data collected to plan and individualize instruction and to ensure accurate data recording (How p10). DECAL is providing the training through an assessment coach who is also monitoring and screening and providing feedback to staff throughout the school year. The data is used to complete a progress report on students twice a year to discuss the progress report. This year the program is developing student led conferences where children will actively engage their parents and caregivers in their learning processes and a review of his/her

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portfolio of work samples and photos (How p 10). Although the system is meeting state requirements, The WHY p 62 states that Georgia child care currently is not the quality that it needs to have to support early vocabulary and oral language skills in an optimal fashion. This fact coupled with our poverty rate has caused us to see that our current practices are not going to close the language and vocabulary gap and prepare students for the rigor of the CCGPS. Recently, an independent evaluation commissioned by Bright from the Start: Georgia Department of Early Care and Learning (DECAL) and carried out by the Frank Porter Graham Child Development Institute Observations using standard instructions such as the ELLCO, ITER-R, and ECES-R, and ECERS-R reported low scores consistent with low quality. The Georgia Literacy Plan has created a shared understanding of importance and impact of early literacy based on the (How) (What) and (Why). The investment of Striving Reader Funds would be well placed in Crisp County. Funding would be used to evaluate and enhance curriculum and assessments as well as focused professional development. These two measures can drastically improve the outcomes of students in Crisp County. Currently the dropout rate is 40% with ED, minority, special education and ESOL students leading the rate.

Teachers at CCPK, daycare centers, and Head Start are committed to using assessments to improve instruction. The data collected will be used in an effort of continuous process improvement to track teacher, student, and parent progress toward meeting the goals outlined in this grant. At CCPK, staff is now required to document individualized instruction on weekly lesson plans and share with the Director through the TKES process how they are incorporating the data and transferring the knowledge to instruction. Pre-reading skills and school readiness are among the strongest predictors for academic achievement, high school graduation, and college and career success. Feedback, progress monitoring, and evaluation will be built into the process to assure success.

Goals: Use formative assessments to inform instruction to meet the needs of children and students

- 1. Administer assessments identified in the Georgia Literacy Plan Assessment Chart according to established timelines and as outlined by the Striving Readers Grant**
- 2. Design a data collection plan for maintaining, analyzing, and utilizing formative assessment results.**
- 3. Create procedures, time, and expectations for staff to review and analyze assessment results.**
- 4. Provide professional learning for all aspects of the formative assessments.**
- 5. Work with school leadership and through the TKES process to ensure teachers are accurately using data to individualize instruction.**

C. Action: Summative assessments are used to determine effectiveness of interventions or instructional programs.

The needs assessment and teacher surveys confirmed that we do not have a summative assessment that we can use to evaluate individual students against other peers their age. The staff administers a locally developed Kindergarten Readiness test. This is a teacher made test and has not been modified for the last 10 years. Crisp County needs to identify and implement a summative assessment in Pre-K. The results for spring 2012 were 8 scored “not ready”, 63 scored “ready with help”, and 143 scored “ready for Kindergarten”. These assessments are locally developed by Kindergarten teachers and are not normed-referenced.

This year, Crisp County Pre-K has signed up to participate in the Quality Rated and Improvement System pilot for school systems. Through this process the Early Childhood Environment Rating Scale – Revised (ECERS-R) will be administered. We plan to use the results of the ECERS-R to inform our professional development along with our strengths and challenges. One of the local day care centers will also be participating in the Quality Rated and Improvement System offered by DECAL and we plan to use our

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experience to encourage other programs to participate as well.

Just recently Crisp County Pre-K has put together a staff development plan where teachers will visit exemplary Pre-K programs across the state. After each visit, teachers must share ideas for programmatic changes and other practices that would ensure we are focusing on improving the quality of our program.

The Plan:

- Continue the “train-the-trainer” model of explicit, direct language instruction offered through the addition of the speech-language pathologist (“The How” p 16).
- Develop methods to evaluate the effectiveness of professional development activities (“The How” p 17).
- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans (“The How” p 17).

D. Action: Literacy screenings are used to assess readiness of individual children for reading and writing.

Prior to this year, there are no normed literacy screenings used to assess children for reading and writing. During registration, Pre-K was able to train two teachers to administer the Peabody Picture Vocabulary Test (PPVT). The testing was completed and a baseline established. The current plan is to administer again in January and then again in May. Many of the Pre-K students come to school with very small vocabularies. While children can master code-related skills in a year or two, oral language skills are continually developed over time throughout a lifetime. They require the integration of various types of knowledge that are ever-expanding throughout the child’s lifetime—vocabulary, oral, and written language skills, and an underlying and growing knowledge base (Why p 60). The research also states that classroom interventions can be quite effective in improving children’s oral communication skills (National Literacy Panel). Due to the nature of our community, early detection will greatly improve identification of student

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needs. Based on the “WHY” page 60, oral language skills in and of themselves importantly underpin reading and listening comprehension during kindergarten and preschool (Lynch, Van den Broek, Kremer, Kendeou, White, & Lorch, 2008). Crisp County administration, teachers and staff have learned a great deal about early learning throughout this grant writing process. The district hired an additional speech-language pathologist this year to implement direct, explicit vocabulary lessons and instruction to teachers and students in an effort to improve our practices. However, we must invest in more professional learning to change our practices to meet the need for our students to graduate college and be career ready.

Implementing Georgia’s Literacy Plan is our top priority because of the research and scientific evidence supporting the plan. Regardless of the outcome of this grant, our school is committed to changing practices to provide our students better outcomes. However, this grant could be the linchpin that takes our program from good to great. We will begin our improvement process by aligning learning assessment instruments from Birth-to-Five this summer if awarded the grant. We will also identify screeners and implement the testing identified in the SRG Assessment Chart. This will be funded through the grant along with the professional development necessary for teachers to effect change. It is not enough to simply have data. Our teachers need to understand the data and use it to drive instruction. This grant will allow us to implement a sense of hope and security for our community and will greatly increase the efficient and effective use of personnel, time, and resources. Especially with improved transitions. Teachers can quickly target student learning needs and determine individual student growth over time. Standards and assessments exist for Birth through three (GCELS), Pre-K (On-line Work Sampling) and Kindergarten (GKIDS); however, teachers are generally unfamiliar with the assessments and therefore unable to use results. Professional learning on the assessments used by out-going and receiving teachers from grade to grade and school to school will be provided. Technology supports needed to store, retrieve and analyze test results will be added. RTI technology will be provided to support children in the acquisition of literacy (especially

intensive, scientifically research intervention support). Alignment and transition support will be provided for transition from early childhood programs into local schools. The ELMC will provide professional learning which will address coordination needs through our educational system and permit receiving teachers and/or schools to interpret the findings of the earlier grade level while also helping to inform those of the earlier grade levels of the expectations of the later grades.

The Plan:

- Develop a protocol for selected screenings assessments to include designated times, analyzing results, and data dissemination and storage (“The How” p 9).
- Develop a system for sharing results with parents (“The How” p 9).
- Implement procedures for transferring child data from one learning environment to another (“The How” p 10; “The Why” p 19).
- Use the data from the selected assessments to determine needs for professional development and other programmatic decisions (“The How” 10).
- Regularly evaluate the screening and diagnostic tools to ensure appropriateness for identifying early learning delays (“The How” p 9).
- Implement professional development from Atlanta Speech School, Read Right from the Start program which a research-based instructional strategies for developing oral language in children birth-to-five(“The How” p. 13).
- Continue the “train-the-trainer” model of explicit, direct language instruction offered through the addition of the speech-language pathologist(“The How” p 16).
- Develop methods to evaluate the effectiveness of professional development activities(“The

How” p 17).

- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans (“The How” p 17).

Building Block 4. Best Practices in Literacy Instruction

A. Instruction is clearly and consistently aligned with GELDS, Head Start Child Development and Early Learning Framework.

This is an area of the needs assessment that we can clearly identify as non-existent.

Currently there is not a common understanding of learning goals expectations of other early care centers. Teachers work in isolation. The needs survey indicates that incoming and outgoing transitional assessments are either not performed or not understood by receiving teachers. With the addition of the SRG, teachers can receive training on the instructional goals, assessment, and interpretation. All teachers reported that they have a good understanding of the standards in his/her curriculum. However, curriculum was identified as a critical need on our needs assessment. The district leadership team along with the CCPK leadership team will work to align this work and purchase curriculum supports that allow us to reach the goal of integration. To accomplish this, CCPK will engage all lead teachers, three-year old teachers from the 3 child care centers and the 2 preschool teachers from Head Start to embark upon the implementation of Read Right From the Start. We realize that responding to research and evidence is of importance when providing a high quality early language and learning environment. We feel it is important to reach out to the experts at Atlanta Speech School and engage in the Read Right From the Start program. In our process to create a common vision and goals aligned with the state literacy plan (“The How” p 1), we recently visited Morgan County Primary where they are in their second year of implementation of Read Right From the Start Program. Our literacy leadership team was impressed with results and information we

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received during our visit. If awarded this grant, we will implement Read Right from the Start. Crisp County would benefit from a research based professional development initiative focused on strengthening and enriching the language and literacy development of young children by providing intensive training sessions, seminars, coaching and mentoring. Researchers from Georgia State University recently engaged in an independent evaluation of the program where they evaluated classroom quality, instructional practice and student performance. The purpose of the study was to examine teachers' instructional practices in the classroom and children's early language and literacy skills at the beginning and end of the pre-k year. Another area of concern is the need for curriculum that meets the learning needs of students in Crisp County. 60% of teachers reported that they did not have the curriculum necessary to teach high-quality literacy. 75% stated that students are lacking background knowledge to successfully access the curriculum. Student engagement is also a concern due to limited technology and curriculum supports for at-risk student populations. 80% of students in Pre-K are economically disadvantaged and 75% are minority. Due to increasing vocabulary demands and recent research on oral language development, the CCSS Administration and the Early Learning Coalition agree that new curriculum should be explored. The team believes that all teachers could benefit from professional development. Grant funds will be used to provide a teacher stipend for professional development, purchase curriculum for all early learning facilities, purchase assessments, and pay consultants for professional development.

The Plan:

- Identify, research, and purchase new literacy materials to enhance instruction("The How" p 13).
- Implement professional development from Atlanta Speech School, Read Right from the Start program which a research-based instructional strategies for developing oral language in children birth-to-five ("The How" p. 13).
- Continue the "train-the-trainer" model of explicit, direct language instruction offered through the addition

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of the speech-language pathologist (“The How” p 16).

- Develop methods to evaluate the effectiveness of professional development activities (“The How” p 17).
- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans (“The How” p 17).

B. Action: Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.

Crisp County Pre-K uses the following evidence-based instruction to develop phonological awareness, concepts of print, alphabet knowledge, writing and oral language: journal drawings, daily sign-in, chart stories, letter sounds, finger plays, flannel board stories, open-ended questions, reading aloud twice daily, writing names, copying word cards, alphabet stencil tracing, alphabet stamps, and lacing letters etc. The classroom centers are required to have books, a variety of writing utensils, and paper. Resources to support these practices are limited due to the funding cuts from the Georgia Department of Early Learning. Much of our focus this fall has been identifying areas of need for professional development and budget analysis. Due to drastic cuts in budgets and in the Pre-K funding over the past few years, this area has been neglected and we have “made do” with online learning and other resources we could get for free. This grant will allow us to participate in professional learning to improve our practice to ensure that all teachers know how to deliver literacy instruction based on research-based instruction. 100% of teachers stated that they need professional learning on differentiation for students at-risk. Teachers utilize the materials and resources that they have. However, technology, print materials, and resources are not consistent across all classrooms. As outlined in section 4A, curriculum is needed to ensure that all students have access and opportunity to benefit from researched-based instructional strategies. This grant will allow us to ensure that

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all teachers have the tools and training to meet the needs of our students. There is not a consistent plan to monitor and collect data on fidelity of implementation. Also, teachers need professional development in order to ensure that all students have access to research-based best practice.

The Plan:

- Identify, research, and purchase new literacy materials to enhance instruction (“The How” p13).
- Evaluate for the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language (“The How” p13).
- Use monitoring tools to collect data on fidelity of implementation and make program changes and curriculum adjustments based on data (“The How” p13).
- Implement professional development from Atlanta Speech School, Read Right from the Start program which a research-based instructional strategies for developing oral language in children birth-to-five (“The How” p13).
- Develop a train-the-trainers model utilizing community resources within the community (“The How” p16).
- Develop methods to evaluate the effectiveness of professional development activities (“The How” p17).
- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans (“The How” p17).

C. Action: High expectations grounded in developmentally- appropriate practice with a focus on student interest for all learners, are consistently evident.

In order to support our teachers in providing literacy instruction across the curriculum, we need to provide a wide variety of relevant and motivating materials on a broad range of topics that fit our students’ growing

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reading capabilities and interests. Our staff needs more frequent opportunities to stay abreast of effective strategies for reading and writing instruction (“The How” p30). The Pre-K teachers have used High Scope but have voiced a concern that the curriculum is not rigorous and students are not advancing in the area of communication. The team discussed the goal of investigating curriculum that would be appropriate and build on each developmental goal. Teachers also need intense training on differentiation and acceleration. Student interest and engagement does not appear to be an issue as reported on the literacy needs assessment. However, 21st Century learners are interested and engaged using technology. The purchase of student technology tools would ensure that student interest is maintained through the use of developmentally practice (“The How” p14).

The Plan: (“The Why” p78 – 82)

- Choose cross-curricular resources that align with GELDS and Head Start Child Development and Early Learning Framework that will provide guidance in developmentally appropriate practice (How, p 14).
- Maximize literacy development through high quality professional development on teaching, modeling, and using appropriate literacy strategies that enhance understanding of concepts and skills through the use of the Atlanta Speech School Read Right from the Start program (“The How” p 14).
- Purchase additional technology to engage and motivate students.
- Provide professional learning opportunities for all aspect of the building block.
- Develop methods to evaluate the effectiveness of professional development activities (“The How” p 17).
- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and

to adjust professional development plans (“The How” p17).

Building Block 5. System of Tiered Intervention

A: Action: Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.

The District is currently working to develop a comprehensive RTI process that will meet the needs of children birth-to-12th grade. The award of this grant will allow us to fully implement a more comprehensive approach that is both horizontally and vertically aligned and provides all students the opportunity to become College and Career Ready.

The District Plan:(“The How” p 43-47)

- Aligning all school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring plans to ensure fidelity of implementation and progress of student subgroups.
- Ensure that communication between the district, administration, and teachers is ongoing and effective.
- Develop process monitoring the implementation of research-based interventions Birth-to-12th Grade.
- Develop schedules to ensure that students have intervention time built into the school day. Develop opportunities for students to receive instruction through extended learning, extended day, afterschool and/or summer school.
- Monitor the planning, delivery and assessment for students with special learning needs.
- Use technology to track and ensure the movement of students between tiers of intervention.
- Provide opportunities for professional learning to all system staff on new procedures, assessments, and protocols for RTI.

Existing Action for School:

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There is currently a broken system of tiered intervention at the Pre-K level. A review team has been put into place to review and revise the current process with a draft for review in January 2014. The current process for speech referral consists of 20 days of documentations in the areas of articulation, language, fluency, voice, and oral motor. Interventions /Strategies and intervention results are documented by teacher. This information is given to speech teacher and a parent conference is scheduled. Speech concerns are discussed with the parent and all documents are completed and signed. This process is lengthy and students who were recognized at the beginning of school as needing speech intervention are still waiting to be screened. Most of the speech referrals do not receive more than 5 months of speech therapy. Our speech teacher serves four to five children during one speech therapy session. We do not believe our students are receiving adequate speech service due to the budget cuts and excess number of students needing speech services.

The current procedure for Pre-K Special Education referrals consists of 20 days of behavior and academic concerns. The documentation is given to the transition coach and a parent conference is scheduled. The child study teams consisting of (teacher, parents, special education teacher, principal, school psychologist and family engagement specialist) decide upon needed interventions for students for an additional ten days. Interventions and outcomes are documented and the child study team meets again. In the meeting we decide if the interventions worked. There are at least 3 conferences to determine if child should be referred for Special Education Assessment.

The Plan:(“The How”; “The Why” pp 98-101).

- Develop resources, protocols, and tools for monitoring for Tiered intervention that are accessible to all staff (“The How” p 15).
- Establish a family literacy center to provide texts and guidance for parents(as outlined in II) (“The How” p 15).

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- Provide ongoing professional learning for all stakeholders in the process, policies and protocols for tiered intervention(“The How” p15).
- Develop tools for monitoring implementation and use monitoring tools to collect data on fidelity of implementation(“The How” p15).
- Develop an infrastructure for on-going professional development on data analysis, interpretation and instructional changes(“The Why” p24).
- Analyze the current referral processes and streamline for quicker services
- Professional learning on understanding data using screeners, formative, and summative tools to drive instruction(“The Why” p24).
- Develop methods to evaluate the effectiveness of professional development activities(“The How” p 17).
- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans(“The How” p17).

Building Block 6: Professional Learning and Resources

Action: Develop professional learning for community partners

Crisp County School System is partnering with CLCCC. If awarded this grant, professional learning will be developed and shared with all of our community partners. The council is under new leadership working to evaluate and catalog the knowledge and skills of members and their resources they have to offer that would contribute to family literacy(“The How” p16). The Director of Early Learning currently has plans to initiate several projects that will require professional learning before implementation. Part of the task of the Director of Early Learning will be to compile the necessary professional learning that would need to occur before implementation. The Director of Early Learning will partner with the District Literacy Team and the

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SRG District Administrator and the Director of Finance to ensure that all initiatives are funded, professional development is meaningful, and resources and materials are provided to ensure success. To date, we have been began a public awareness campaign through our local partnership with WSST called “On Track For Reading” which features community leaders reading to students. Partnering with the district literacy leadership team, we currently use multiple forms of media to engage families in early literacy. However, this grant will allow us to strengthen this commitment. The segment currently runs three days a week on our local television station. Due to the poverty of our community, CLCCC will work together with the district literacy leadership team to eliminate barriers for providing professional learning for early care and education providers as outline in The How p 16. Through the collaboration of the CLCCC we have been able to recognize potential contributions for non-traditional sources(“The How” p16). We have also identified locations including the local housing authority, local library, and community centers as places to provide family literacy opportunities.

Last year, CCSS did not have system in place to evaluate teacher needs and needs to develop a needs assessment a goal. This year, CCSS is participating in the Teacher Key Evaluation System (TKES) to conduct observations and walkthroughs for teaching staff, which will provide clear expectations and specific feedback. Teachers are being trained on the expectations of the system as well as how to use the system. It is our goal to use the results of the walkthroughs and observations to provide additional support and develop professional development plans.

There is a strong need for staff to be trained how to meet the cultural and linguistic needs of all children enrolled in the CCPK program. CCPK has a few professional resources, but the collection needs to be analyzed and added to so that a professional library can be established for our teaching staff. It is imperative that we work with CCSS to develop online resources for staff as well. The Director of Early learning and district literacy leaders are involved in the literacy trainings as outlined in The How p 18. The

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goal of this is to ensure that administrators learn how to promote change in practice and how to provide specific feedback aligned with early learning guidelines and standards (“The How” p18).

The Plan:

- Pair community partners with early care and educational providers to: develop trainings and materials to support family literacy(“The How” p16).
- Make applicable program standards accessible to all educators and caretakers(“The How” p16).
- Develop a train-the-trainers model utilizing community resources within the community(“The How” p16).
- Implement Family and Child Together (FACT) or Parent and Child Together (PACT) times in natural occurring early care and educational environments(“The How” p16).
- Develop and use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans(“The How” p17).
- Implement the following to engage the community through quarterly literacy events; book clubs/incentives within the schools for parents and students; Recognize a literacy champion annually; partner with business to do Crisp Book Drive.
- Meet in collaborative teams to study data and plan curriculum and literacy strategies effectively (“The How” p17).

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6. B Action Provide professional learning resources for in-service personnel

In reviewing “The What” document, it is clear that CCSS is in the planning stages for this area. CCSS has recently reorganized central office staff and delegated professional learning to the Assistant Superintendent for Teaching and Learning. Much of our focus this fall has been identifying areas of need for professional development and budget analysis. Due to drastic cuts in budgets and in the Pre-K funding over the past few years, this area has been neglected and we have “made do” with online learning and other resources we could get for free.

Plans are also underway to partner experienced teachers with pre-service and beginning teachers (“The How” p18).

This year, CCPK is exploring a learning management system and piloting the online system with several Pre-K classrooms. Our hope is that this platform will allow us to provide parents with resources and tools to support their child’s language and literacy development. CCPK is also hosting Books for Bingo night where we will give away books and then “teach” parents how to read aloud to their children. CCPK has also developed a resource library with some “how to” books. CCPK is in the process of creating a list of websites and apps that would be age appropriate for 3, 4 and 5 year old children that would promote literacy development that will be shared with the local child care centers and Head.

The Plan:

- Schedule and protect time for teachers and caregivers to collaborate and analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (“The How” p17).
- Collect and analyze a variety of data to determine needs for professional learning (“The How” p 17).
- Assist staff in the use of child assessment data to evaluate the effectiveness of teaching strategies gained through professional learning opportunities (“The How” p17).

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- Provide professional development based on children and teacher needs in meeting early learning standards (“The How” p17).

Crisp County Pre-K Needs Assessment, Concerns and Root Cause Analysis

Needs Assessment:

The needs identified following the Georgia Literacy Plan Birth-to-Five necessary building blocks for literacy continuity of care and instruction, ongoing formative and summative assessments, best practices in literacy instruction, system of tiered intervention and professional learning and resources.

Individuals involved in the Needs Assessment Process:

- All Teachers
- Administrators
- Paraprofessionals
- Media Specialist/Clerks
- Counselor

Needs assessment process and tools:

Crisp County Pre-K needs-assessment process involved brainstorming sessions, compiling and examining assessment data, assessment of technology budgets and needs, Survey Monkey questionnaire, and a form for ranking professional development needs. Data was collected and analyzed by administration.

Based upon analysis of data and survey responses, administration identified the following needs:

Identified Need	Evidenced By	WHAT
<p>Using formative and summative data to inform/guide instruction and tiered interventions</p> <p>Establishing protocols for using data to inform/evaluate instruction</p>	<p>41% of teachers stated a need for assistance in accessing data and making data-based instructional decisions</p>	<p>Best practice is to:</p> <ul style="list-style-type: none"> • use summative data to make programming decisions and monitor student progress(What, p9) • use data to inform RTI process(What, p11) <p>Best practice is to follow a clearly articulated strategy for using data to improve teaching and learning(What, p9)</p> <p>Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve language abilities of all learners(What, p32)</p>
<p>Integrating technology throughout instruction</p>	<p>78% of teachers stated a need for adequate technology in classroom</p>	<p>Technology should be used for production, publishing, and communication across the curriculum(What, p10).</p>
<p>Professional Development regarding alignment of GELDS, Head Start Child Development Learning Framework, and Learning Standards for Pre-K</p>	<p>40% of teachers stated a need for aligning and understanding the standards</p>	
<p>A need for professional development for community partners in the area of development of early literacy</p>	<p>60% of teachers stated there is need for Community Knowledge of Early Literacy</p>	
<p>Additional Literacy Materials</p>	<p>62.5% of teachers stated that they do not have the necessary literacy materials to meet the needs of the students</p>	
<p>Early Literacy Resources in Homes</p>	<p>61.5% of teachers said that there is a need for resources to improve access for developing early literacy in homes</p>	

Change of Pre-K Curriculum	52% of teachers are not satisfied with the current Pre-K curriculum	
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Concerns:

Due to our high level of poverty, many students enter our school lacking prerequisite literacy skills (awareness/concept of print, writing to communicate, using writing tools, listening, etc.). Associated with this is the challenge of involving reluctant parents. A strong literacy foundation paves the way to college and career readiness. We must provide our staff with resources and skills to bridge existing gaps.

The system is currently reviewing the RTI process. We have started rewriting the current process and program for 4 year-olds. We do not currently have a universal screener. RTI will provide a systematic approach for addressing to the individual needs of preschool students. A major concern for Crisp County is the ability to identify and provide appropriate interventions during the preschool years which will have significant impact on school readiness and continued academic development of students once they enter Kindergarten. This year we are housing two Pre-K Inclusion classrooms and hope to gain insight on the impact of our special needs children. Families play a significant role in the development of pre-literacy skills, especially for those students birth to 2 year-olds who typically are not attending a center based program. Crisp County has a significant population of parents who have less than 12 years of education which contributes to the “achievement gap” for their children. CCPK would love to begin a home visitation program to

provide support for those families with limited resources for literacy development. The system looks forward to implementing family literacy workshop training in local housing authority buildings.

Currently, the county has limited public awareness about the importance of reading to young children. There is a need for revamped public awareness efforts. We are excited about our new partnership with the local TV station and our new theme, “On Track for Reading”.

We also know that Kindergarten teachers need to better understand the skills gained, the services received, and the support necessary for individual student’s progress toward meeting their individual potential. There needs to be a more unified system to identify and track children and families for integration into the school’s support system when children transition in to Kindergarten from a local children care center, faith based program or home daycare.

There is also limited technology in our classrooms and the school in general. There is also limited or no technology in the local child care centers that is accessible to children. We must provide our teachers of three and four year old children with hardware, software, and training that will put data at their fingertips, making it feasible for them to readily use pertinent information to make critical instructional decisions despite limited resources.

High-quality, research-based professional development must provide our teachers with the skills and knowledge necessary to help our children develop the various complex cognitive skills needed to master the Georgia Pre-K Standards. In addition, our instruction and assessments must be adjusted to increase literacy, vocabulary, and oral language skills.

Root Cause Analysis:

Many of our underlying problems are related to the poverty rate which continues to be high for our county. We also know that approximately 29.8 % of children are being born to parents with less than 12 years of education. 41% of our children are born to teenagers between the ages of 15 – 17. It is also believed that there are inadequate services for children under the age of 3 in terms of home-based or center-based programs. One of the larger child care centers closed last school year, creating a more significant gap for child care services. There continues to be a lack of unified system for tracking and coordinating supports and interventions provided to specific children and their families. In most cases, children are not identified until entry into the CCPK program.

Budget cuts and changes in state requirements for professional learning units have inadvertently led to a learning lull. Teachers no longer attend literacy conferences or receive training that provides them with skills and knowledge to meet the needs of all learners. We have identified and prioritized staff needs, but to ensure success, we must first provide the training, then ensure implementation of the training, and finally hold everyone accountable for integrating the new skills and knowledge in a way that enhances instruction for every child. Walkthrough and/or observation checklists will ensure consistency of effective instructional practices (What, p6).

In preparing this grant, we have come to realize that our lack of organized data has crippled our efforts to improve instruction. We must not only put into place a technology infrastructure that is adequate to support administration and storage of assessments as well as the dissemination of results, but we must also create and train data teams to support teachers in using data to guide instruction and drive the RTI process(What, p8).

Action Steps:

After the writing of this grant, the district has made some changes including hired a District Literacy Trainer, hired a parent engagement specialist, invested in universal screening tools, reallocated funds to support professional development in the area of literacy, allocated funding for technology. The district and schools have developed literacy leadership team that have begun to study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the Georgia Literacy Plan.

Analysis and Identification of Student and Teacher Data

Student Achievement Needs

Crisp County Pre-K teachers utilize Work Sampling Online assessment data to determine strengths and weaknesses to better plan individualization, small groups, and large group activities. Spring kindergarten readiness assessment helps the school determine areas of needs to close any notes achievement and curriculum gaps.

Goals and Objectives Based on Formative/Summative Assessment Data Include:

- Provide training in research-based practices for phonics, vocabulary, and comprehension
- Teachers will be trained to effectively use data to differentiate instruction
- Locate and purchase research-based literacy software

Teacher Data

Teacher Certification

Level	Number of Teachers
T-4	5
T-5	9
T-6	1

Participation in Professional Learning Communities

Faculty Meetings	All CCPK Pre-K teachers
BFTS (Best Practices) Webinars	All administrators, teachers, and teacher assistants
Face-to-Face Training Sessions	All teachers, teacher assistants and administrator team
Monthly administrative collaboratives	All administrators

Teacher Retention

	All Teachers	Paraprofessionals
Less than 5 years	4	3
5-10 years	7	5
10-15 years	2	6
15-20 years	1	1
20-25 years	1	
25 years or more		

Due to a positive working environment and the faculty's love for young children, the retention rate at Crisp County Pre-K has been high historically. Please see the chart above for detailed information.

District Prescribed Assessments

While our district does currently have an assessment calendar, we do not have any district prescribed data. The teachers use Work Sampling Online, which is curriculum embedded authentic performance assessment for teachers to use to assess young children's development in multiple domains. The assessment is based on observation, photos and work samples. Last year we tested all outgoing Pre-K students and all in-coming students using the PPVT. This came about as the result of a site visit to The Early Learning Center of Clark County. The visit was scheduled after the survey and data analysis of last years SRG application. The district leadership visited Clark because of their progress with students of poverty. The Pre-K PPVT testing showed that 25% of in-coming Pre-K students were average to above average (standard score of 85-115). However, 75% of students tested scored below the 25th percentile that is consistent with the research on oral language and poverty. Students leaving Pre-k scored far better with 50% at or above average based on the normed data. However, we still had 50% of the students scoring below the 25th percentile. The District Literacy Team and the Crisp County Pre-k Literacy Leadership team recognize the need to provide acceleration and language instruction to Pre-k students. The district hired a speech language pathologist to work primarily with teachers to develop literacy as a result of the data. This year we are working to design lessons, identify resources, and implement whole group language instruction. However, we do not have the funds to purchase the items outlined in the budget. This grant will allow us to purchase much needed assessments and implement them with fidelity. We also recognize the need for intensive on-

going professional development to assist teachers to close the gap for our most at-risk students. Teachers will need professional development to implement the SRG assessments, to utilize purchased technology, and to provide high quality literacy instruction. Again, this reiterates our need to put into place a technology infrastructure that is adequate to support administration and storage of assessments as well as the dissemination of results (What p8).

Project Plan-Procedures, Goals, Objectives, and Support

Goal 1: Provide current, meaningful, research-based professional development to all teachers and staff

ELLT: Early Literacy Leadership Team

CT: Curriculum Team

Objectives	Who?	What?	How?	Why?	Measurement
Provide training in collection/analysis/utilization of data to align and adjust instructional decisions	Administrators ELLT All Staff of Pre-K, Head Start, Early Learning Centers	DP-3, PALS-Pre-K, PPVT4 Form A/B, CLASS	Determine training dates/service providers	Staff development must improve learning for all students, use disaggregated data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Why p143)	PPVT 4 will be administered as a pre and post beginning with 2013 school year. Effectiveness of data use will be measured in the TKES process as outlined in performance measures 4,5 and 6.
Provide training in research-based practices for literacy through Rollins Read Right from the Start program.	Administrators ELLT All Staff of Pre-K, Head Start, Early Learning Centers	Read Right from the Start Training modules and coaching model	The plan is outlined by Rollins Atlanta Speech School. New modules are introduced annually with focus on 2 per year over the course of 3 years.	Substantiated academic growth occurs when professionals receive ongoing, targeted professional learning (Why p142)	Coaches feedback will be used to measure implementation of the strategies effectively.
Provide training in	Administrators	Identify models	Determine training	Effective training	Observations

effectively integrating digital technology in literacy instruction to motivate/engage all learners.	ELLT All Staff of Pre-K, Head Start, Early Learning Centers	to deliver training	dates (Initial in-service, meetings)/service providers Training will leverage creative use of technology within the learning process to promote engagement and relevance (How p41)	promotes student engagement through the use of innovative technology that prepares them to compete in a global society (Why p56)	through the TKES process will be used to determine effectiveness of use of technology as outlined in Performance Standard 4 and 9.
Research, purchase and provide training for a Learning Management System	Administrators, All Pre-K Staff	Identify systems available.	Determine which vendor has a system most suitable for early learning our goals for parent communication.		Number of parent users after the system is adopted.

Goal 2: Institute data-driven practices

Objectives	Who?	What?	How?	Why?	Measurement
Use universal screening/progress monitoring for ongoing formative assessments	ELLT	Implement formative assessments outlined in SRCL Grant Assessment Chart Develop an infrastructure for ongoing formative/summative assessments to determine need for and intensity of	Develop school-wide, classroom based formative assessments to access efficacy of classroom instruction (How p36)	GLP promotes using ongoing, frequent, and multiple measures as diagnostic and monitoring tools to plan for instruction. It's necessary to see how formative assessments enhance the overall picture of assessment (Why p95)	

		interventions and to evaluate effectiveness of instruction (What p8)			
Research/develop a summative assessment to provide staff with a performance predictor based on nationally normed data	ELLT	<p>Summative assessments are used to</p> <ul style="list-style-type: none"> • determine need for/intensity of interventions • evaluate effectiveness of instruction • make programming decisions • monitor individual student progress (What p8-9) 	Develop school-wide, classroom based formative assessments to assess efficacy of classroom instruction (How p36)	<p>Research proves that early detection and correction of reading problems is far more efficient than remediation (National Reading Panel, 2000). Detecting potential problems through screenings is essential to ensuring that all Georgia's children will get the support they need (Why p101).</p> <p>Teachers need intense professional learning on administering screeners, interpreting data, and determining best course of instructional action and interventions (Why p24)</p>	Review of data and interventions and their success and failure.
Develop protocols for using data/meeting schedules	Administrators ELLT	<p>Publish data protocols/determine meeting schedule.</p> <p>Develop/follow a clearly articulated strategy for using data for improvement(What</p>	<p>Determine training dates (Initial in-service, meetings)</p> <p>EELTs will use screening, progress monitoring, and</p>	Protocols provide a systematic process for monitoring fidelity of selected instructional strategies/interventions/monitoring student progress/making needed adjustments (rtinetwork.org)	Review of process after implemented and parent and teacher survey to determine effectiveness. Work

		p9)	curriculum-based assessments to influence instructional decisions regarding flexible-4-tier service options for RTS(How, p34)		Sampling Data can also be used.
EELT will train teachers to use data to differentiate instruction.	EELT Teachers	EELT will meet with grade levels every third Tuesday Ongoing formative assessments will be used to determine the need for/intensity of interventions and to evaluate instructional effectiveness(What p8)	Data training will be delivered through collaborative meetings Student assessment data will assist students and teachers in setting learning goals/monitoring progress toward those goals(How p37)	Data must be understood by school personnel in order for it to drive instruction(Why p96)	

Goal 3: Provide current updated hardware and software for literacy instruction and student practice.

Objectives	Who?	What?	How?	Why?	Measurement
Locate/purchase updated hardware for successful implementation of	Technology team	Creative use of technology implemented across the curriculum will promote	Secure bids and determine hardware Upgrade	Engagement, motivation/support of self-direction through digital formats.(How	

grant objectives.		<p>engagement and relevance(What p11)</p> <p>Adequate technology infrastructure will support administration and storage of assessments and dissemination of results(What p8)</p>	<p>technology infrastructure to support assessment administration and dissemination of results</p> <p>Use technology to differentiate learning within content areas(How p34,37)</p>	p67)	
Locate/purchase research-based literacy software.	<p>ELLT</p> <p>Technology team</p>	<p>Provides personal literacy remediation/intervention/acceleration experiences for all learners</p> <p>Provides easily accessible data</p> <p>Motivates and engages students</p>	<p>Provide personalized technology-based program that include diagnostic assessments and multiple-entry points to avoid a one-size fits-all approach.</p> <p>Identify and purchase assessment and intervention materials aligned with students' needs (How p35)</p>	Differentiation(fluid, flexible grouping/multiple means of learning/demonstration of learning(Why p32)	

Goal 4: Build literacy collection for family learning center, identify curriculum and instructional resources.

Objectives	Who?	What?	How?	Why?	Measurement
Purchase e books, books, and games for the literacy center	ELLT	Plan to connect community to school	Identifying resource needs	Engagement, motivation/support of self-direction through digital formats.(Why, p67)	

RTI Model:

The Early Literacy coalition and the ELLT has identified the need to develop an RTI model as articulated in Georgia’s Literacy Conceptual Framework for Birth-to-Grade 12 specifically the Georgia Literacy Plan: The “WHY”. Crisp County Pre-K has made several visits to other systems to review their RTI process. We have recently formed a review team consisting of a school psychologist, preschool SPED teacher, family engagement specialist and the Director of Early Learning for the System. The plan is in the early stages of being written and will be reviewed by the Assistant Superintendent for Teaching and Learning and the Director of Special Education. Our thoughts are for the plan to include a window of 10 days for observation and documentation of concerns. After 10 days, the above team will meet with the individual teacher to review documentation and provide guidance and next steps along with interventions to try in the classroom which will be documented for 10 more days. At the end of the 20 days, the same process will occur and the teacher will implement agreed upon interventions and document outcomes and progress. After that time, the team will meet to decide next steps and continue with interventions or make a complete referral for testing. The team is also in the

process of creating a “fast track” referral process for those children who enter the program with extreme concerns. We expect to have the rough draft of the plan written for review by January 2014.

Goals to be funded by other sources:

All additional literacy goals will be supported with local, state, federal, and competitive grant funds when available.

**Assessment/Data Analysis Plan
Crisp County Pre-K**

Current Assessment Protocol (2013-2014)

Assessment	Schedule	Test Administrator
Teacher Made Assessment-regarding letters, colors, shapes, and numbers	August, November, February, and April	Teacher
Kindergarten Readiness Test	April	Kindergarten Teachers
RTI testing	Test weekly for 6 weeks	Teacher
PPVT	Prior to Pre-K entry, January, April	Teacher

Currently, we are using a teacher created assessment to learn the current level of each child at the beginning of the Pre-K year. This information helps teachers to individualize classroom instruction. The only formative assessment currently given to Pre-K students is the PPVT-4. This is the first year we have administered the PPVT.

RTI testing currently consist of daily teacher documentation regarding a child’s academic abilities. The documentation is given to the Parent Engagement Specialist and a parent conference is scheduled. Interventions and strategies are implemented based on student needs. The interventions and strategies are implemented for two week intervals and another conference is scheduled. At this meeting it is determined whether or not the interventions worked and set up new goals. After three parent conferences and six weeks of intervention a decision is made as to whether or not to refer a child for further testing. This process is currently under review and being rewritten with a draft available for review in January 2014.

Implementation of new assessments, including who and how

Assessment Name	Who?	What?	How/When?	Why?
DP-3	Literacy Assessment Team	Development and Function	Arena screening will be completed prior to entering Pre-K 2X per year	To determine developmental level and function of the students

Assessment Name	Who?	What?	How/When?	Why?
PALS-Pre-K	Literacy Assessment Team	Phonological awareness and literacy screening	Teacher or intervention specialist 3X per years	To determine the student's alphabet knowledge, phonological awareness, concepts of print, and oral language skills

Assessment Name	Who?	What?	How/When?	Why?
PPVT4 Form A/B	Literacy Assessment Team	To measure receptive Vocabulary	Teacher or intervention specialist 2X per year	to determine a child's vocabulary and oral language skills

Assessment Name	Who?	What?	How/When?	Why?
CLASS	State Consultants	Specifically related to the interactions that take place throughout a typical school day	Teachers are randomly chosen throughout the year	To provide classrooms with a baseline measure indicating strengths and area of potential growth

A gap in our current efforts is that no established universal screeners were used prior to this year for progress monitoring or to have a common screening tool. Currently DECAL has provided feedback on instruction using the CLASS which is administered every third

year to each teacher. It is our understanding that DECAL would provide the CLASS assessment required by the current Striving Readers initiatives.

Assessments to be Discontinued

The RTI process appears to be lengthy and the process will be reevaluated. We want to provide students with speech and SDD services as soon as possible.

Professional learning needs as a result of new assessments

Professional development for utilizing DP-3, PALS-Pre-K, and PPVT Form A/B interpreting the data from these assessments will be provided to all staff and stakeholders. The professional development section of our plan also addresses the steps which need to be taken to build staff capacity for identifying and intervening for specific instructional needs of preschool and Pre-K children. Staff will be given direct support in the application of assessments and intervention strategies with students.

Presenting data to parents and stakeholders

Crisp County Pre-K will share data reports with parents at the parent/teacher conferences and parent workshops. Currently, parents of Pre-K children are invited to two parent conferences per school year to review Work Sampling Online data. This year we will be piloting student led conferences where teachers will prepare the children ahead of time to share certain data and information with their parents during the conference. The development of an appropriate RTI model will require parents to be more involved in the process. In the revised plan, timelines are being built in for parent feedback for monitoring progress and sharing interventions.

Using data to develop instructional strategies and determine materials needed

As stated in our goals and objectives, we will develop data teams that will frequently analyze results for formative assessments to ensure that students are progressing or adjusting instruction to match their needs (What p.11) Professional learning will be provided for all staff who administer assessments to ensure standardized procedures and accurate data recording (How p. 35).

CCPK Strategies and materials (existing and proposed) including technology to support the literacy plan

Strategies and materials available to support the goals and objectives of the literacy plan will vary among the CCPK program and the 2 child care centers and Head Start program who will be involved with the implementation of the literacy plan.

Crisp County Pre-K classrooms (14 regular education classrooms, one special education classroom, and one speech classrooms) are funded by DECAL and a wide variety of resources have been purchased to support literacy development. The Head Start classrooms also have available funding from federal funds. These classrooms are equipped with the following resources:

- Outdated student computers (classrooms have only one each)
- CD/tape player
- Out-dated televisions
- Digital camera in each class
- 1 iPad for teacher for uploading Work Sampling Data
- Puppets
- Prop boxes for dramatic play
- Theme books and informational books
- Listening stations
- Big books
- Flannel boards and stories
- Props for acting out stories and fingerplays
- Alphabet letters and games and other alphabet materials

Many of the materials in these classrooms have quite a bit of age and are in need of replacement. There is limited funding available for DECAL to replace and purchase materials. Other classrooms serving the three

year old children are meeting the minimum requirements in place by DECAL. These classrooms have similar items listed above with the exception of the technology. Most of their materials are in need of replacement as well. Funding is needed to expand the variety of the collection of literacy resources which are available to these programs.

A Collection Analysis of the Crisp County Pre-K unstaffed library's holding reports a total of 3,000 with an average copyright date of 1996. The total collection averages 33.4 books per student. There are approximately 30 non-print items including 10 VHS tapes.

Below is a list of shared equipment:

Digital Video Camera recorder	1
Scanner	2
Laptops (outdated)	2
LCD Projector	1

Centers have limited access to shared materials. In the past, a regional Resource and Referral Agency, funded by DECAL had a materials and resource library which provided checkout services. These services were discontinued at the beginning of the 2010-2011 school year.

Crisp County Pre-K List of Needed Resources

Additional resources are needed to ensure student engagement. Technology resources in the state Pre-K classrooms are limited. Once the schools merge next school year it is our hope that each of the 14 Pre-K classrooms can be equipped with existing smart boards that will not be moved to the new primary school. It is also our hope to be able to create a small computer lab and add computers to the classrooms. If there is extra equipment the CCSS will explore the donation of a computer to each of the three year old classrooms in the local child care centers.

Resource

Professional Learning

General Description of How Resource will**Improve Literacy**

Teacher and staff (Pre-K) training in improving literacy outcomes by acquiring the knowledge and skills for:

- Effectively interpreting, disaggregating, and utilizing student data to guide instruction and student placement
- Incorporating higher-order thinking skills in lessons and assessments
- Designing/developing technology-rich lessons (across the curriculum) that offer student choice, aid in student motivation/engagement, and lend themselves to outcome-based performance projects
- Providing systematic phonics instruction across grade levels
- Providing technology training to all staff in order to enhance all areas of the curriculum

Additional Books:

Classroom sets of various, high-interest, informational, age appropriate books aligned with science/social studies/language arts
Bright From The Start (BFTS) Content Standards

Aid teachers in:

- Modeling reading, fluency, and comprehension strategies
- Providing students with a variety of texts for building vocabulary and background knowledge
- Providing greater student choice to help promote student engagement
- Providing a wider range of complexity to aid in higher-order thinking skills
- Providing students from disadvantaged backgrounds the opportunity to engage in texts that otherwise would not be available to them

Strategies to support success

All of the classrooms involved in the future implementation of the literacy plan have adopted nationally recognized curriculum such as High Scope, Pinnacle or Creative Curriculum, which provide for intentional teaching within the context of play. Most programs do not have an established program or curriculum for infant and toddler classrooms. As a part of the literacy plan, each classroom involved will be asked by the Read Right from the Start program to reevaluate their current curriculum and the alignment with the new GELDS standards released this fall. Classrooms will adopt a new curriculum, purchase supplemental materials or seek additional

professional development to ensure that the curriculum in place can be used along with the strategies presented by Rollins Atlanta Speech School Read Right from the Start program.

Other strategies that currently support literacy intervention are:

- Small group instruction flexible grouping
- Tiered Instruction
- Standards based classroom practices
- Pervasive integration of literacy-rich opportunities through the use of educational limited software, educational websites, and co-teaching strategies

Strategies to be implemented as a result of Striving Readers funding:

- whole group instruction guided by Work Sampling Online (WSO) data
- data-based differentiation in instruction
- small group literacy instruction
- individualized instruction will be enhanced
- more exposure to technology, increasing students’ knowledge in the areas of technology and literacy

Project Procedures and Support

The major focus of the literacy plan is to develop teachers’ capacity to provide interventions related to specific individual needs. As the process is put into place, each classroom will evaluate their current schedule to ensure all Read Right from the Strategies are incorporated and that individualized instruction continues.

8:00 – 8:30	Morning work and daily start procedures
8:30 – 9:00	Large Group
9:00-9:30	Small Group Instruction

9:30-9:50	Phonological Awareness
9:50-10:10	Read Book 1
10:10-11:10	Center Time
11:10-12:00	Lunch
12:00-12:30	Literacy Time
12:30-1:15	Outside Activities
1:15-2:15	Rest Time (required by BFTS)
2:15-2:40	Closing Instructional Activities
2:40-3:15	Departure
3:15-4:00	Teacher/Teacher Assistant Planning

Paraprofessional support is provided in Pre-K and special education classes, which allows more intensified large and small group reading instruction on a daily basis. The teachers and assistants pull struggling students into a small, flexible group setting to focus on individual needs. Teacher observation and classroom WSO data guide student placement in as well as student movement between these groups.

Crisp County Pre-K faculty and staff currently participate in ongoing limited staff development through the use of collaborative meetings and teacher/teacher assistant training. The survey determined the need for staff development including a more thorough knowledge of data disaggregation in order to maximize instruction and better meet student individual needs, more comprehensive phonics instruction and technology integration of lessons dealing with all aspects of the curriculum. Also, CLASS data shows a need for additional staff development in the areas of current technology trends, and vocabulary and language development.

Professional Development

We will continue to develop and maintain a school and community culture which prioritized literacy development and its progression at all levels. When schools involve family and community members, students are more steadily engaged in literacy throughout their lives. This will be achieved by continuing to:

- hold night time learning workshops that provide instructional strategies for guardians to use at home
- involve community members in instructional practices necessary to maintain fluent readers by enlisting volunteers
- to foster partnerships with businesses in the community
- parent conferences, providing literacy packets for home use
- send home instructional literacy activities at least monthly

**Crisp County Pre-K
Professional Learning (PL) Strategies Identified on the Basis of Documented Needs**

Overarching Goal: Improve Literacy Instruction through Professional Learning

Teacher Assistant

	2011-2012	2010-2011	2009 -2010
Work Sampling (30 hours)	14(100%)		
Podcast (9 hours) <ul style="list-style-type: none"> • Why not letter of the week • Rest easy • Boys will be boys • Off to a good start • Questioning • Reading to children 	14(100%)		
Phonological Awareness (3 hours)		14(100%)	
Podcast (3 hours) <ul style="list-style-type: none"> • A conversation about consequences • Setting the stage to play • Writing songs for children 		14(100%)	

Understanding and Implementation of PQA (10 hours)			14(100%)
Returning Assistant Teacher (3 hours)			14(100%)
Best Practices Math and Science (12 hours)			14(100%)
Work Sampling (10 hours)			14(100%)

Lead Teacher

	2011-2012	2010 - 2011	2009 - 2010
WSO, BFTS Updates, Teacher and Assistant Responsibilities (30 hours)	14(100%)		
Best Practices Face to Face (20 hours)	14(100%)		
GA Pre-K Planning with a Purpose (20 hours)		14(100%)	
8 BFTS Webinar (8 hours)		14(100%)	
Work Sampling, Intervention Strategies, Ages and Stages of Development (10 hours)			14(100%)

8 BFTS Webinars (8 hours)			14(100%)
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District PL Plan

The success of the SRG will ultimately depend on our district’s ability to change teacher behavior as a result of PL. In order to develop the best potential for success, leadership will develop a comprehensive PL plan focused on the recommendations of the GLTF, 2010-2011. The leadership staff will work with the SRG team to ensure that on-going, purposeful, differentiated is planned at each school and extends both horizontally and vertically across the community birth-to-12th grade by: (“The Why” p 154).

PL for Literacy Leaders

- Because of a variety and complexity of issues that affect current levels of reading proficiency among adolescents, all leaders will participate in the comprehensive effort of district-level and school level changes that may include the following: policy changes, improved assessments, more efficient school organization, more involved effective leadership, and extensive PL as outline in our SRG application (“The Why” p 156).
- All leaders will participate in grant sponsored learning through GaDOE.
- All leaders will participate in the Literacy Leadership team and will have the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire expertise (“The Why” p 156).

Plan for 2013-2014:

All Lead Teachers were trained on the required DECAL module, GELDS, where teachers learned about the newly released standards for birth through five. Teachers participated in Work Sampling Online training conducted to ensure that teachers were familiar with the new WSO platform released in August. Teachers also received helpful tips and time management strategies. Teachers were also trained by GSU for the use of the first twelve weeks of lesson plans released by DECAL. All Assistant Teachers will attend the

required DECAL Pre-K module where they will focus on the new GELDS and how to support lead teachers in the Work Sampling Online process.

School Professional Development Goals:

- 1. Provide PL for all faculty/staff in age-level standards, e.g., GELDS, Head Start, Child Development and Early Learning Framework and Learning standards for Georgia’s Pre-K for all faculty and staff.**
- 2. Summer standards, curriculum and assessment alignment for all early learning providers.**
- 3. Curriculum training on new curriculum purchased for all early learning providers or a curriculum update if the current curriculum is decided to be adequate.**
- 4. Screening, SRG identified assessment training, formative, and summative assessment training including data interpretation and analysis for all early learning providers**
- 5. PL to be conducted by Rollins Center for Atlanta Speech School for the Read Right from the Start Program.**
- 6. Provide training in effectively integrating digital technology in literacy instruction to motivate/engage all learners.**
- 7. Training on a Learning Management System to focus teachers on communication with parents and providing a library of activities to increase literacy at home.**

PL Need	Trainers	Participants	What?	How?
Provide PL for all	Early Literacy	All Staff of	All faculty/staff	Determine dates

faculty/staff in age-level standards, e.g., GELDS, Head Start, Child Development and Early Learning Framework, and Learning standards for Georgia's Pre-K	Leadership Team Outside Consultant	Pre-K, Head Start, Early Learning Centers	receive professional in appropriate age-level standards (e.g., GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten). (The What, p.7)	(Initial in-service, meetings)/service providers
Provide training and develop alignment of standards, curriculum and assessment alignment for all early learning providers	Outside Consultant Early Literacy Leadership Team Curriculum Team	All Staff of Pre-K, Head Start, Early Learning Centers	All faculty/staff receive professional in appropriate age-level standards (e.g., GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten). (The What, p.7)	Summer collaboratives
Provide training on new curriculum purchased for all early learning providers or a curriculum update if the current curriculum is decided to be adequate.	Outside Consultant Early Literacy Leadership Team Curriculum Team	All Staff of Pre-K, Head Start, Early Learning Centers	All faculty/staff receive professional in appropriate age-level standards (e.g., GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-	Summer collaboratives

			Kindergarten). (The What, p.7)	
Provide training in collection/ Analysis/ Utilization of data to align and adjust instructional decisions	Outside Consultant Early Literacy Leadership Team Curriculum Teams	All Staff of Pre-K, Head Start, Early Learning Centers	GA Literacy Plan states best practice provides all students appropriate screening and diagnostic instruments for monitoring growth and development have been researched and identified (e.g., vision/hearing, cognitive, language) (What, p 6)	Summer Collaboratives Determine dates (Initial in-service, meetings)/service providers Plan/provide PLOn direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within subject areas (How, p. 40)
Provide training in explicit vocabulary instruction	Outside Consultant	All Staff of Pre-K, Head Start, Early Learning Centers	The GA Literacy Plan recommends faculty and staff follow research-based practice in the development of pre-literacy and oral language (What, p.8)	Collaboratives Teacher observations Expand meaningful opportunities for students to write, speak, and listen. (How, p. 26)
Provide training in	Outside Consultant	All Staff of Pre-	Identify models to	Determine training

<p>effectively integrating digital technology in literacy instruction to motivate/engage all learners</p>		<p>K, Head Start, Early Learning Centers</p>	<p>deliver training</p>	<p>dates (Initial in-service, meetings)/service providers</p> <p>Training will leverage creative use of technology within the learning process to promote engagement and relevance as referenced in the HOW.</p>
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Additional Training Needs:

CCPK will coordinate with DECAL, the Toddler Network and QRIS staff at DECAL to provide mentoring/coaching for local child care centers and the head start center for training and support for the QRIS process, GELDS, and other areas of support that would increase successful school readiness and transition skills. CCPK and CCSS will also be partnering with Sherry Evans, Executive Director for the Crisp County Community Council to outline training needs for community partners which can be provided through resources and other agencies. The necessary training of community representatives will support parents in their community with early literacy development.

Process for determining effectiveness:

Research shows that effective professional development evaluations require the collection and analysis of five critical levels of information. These levels include participants’ reactions, participants’ learning, organizational support and change, participants’ use of new knowledge and skills, and student learning outcomes.

The following performance indicators will be measured to determine effectiveness:

- School-wide formative assessments

- Cohort achievement from state longitudinal data system
- Student learning objective outcomes by grade level, classroom, and subgroups
- Individual student learning objective outcomes

Method of measuring effectiveness:

- Post-professional development rating scales
- Administrative walk-throughs
- Data teams will report effectiveness as measured by student achievement

Teacher KEYS will provide detailed reporting of teacher effectiveness through a variety of methods

**Crisp County Pre –K
Sustainability Plan**

Sustainability of this grant will be our highest priority. District leaders will work with school literacy teams to ensure that resources, materials, and training is available to guarantee that Georgia’s Literacy Plan is fully implemented in all Crisp County Schools. Attention to both horizontal and vertical alignment, transition of information, understanding of assessments, and continuity of services will be a high priority. The district will work with schools to develop protocols, schedules, assessments, RTI processes, fiscal processes, and sustainability plans. To read more about our plan to expand the lessons learned please see Building Block 1C.

Extension Beyond Grant

	Striving Readers Funding	Other Funding Sources
Professional learning	Intensive, aligned PL for all SRG teachers on interventions, best practices, instructional technology	Title I, Local School, System RESA Affiliation
Electronic and Print Materials	Lexile-leveled classroom materials for interventions	Title I, Local School, QBE
Assessments	New assessments for literacy outlined in the SRG.	State, Title I, Rural VIB
RTI Support	Technology tools and resources for Tiers 2, 3, 4	Title I, Title VIB, Local School, QBE
Instructional Technology	Professional Learning, software and hardware	RESA Collaborative
Community Outreach	SRG updates to parents/families via	Title I, Local School, QBE, and Title VIB Rural

	website, school newsletters, newspaper, social media, and Family Literacy Nights	
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Community Partnerships

We will continue to develop community partnerships as outlined in Building Block I.F. of our Literacy Plan. We will continually look for opportunities to engage the community to assist with the funding of initiatives requiring yearly cost commitment to sustain the SRG after the end of the grant period.

New Employee Induction

As new teachers enter the building, they will be paired with mentor teachers who guide, support, and encourage them as they become familiar with our literacy strategies and practices. When possible, we will videotape training sessions that model research-based practices. A warehouse of best practices including SRG resources and local training resources will be incorporated into the PL program for Crisp County teachers and staff. For more information see Building Block 6.

Sustainability of PL

Sharing ideas and data regarding curriculum, instruction, and assessment is the beginning of our becoming better educators. Redelivery will take place during grade level meetings, collaboratives, and/or faculty meetings. The principal will continually identify leaders for succession to ensure sustainability. For more information please see the Professional Learning Strategy section of our application.

Multiple opportunities are provided throughout the year for teachers to share new ideas and practices (Team Collaboratives, Summer Literacy Academies, etc). These opportunities will

continue to weave a web of collaboration and support as we work together to ensure learning for all. Our DLT will stay abreast of new strategies and redeliver to all teachers including new hires.

Sustainability of Practices:

Annual needs assessment inventories will ensure that we are continuing to provide the training that our teachers need. Local and state funds will be used to finance these trainings. Any software license renewals will be funded through the local technology budget. Replacement costs incurred from loss or damage to texts purchased for classroom libraries will come from the local media budget and supplemented, if necessary, by the PTO. Evaluation tools for ensuring sustainability will include surveys (teachers/students/parents), teacher interviews, classroom observations, and analyses of assessment data.

Sustainability of Equipment:

Our school will sustain technology purchased with SRG funds and maintain by our media specialist and technology staff and continue to provide technical assistance and maintenance. Equipment and software will be evaluated on effectiveness for curriculum and data needs. Irreparable hardware/software will be replaced using media funds, PTO contributions and/or available TITLE and SPLOST funds.

CCPK Early Learning Community Budget Summary

The overarching need of the SRCL grant is to improve literacy instruction and literacy based outcomes at Early Learning Community. Funds will be used to provide adequate literacy resources, both print and non-print (technology), for teachers and students to meet the increased literacy demands of the Early Learning Standards and to provide tiered instruction (RTI) to meet identified students needs.

This will be achieved through:

- Providing current, meaningful, research-based professional development to all teachers and staff through Atlanta Speech School Read Right from the Start Program.
- Learning Management System implementation
- Providing up to date hardware, software for literacy instruction and student practice
- Purchase e books, books, and games for the literacy center
- Training for Positive Behavior Intervention and Supports

Read Right from the Start:

The training provided by the Rollins Center for Language and Literacy at the Atlanta Speech School is a professional development program aimed at increasing Pre-K/preschool teachers knowledge and use of evidence-based early learning instructional practices in order to improve outcomes for young children. The program is designed to be delivered by the Atlanta Speech School as integrated modules focused on building children's language through a variety of teaching strategies (e.g., conversational strategy, TALK; interactive repeated read-aloud strategy, START; a strategy for the use of nonfiction text: REAL Time). The strategy instruction occurs

in professional development workshops in both large and small group settings (and when needed, in a 1:1 format). Many modules are also being translated into online learning modules. Rollins will provide ongoing support in the form of a coaching model.

Positive Behavior Intervention and Supports:

PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 19,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise devoted to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009).

Learning Management System:

Crisp County School System is currently working with our local RESA office to implement a pilot using Edmodo. The system is also currently working with ITS Learning and Schoology for demonstrations, field trips to sites currently using their systems, feedback sessions with vendors and key personnel from systems implementing both learning management systems. It is the desire of CCSS to fully implement a learning management system. For the birth – 5 populations, we are exploring the benefits of the parent portal piece and how teachers can better provide communication to families and at home activities to promote language and literacy at home. We know that parent involvement is the key to a child's educational success. The learning management system allows the flexibility to promote positive communication with families and a platform to house a library of activities for families to access at home.

Funds requested by Early Learning Community

Stipends, Travel, Professional Development	\$18,000.00
3 Day Summer Institute Provided by Rollins, Atlanta Speech School	\$8,064.00
Coaching by Rollins Facilitators for 17 classrooms 14 Lottery Funded Pre-K, 3 teachers of three year old children at Head Start and Local Child Care Centers	\$ 145,152.00
Rollins Materials, Travel and Project Management	\$25,000.00
Books and other literacy resources to enhance curriculum	\$10,000.00
Learning Management System Implementation	\$10,000.00
Assessments	\$9,600.00
E books, literacy resources for Family Literacy Center	\$46,991.00
Total	\$272,807.00

Federal Programs will fund the additional resources to achieve all the goals initiated in Crisp County Pre-K's Literacy Plan. (Please see Sustainability Plan)