

School Profile

Created Monday, September 24, 2012

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School Information

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

Level of School

Early Learning (Birth to Five)

Principal

Principal Name:	Jan Evans
Principal Position:	Pre-K Director
Principal Phone:	478-934-9094
Principal Email:	jan_evans@bleckley.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Donna Smith
School contact information Position:	Classroom Teacher
School contact information Phone:	478-934-9094
School contact information Email:	dsmith@bleckley.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K

Number of Teachers in School

8

FTE Enrollment

169

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: Charlotte H. Pipkin, Ed. D.

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

Address: P. O. Box 516, 242 East Dykes Street

City: Cochran Zip: 31014

Telephone: (478) 934-2821 Fax: (478) (478) 934- 9595

E-mail: cpipkin@bleckley.k12.ga.us

Charlotte H. Pipkin
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Charlotte H. Pipkin, Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

November 8, 2012
Date (required)

Conflict of Interest & Disclosure Policy

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.

Charlotte H. Pipkin
Signature of Fiscal Agency Head (official sub-grant recipient)

Charlotte H. Pipkin, Ed. D., Superintendent
Typed Name of Fiscal Agency Head and Position Title

November 14, 2012
Date

Ian Evans
Signature of Applicant's Authorized Agency Head (required)

Ian Evans, Director, Bleckley County Pre-K
Typed Name of Applicant's Authorized Agency Head and Position Title

November 14, 2012
Date

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

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

Date (If applicable)

Preliminary Application Requirements

Created Thursday, December 13, 2012

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

General Application Information

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

-
- Yes
-

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Grant Rubric

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

-
- Yes
-

Click on the Assessment Chart link below to assist you in the grant development process.

Assessment Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*

Pre-Award Costs: *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*

Entertainment, Refreshments, Snacks: *A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

• I Agree

Grant Assurances

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Page 1

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

À Z f t

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.

À Z f t

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

À Z f t

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

À Z f t

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.

À Z f t

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

À Z f t

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

À Z f t

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.

A Z f t

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

A Z f t

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.

A Z f t

Page 2

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

A Z f t

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

A Z f t

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."

A Z f t

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.

A Z f t

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.

A Z f t

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.

A Z f t

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

A Z f t

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.

A Z f t

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).

A Z f t

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.

A Z f t

Page 3

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

A Z f t

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.

A Z f t

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.

A Z f t

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.

A Z f t

The Bleckley County School District (BCSD) has a rich history of excellence despite being a poor, rural district with very limited resources. Our mission is to be an exemplary system that strives to form a successful partnership with students, faculty, family members, and the community to assure the education of every individual. Our faculty, staff, students and community embrace and embody our vision statement, "Expect Excellence" and our students often outperform the RESA and state.

We have five traditional schools within our system: Bleckley Learning Center (Pre-K); Bleckley Primary (K-2); Bleckley Elementary (3-5); Bleckley Middle (6-8); and Bleckley High (9-12). AMIKids, a SB618 residential facility within our district, is an owned and operated by an out-of-state company that contracts with the state for students adjudicated there by the Department of Juvenile Justice. Due to having received notification that AMIKids will be closing in December 2012, they are not participating in this grant application. There are no private or charter schools in Bleckley County.

The BCSD is located in rural middle Georgia, about 40 miles south of Macon, and nestled between I-16 and I-75. Our population is about 13,000 and we have very little industry. Our community offers minimal recreational and cultural opportunities outside those offered by the school and local college. Despite limited recreational, cultural and fiscal resources, we strive to provide every student with a high quality education that prepares them for post-secondary college and career opportunities.

The BCSD has about 2400 students in grades pre-k through grade 12. In terms of wealth, we rank 162/180 and have minimal taxable wealth. We currently levy 12.258 mils which earn approximately \$263,700 per mil. Even though the financial constraints limit our access to many programs, resources, and opportunities we have a dedicated faculty, staff and community that support our endeavors.

Our student population is largely Caucasian (67%) with a 33% minority population, most of which is African American (26%). Hispanic, Asian, and Multi-Racial students make up the remainder of our minority population. Over half of our students (58.3%) qualify for free/reduced lunch and approximately 17% of our students receive Special Education services.

According to 2011 data, the annual average unemployment rate for Bleckley County was 13.7%. As reported by the U.S. Census Bureau, the 2010 per capita income was \$28,612 which is almost \$6,000 below the state average. According to data from the Georgia Department of Labor, the educational attainment of our labor force (age 18-65+) is concerning in that only 35% attained a high school diploma / GED, 22% have some college, 10.9 % have a 4 year degree, and 6.3% have post graduate studies.

Comparison of Select Demographic Indicators		
	Bleckley County	Georgia
2011 Unemployment Rate	13.7%	9.8%
2010 Per Capita Income	\$28,612	\$34,531
% Persons Below Poverty Level (2010)	19.5%	15.7%
Children living in poverty (2010)	27.1%	26%
Babies born to mothers with less than 12 years of education (2010)	19.2%	20.4%
Substantiated incidents of child abuse/neglect (2010)	14.9%	8.3%
Students graduating on time (2010)	77.9%	80.8%
<i>Sources: KIDS COUNT, U.S. Bureau of Economic Analysis & U.S Dept. of Commerce, 2011 GA County Guide</i>		

Poverty, illiteracy, low educational attainment, babies born to young mothers who have not graduate/obtained a GED, and unemployment contribute not only to economic distress in Bleckley County but also to other factors that impede student learning and literacy. These factors include but are not limited to suppressed academic progress, health problems, low literacy rates, emotional and behavioral problems, lower measures of cognitive ability such as verbal ability, reading readiness, and problem solving skills for many of our students.

Current priorities of the BCSD include providing pervasive implementation of the Common Core Georgia Performance Standards (CCGPS), preparing students for post-secondary success in college and 21st century career readiness, differentiating instruction and assessment to meet the needs of all students, closing achievement gaps among sub-groups, and increasing the graduation rate.

Our Strategic Plan is developed with input from a variety of internal and external stakeholders. It is reviewed annually by the system leadership team and assists us in keeping focus of our goals, assessing where we are in meeting those goals, and aligning resources to address identified needs. This guides decisions pertaining to resources, personnel, and initiatives.

The district's current management structure is traditional in nature with administrators and staff implementing the policies and procedures approved by the Board of Education. Schools are led by a principal and assistant principal(s) with the exception of Bleckley Learning Center which is led by the Pre-K Director. The instructional program is supported by the Superintendent, Associate Superintendents for Teaching & Learning, Special Education & Federal Programs Director, Technology Director, Gifted Coordinator, and CTAE Director. Financial records are managed by the System Bookkeeper and the Human Resources Director.

Past instructional initiatives that continue to be important to and utilized in the BCSD include: differentiated instruction, Reading First strategies, Suzy Pepper strategies, Response to Intervention, participation in Georgia Leadership Institute for School Improvement, district SACS accreditation, inclusion, closing the achievement gap, unpacking the Georgia Performance Standards, curriculum alignment, standards-based classrooms, common assessments, focus walks, improving the graduation rate, increasing parent involvement, enhancing instructional

technology, implementing our own alternative/credit recovery program, and collaborating with the Safe Schools Healthy Students program and the 21st Century Community Learning Center.

The BCSD literacy curriculum is based on the CCGPS and the Bright from the Start curriculum. Faculty and staff spend countless hours engaged in studying the standards, delving into the rigor and relevance, developing units, identifying resources and activities to increase student engagement and learning, identifying gaps and transitional standards, and writing assessments. Additionally, the schools are working with cross-curricular teams to develop activities that incorporate literacy skills in Science, Social Studies, technical subjects, the arts, elective courses, and P.E.

Literacy Assessments utilized in the BCSD vary among the schools and are categorized as state-mandated, district level, and building level assessments. Our assessment continuum consists of formative and summative classroom assessments, common assessments, benchmark tests, state-mandated tests, and nationally-normed tests. Analysis of assessment results are used to identify instructional and student strengths and weaknesses, identify performance and curricular gaps, determine needs for intervention and acceleration, and guide improvement initiatives. Our literacy assessments include:

- Georgia Kindergarten Inventory of Developing Skills
- Criterion Referenced Competency Test
- Georgia Alternate Assessment
- Georgia Writing Assessments
- Georgia High School Graduation Tests
- End-of-Course Tests
- PSAT & AP Exams
- Georgia Work Ready Assessment
- Online Assessment System
- Assessing Comprehension and Communication in English State-to-State (ACCESS)
- World-Class Instructional Design and Assessment ACCESS Placement Test (W-APT, K-12)
- Iowa Test of Basic Skills
- Dynamic Indicators of Basic Early Literacy Skills
- STAR Reading & Math
- Benchmark & Common Assessments

With literacy being a leading indicator of success, the ongoing decline of state and federal funding, our demographic risk factors, and the need to develop literacy levels sufficient for college and career readiness, there is clearly a need for a Striving Reader Project in the BCSD. Teachers need professional learning and instructional materials to support the implementation of the CCGPS literacy skills and content rigor in order to improve academic achievement, the graduation rate, and post-secondary success. Literacy materials are not available in many homes; therefore, the school system serves as only source of literacy development for many of our students. If our society is going to flourish and be competitive in a global economy, we must develop high levels of literacy in all students. To do that, we must have the necessary resources and training to increase literacy in the formative years and beyond.

The BCSD management plan and key personnel in supporting, implementing and overseeing the grant will include both system and school leaders. Pansy Corbett, the Associate Superintendent for Teaching & Learning will be the SCRL Administrator at the district office. She has twelve years of leadership experience in the district office and has managed various state and federal programs and grants. Mrs. Corbett currently oversees K-8 curriculum, K-12 testing and professional learning, and Title IIA. She is also involved with the development and monitoring of the Consolidated Application and the Strategic Plan.

While principals who are not designated as their building coordinator are expected to be heavily involved with the project, each school will have a designated Striving Reading Project Coordinator who will oversee the day-to-day operations of the project at their respective school and collaborate with the SRCL Project Administrator. The SRCL management team is:

SRCL PROJECT TITLE	PERSON RESPONSIBLE & TITLE	SUPERVISOR
SRCL District Project Administrator	Mrs. Pansy Corbett Associate Superintendent for Teaching & Learning	Dr. Charlotte Pipkin, Superintendent
Bleckley Learning Center Project Coordinator	Mrs. Jan Evans Pre-K Director	Dr. Charlotte Pipkin, Superintendent
Bleckley Primary School Project Coordinator	Dr. Andrea Williams Assistant. Principal & District SACS Coordinator	Mr. Quent Floyd Principal
Bleckley Elementary Project Coordinator	Ms. Janet DeLoach Principal	Dr. Charlotte Pipkin, Superintendent
Bleckley Middle Project Coordinator	Mrs. Carla Thrower Assistant. Principal, Math Design Collaborative Leader	Mr. Trey Belflower Principal
Bleckley High Project Coordinator	Mrs. Michele Dyal Assistant Principal, CTAE Director, Literacy Design Collaborative Leader	Mr. Anthony Jenkins Principal

The BSCD Literacy Team, which includes teachers and project coordinators/administrators from all schools have been instrumental in the development of the grant application and project development process at the district and school levels. These individuals have attended training sessions, school and district information and planning sessions, reviewed the needs assessment results, reviewed school and system assessment results, and clearly understand the goals, objectives, and plans for implementation as well as their respective roles in regards to the SRCL project.

All schools, the BCSD literacy team, and SRCL project coordinators will be involved with budget development and performance plans for the SRCL grant. This will be done by prioritizing needs based on the grant allocations as they relate to the school literacy plans, and identifying resources that best align with our needs and best practices. The SRCL project will coordinate with and compliment the Strategic Plan which aligns with the individual school improvement plans.

The BCSD Literacy Team and SRCL Project Coordinators will meet quarterly, and more frequently if needed to share progress updates, concerns, best practices, and monitor project effectiveness and implementation.

Financial aspects of the grant will be handled according to district protocol whereby all purchase order requests align with the approved budget and allowable expenditures, are signed by the appropriate supervisor, the District Project Administrator, and the Superintendent. Purchase order requests will be processed by the system bookkeeping staff according to district protocol. The District Project Administrator and the System Bookkeeper will periodically review the budget, expenditures, and submit the required reports.

The Bleckley County School District is a respected school district with a strong history of sound fiscal management. The Georgia Department of Audits conducts an audit of the BCSD financial records annually. No findings were cited for 2009 -2011. The 2012 audit has not been conducted at this time.

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff are the only employees who issue system level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Approved requests must supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, address needs as indicated in school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the BCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. Such funds include Title I Part A Disadvantaged Children, Title IIA Improving Teacher Quality, Title VI B Individuals with Disabilities Education Act (IDEA), Title VI Part B Rural and Low Income, Early Intervention Program (EIP), Remedial Education (REP), American Recovery and Reinvestment Act of 2009 (ARRA), 21st Century Community Learning Centers, etc. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL. Below are some recent examples of funding awarded and responsibly managed by the BSCD:

LEA Project/Grant	Amount	Audit Results
Comprehensive Academic Performance Standards 2006-07	\$106,741	No audit findings were cited for FY 2009-2011.
Governor's Office of Highway Safety Drivers' Ed Grant 2007-09	\$58,937	
Ocmulgee EMC 2008	\$10,200	
Oconee EMC 2008	\$6,700	
Service Learning Grants (BPS) 2011	\$6,000	
Safe & Drug Free Schools & Community National Program 2008-13	\$5,989,501	The FY 2012 audit has not yet been conducted.
Governor's Office, State of GA Children & Families Abstinence Grant 2011-13	\$188,317	
Drug Free Community Support 2002-12	\$24,360	
21 st Century CCLC Primary School 2009-12	\$197,000	
21 st Century Community Learning Center 2009-12	\$665,000	
Title IID, Enhancing Education Through Technology 2009-11	\$15,865	
Title IA Grants – ARRA 2010-11	\$525,802	
ARRA Education State Grant 2010-11	\$1,620,475	
Title IID, Engaging AP Students Through Mobile 2010-11	\$68,403	
Title IA Distinguished School Awards 2010-12	\$11,133	

Through the coordination of efforts and resources the BCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and strategic planning. Examples of internal initiatives and sustainability are: withdrawing from a consortium and establishing our own alternative school program and credit recovery program; redelivery of professional learning strategies, lessons learned, and best practices; expanding lessons learned from the Suzy Pepper training provided State Professional Development Grant to other content areas; collaborated with RESA to provide training on Reading First Strategies for Non-Funded Schools; and coordinated resources and services with CIS/FCCC to provide after-school remediation for struggling students; providing new hires and additional training for SMARTBoards after the EMC grants expired; and staffing and maintaining the driving simulator class after the Drivers' Ed Grant expired.

School History – Pre-K

The first year for Bleckley County Pre-Kindergarten was 1994-1995. Through the collaboration of school officials, the DFACS, Head Start, and the local health department, children were offered a program that would meet educational, social, and health needs. The program served only at-risk children and their families. We began with two classes with 20 children in each class. The staff consisted of two certified Lead Teachers, two Assistant Teachers and one Resource Coordinator. All staff was trained in the High/Scope Curriculum. The program Project Director was the school system's Curriculum Director. The classes were housed in a two-room portable building on the campus of the Bleckley County Primary School. Emphasis was put on Kindergarten readiness, early literacy skills as well as health and nutrition issues.

For the 1995-1996 school year, the Pre-K program was offered to all children in Bleckley County on a first-come, first-served basis. A total of 140 children were served in 7 classrooms. The additional classroom space was provided at Bleckley Primary. An additional Resource Coordinator was also added in order to keep parent involvement a priority.

In 2005-2006, a new Bleckley County High School was built. Bleckley Pre-K was relocated to the old high school building and became a stand-alone school. The classrooms were enlarged and the space was successfully adapted to the need of four and five year old children. A special-needs preschool class serving three year old was also located in the building. Many children served in this class have been able to transition into a regular Pre-K class when they reach age four.

In 2011-2012, budget constraints resulted in the school year being reduced by 20 days. Class size was increased to 22 children. Classes are heterogeneously grouped in order to have a balance of gender, race, and at-risk factors. The total number of children served at Bleckley Pre-K is currently 154.

Our demographic information is as follows:

Free/Reduced Lunch	56%
White	61%
Black	32%
Hispanic	.4%
Asian	.06%
Multi-Racial	.02%
Male	51%
Female	49%

The school Administrative and Leadership Team consists of:

Jan Evans, Pre-k Director

Regina Smith, Executive Director Communities In Schools/Family Connection

Donna Smith, Pre-K Lead Teacher

Sherri Ligon, Pre-K Lead Teacher

Georgia Anne Herrington, Special Needs Pre-K Teacher

The Pre-K faculty is composed of 8 certified teachers; three of these have advanced degrees. Each Pre-K classroom has a full-time Assistant Teacher each of whom is licensed by the PSC. The Special Needs Pre-School class employs 2 full-time para professionals. Due to budget cuts, the Pre-K Director works part-time.

Past Instructional Initiatives: Bleckley Pre-K has incorporated some elements of Sing, Spell, Read & Write into the literacy instruction. The activities that are incorporated are developmentally appropriate practices that help children begin to build the foundations for learning to read and write. All Pre-K teachers received professional learning from a representative of the Sing, Spell, Read & Write Company.

Current Instructional Initiatives: Bleckley County Pre-K uses the High/Scope Curriculum which provides the framework for planning instructional activities. The key components of the curriculum are adult-child interaction, classroom materials, and daily

routine. Lead teachers and teacher assistants are trained in curricula and effective strategies and practices for working with Pre-K students. All faculty members complete 15 hours of professional learning each school year.

Professional Learning Needs: Needs assessments identified a need for professional learning in the area of implementation of screenings and diagnostic assessments. This training would be very beneficial in utilizing the RTI process. Additional training in Tier I and Tier 2 interventions is needed. The CLASS observation revealed that all classrooms scored in the low range in the areas of Concept Development, Quality of Feedback, and Language Modeling. These scores would indicate a need for professional learning that would increase skills in promoting children's higher-order thinking skills, expanding learning and understanding and improving language development techniques.

Need for a Striving Reader's Project: A total of 15% of Bleckley Pre-K students qualified for Early Intervention services for 2011-2012. The first need that we have identified is to add back the instructional days that were cut from the Pre-K calendar. Due to the shorter school year and capping salaries for 2011-2012, our program lost three veteran teachers. Those teachers were replaced with less experienced teachers who may have lacked the depth of training that is needed. For 2012-2013, the program lost another veteran teacher and one of our newest teachers. We anticipate this trend to continue unless our calendar is extended and the T & E is reinstated.

Funds to strengthen the parent involvement component of Pre-K are a serious need. The original intent for the Pre-K was to provide a wide variety of parent training and to provide multiple opportunities for extensive involvement. When the Resource Coordinator's position was eliminated in 2010-2011, the funds and staff were no longer funded. As educators, we see that a parents' positive involvement in the early childhood stage can help in their child's cognitive development as well as school readiness and achievement. Strong parent involvement can also influence the child's social skills and emotional maturity. Being the first adults that children are exposed to, parent must be able to understand how crucial this stage is in the later development of their children.

Through our conversations with the other stakeholders, we have concluded that additional professional learning opportunities would enhance the delivery of our comprehensive services. The framework is in place; we need opportunities to be exposed to training that would enable us to more clearly understand the need of the children we serve. The goal of training would be to give everyone additional strategies for meeting these needs.

The Striving Readers Comprehensive Literacy (SRCL) grant can provide needed funds to increase literacy materials for all children ages birth to five. This would include classroom materials for both Head Start and Bleckley Pre-K. We would use these funds to provide literacy materials to take into homes as well as in other community locations. We would like to have funds to purchase technology for our classrooms such as interactive boards. Technology training would be necessary to fully implement new technology. We would use funds to provide professional learning for all stakeholders in all agencies providing services to this population.

Bleckley County is a small, rural county that lacks community resources for children birth to five. There is a need for a source of funds to provide additional resources so that our early learners can have the opportunity to succeed in school.

Of the stakeholders involved in educating Bleckley County's children ages birth to five, only Bleckley Pre-K does not provide a universal screener. In order to provide a continuity of data, the Literacy Team recognizes that a screener is necessary. Funds would be needed to purchase the screeners as well as provide for any training needed to administer and to interpret the data that would be generated.

Building Block 1: Engaged Leadership

Action: Administrators are developing a process for identifying school and community partners that will serve on a Birth to Five Literacy Team.

Needs Assessment Results: Not Addressed

The “Why”: The research conducted by Frank Porter Graham, Child Development Institute, found that many environments serving children birth to five are lacking in quality and basic literacy practices. There has not been a strategy team formed to directly target literacy for birth to five in Bleckley County. In order to mobilize all the members who will contribute to the success of the Striving Reader’s Comprehensive Literacy initiative, we will provide the opportunity for collaboration.

Research-Based Practices:

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Identify birth to five stakeholders and partners to be a part of the Community Literacy Strategy Team (CLST).	October 2012	none	Pre-K director CIS/FIS director	Sign in sheets Meeting agendas
Schedule time for the CLST to meet and plan.	October 2012 February 2013 April 2013	none	Pre-K director CIS/FIS director	Meeting agendas Meeting sign in sheets Quarterly calendar
Create a shared literacy plan that provides every child an opportunity to read by the end of kindergarten.	October 12- June 2013	none	CLST	Meeting agendas Meeting minutes Sign in sheet

Building Block 2: Continuity of Instruction

Action: To establish a plan to ensure smooth transitions from one school or agency to another.

Needs Assessment Results: Emergent

The “Why”: A study by Frank Porter Graham, Child Development Institute, reveals that Georgia is improving. The second study focused on measuring quality in Georgia’s Pre-K classroom. The study found overall quality to be medium with fewer than 11% of classrooms rating as “low quality” and the average of most classrooms being above those found in most national studies. With regards to language and literacy practices, the majority of classrooms were found to be meeting “basic” language and literacy practice, and 15% scored in the high range. However, these scores were not high enough to ensure that all Georgia’s Pre-K classrooms were providing instruction congruent with the programs content standards. As a result of a state developed literacy plan, Georgia’s students will become sustaining, life long learners and contributors to their communities and the global society (Georgia Pre K – 12 Literacy Task Force, 2009). However, the study also reveals that much more can be done and coordinated efforts with GA DOE can help ensure that children exit Georgia’s early education program poised to excel in their elementary school environments.

Research-Based Practices:

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Establish collaboration among all birth to five service providers to include Babies Can’t Wait, PAT, Head Start, Special Needs Preschool and Bleckley PreK.	October 2012- June 2013	none	CLST	Meeting agenda Meeting minutes Meeting sign in sheets
The CLST will meet four times per year to develop and implement this plan.	August 2013- May 2014	none	CLST	Meeting agenda Meeting minutes Meeting sign in sheets

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
The CLST will try to ensure accountability from all service providers.	August 2013- May 2014	none	CLST	Teacher Observation Focus Groups
The CLST will examine procedures of each service provider and identify specific measurable goals to determine if children are developing appropriately for their ages.	August 2013- May 2014	none	CLST	Meeting agenda Meeting minutes Meeting sign in sheet
The CLST will coordinate the providing of information to BCPS so that children can have a smooth transition to the next educational level.	Fall 2013 and ongoing	None	CLST	Meeting agenda Meeting minutes Meeting sign in sheets

Building Block 2: Continuity of Instruction

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

Needs Assessment Results: Emergent

Research-Based Practices:

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
At the quarterly CIS /FC collaborative, the CLST will meet with at least one representative from each service provider.	August 2013- May 2014	none	CLST	Meeting minutes Meeting sign in sheet Meeting agenda
A Pre K orientation will be offered to the families of all students who will be enrolling in Pre-K in the current year including students coming from Head Start.	August 2013	none	Pre K Director	Invitation Meeting sign in sheet School policies and classroom procedures handout
A transition orientation will be offered to the families of all students who be enrolling in kindergarten in the current year.	August 2013	none	Pre K Director Primary School Administration and Staff	Invitation School policies and classroom procedures handout

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
A website page will be developed that will make information about all resources available to parents.	Ongoing	None	CLST	Website information

Building Block 2: Continuity of Instruction

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

Needs Assessment Results: Emergent

Research-Based Practices:

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
CIS/FC will administer a community survey to determine needs and gaps in our community in regard to literacy.	Fall 2013	none	CIS/FC	Data analyzed from survey

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
The Pre K leadership team will develop and administer a needs assessment for teachers and parents to determine additional resources needed to expand current Pre K resource room/lending library.	Fall 2013	none	Pre K leadership team	Data from survey
The Pre-K leadership team will determine additional resources needed to expand current Pre-K resource room/lending library.	August 2013	SRCL	Pre K leadership team	Inventory of resource room
CSLT will investigate resources which can provide in-home literacy materials.	Fall 2013	none	CSLT	Emails, samples of requested materials, resource presentation agendas, letters requesting materials
CSLT will explore funding for books to establish a lending library at the Peyton Williams Adult Learning Center.	Fall 2013	none	CSLT	Inventory of books Check out logs

Building Block 3: Ongoing Formative and Summative Assessments

Action: An infrastructure is in place for full implementation of screening and diagnostic assessments.

Needs Assessment Results: Emergent

The “Why”: One recommendation from the literacy task force was the need for a universal screener at all ages and grades. The recommendation included that there also needs to be coordination among those screeners and assessments that would permit the receiving teachers and/or schools to interpret the findings of the earlier grade or level.

Research-Based Practices:

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Babies Can't Wait uses screeners such as Ages and Stages Developmental Questionnaires and ASQ Social Emotional Questionnaires	Upon referral	None	Babies Can't Wait Coordinator	Results of screenings
PAT also uses the Adult and Adolescent Parenting Inventory, Ages and Stages Developmental Questionnaires and ASQ Social and Emotional Questionnaires.	Fall 2013	None	PAT Coordinator	Results of screenings
Special Needs Preschool – Children who are referred for the special needs preschool program are screened by the school psychologist using the Brigance 3. Additional psychological and cognitive evaluations are administered to determine eligibility.	Fall 2013	None	School Psychologist	Results of screenings
Head Start administers the Brigance 3 to all children when they enter the Head Start program. Children are assessed three times during the school year using a Continuum and Outcome Measure instrument.	Fall 2013	None		Results of screenings
Pre-K currently has no universal screening in place. At the end of the school year, the Kindergarten Early Intervention Program Rubric is completed on each child.	May 2012	None	Classroom teachers	Completed rubric

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
<p>Every Pre-K child is required to have an Eye, Ear, and Dental Screening within the first 90 days of school. Prevent Blindness Georgia also screen all Pre-k children.</p>	Fall 2013	None	Patty Smith Coordinator	Results of screenings

Building Block 3: Ongoing Formative and Summative Assessments

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

Needs Assessment Results: Emergent

Research-Based Practices:

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
<p>Head Start uses Preschool Early Language and Literacy Quick Check list for progress monitoring</p>	<p>Ongoing</p>	<p>None</p>	<p>Classroom teachers</p>	<p>Completed checklists</p>
<p>Bleckley Pre-k uses Work Sampling Online (WSO) for progress monitoring of all students. Data is gathered on each child by using anecdotal notes, pictures, work samples of matrices. This system is aligned with the Learning Standards of Georgia Pre-K. Large and small group instruction is planned based on the results of this system. Progress reports are provided to parents 2 times each year.</p>	<p>Ongoing</p>	<p>None</p>	<p>Classroom teachers</p>	<p>Pre-K Progress Reports</p>

Building Block 3: Ongoing formative and summative assessments.

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

Needs Assessment Results: Emergent

Research-Based Practices:

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
WSO will be used to plan instructional activities to meet the individualized needs of the students. The WSO will be used monitor children's continuous progress and places children's work within a broad developmental perspective.	2013-2014	none	Pre K teacher Pre K director	In progress/ proficient student ratings on WSO
The CLASS results will be used to determine professional learning needs in the areas of concept development, quality of feedback, and language modeling.	2013-2014	none	Pre K teacher Pre K director	CLASS report

Building Block 3: Ongoing formative and summative assessments.

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

Needs Assessment Results: Emergent

Research Based Practices:

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Head Start will administer the DP-3	2012-2014 School year	SRCL Grant	Head Start Staff	Data of completed screening instrument
Bleckley Pre-K will administer both of the required assessments: PALS-Pre K (3 times a year); PPVT4 Form A/B (2 times per year)	2013-2014 School year	SRCL Grant	Pre K director/ classroom teachers	Data of completed screening instrument
CLASS will be administrated by Bright From the Start	2012-2013	none	BFTS	CLASS reports

Building Block 4: Best Practices in Literacy Instruction

Action: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

Needs Assessment Results: Emergent

The “Why”: In conjunction with the Georgia Department of Education, the Department of Early Care and Learning recommended that there is a clear need for evidence based professional learning opportunities for teachers serving children from birth to age 5.

Research-Based Practices:

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
All new Pre-K teachers attend the New Teacher Institute required by BFTS. This instruction includes training in the Pre-K Content Standards, and WSO.	Sept. 2012	None	Pre-K Director	Registration Confirmation Certificate of Completion
All Pre-K faculty and staff receive on-going professional learning as required by BFTS. This training is based on the Pre-K Content Standards, and WSO.	During school year	None	Pre-K Director	Registration Confirmation Certificate of Completion
Head Start faculty and staff receive a 3 day pre-service training provided by a state approved trainer based on the Head Start Child Development and Early Learning Framework. Head Start faculty also receives monthly professional learning from Head Start coordinators.	Fall 2013	None	Head Start	Training Certificates

<p>The “What” Actions, Strategies, and Interventions</p>	<p>Timeline</p>	<p>Resources</p>	<p>Person(s) Responsible</p>	<p>Evidence/Artifacts</p>
<p>Pre-K Faculty have periodic training sessions in which veteran teachers share their knowledge and expertise in literacy with newer teachers.</p>	<p>During the school year</p>	<p>None</p>	<p>Pre-K Director</p>	<p>Sign- in sheets Meeting Agendas</p>

Building Block 5: System of Tiered Instruction

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

The “Why”: The Georgia PreK-12 Literacy Task Force stated that all students flourish when they are educated in a language-rich environment designed to meet their communication, language, and academic needs.

Research-Based Practices:

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Response to Intervention is the tiered-intervention model used by both Bleckley Pre-K and Bleckley County Head Start	Fall 2013	None	Pre-K Director Head Start Coordinator Classroom Teachers	RTI folders with documentation of progress monitoring
Children will be moved through different tiers as indicated by progress monitoring and results of Brigance Pre-School Developmental Screening.	Ongoing	None	Pre-K Director Head Start Coordinator Classroom Teachers	RTI folders Results of screening
Student Support Team will be convened to analyze date and develop interventions and/or referrals for full evaluation	Ongoing	None	Pre-K Director Head Start Coordinator Classroom Teachers	SST agenda

Building Block 6: Professional Learning and Resources

Action: Community Partners receive professional learning in the development of early literacy

Needs Assessment Results: Not Addressed

The “Why: The Literacy Task force recognized the need for a system of data collection, evaluation, and program improvement for all professionals and agencies working with children from birth to 5.

Research-Based Practices:

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
A survey will be administered to all CLST members to determine level of knowledge.	Fall 2013	None	CIS/FC Executive Director	Results of survey
Program standards for GELS, Head Start Child Development and Early Learning Framework, and Content Standards for Georgia Pre-K will be distributed to all team members.	Fall 2013	None	CIS/FC Executive Director and Pre-K Director	Copies of documents
Representatives from Babies Can’t Wait, PAT, Head Start and Bleckley Pre-K will meet to analyze and to discuss possible common trainings that would be beneficial to all agencies.	Fall 2013	None	CLST	Invitation Meeting agenda Sign in sheets

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
All training will be aligned with all early learning standards.	Fall 2013	None	CLST	Invitations to training Training agenda Sign in sheets

NEEDS ASSESSMENT, CONCERNS AND ROOT CAUSE ANALYSIS

a. A description of the needs assessment process

A Needs Assessment was administered in early Fall by the Bleckley Pre-k Site Level Literacy Team in order to formulate a comprehensive literacy plan. Focus groups were conducted with Birth to Five service providers, staff, administrators, parents and community members. A second survey was conducted with certified teachers and paraprofessionals.

The Kindergarten teachers worked together on a “Vertical Alignment” process at the primary school. The process started with the reading/ELA teachers from 1st and 2nd grades and all kindergarten teachers. As part of this process each grade-level completed a “Glow and Grow” sheet for the previous grade level. Pre-K teachers were given a list of those areas that were strong and a list of areas where growth is needed. This information will be used to strengthen literacy instruction.

The site-based literacy team came together to compile the responses and to examine the strengths and weaknesses identified in the needs assessment process. The literacy team met a second time to begin the process of formulating a literacy plan that addressed each of the identified needs and develop strategies to strengthen our literacy instruction.

The mission of Communities in Schools/Family Connection (CIS/FC) is to surround students with a community of support, empowering them to stay in school and achieve in life. The vision is that all students in the Bleckley County School System will graduate on time. The CIS/FC Collaborative is committed to work with the Bleckley County School System, Pre-K and Birth to Five service providers to implement the goals and objectives of the Striving Literacy grant initiative because we believe that literacy is a key component in helping students stay in school, graduate on time and ultimately achieve success in life.

CIS/FC has conducted ongoing needs assessment activities in our county on an annual basis since 1997 and has used this data to determine where gaps in services occur. This data is also used to assess strengths and challenges in our school system and community.

We will also expand our current needs assessment to include data specific to literacy needs and gaps.

b. A description of the styles of surveys used:

The Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy was conducted with all certified staff including Special Education teachers. A locally developed needs assessment was administered through focus groups including parents, service providers and community members and data from Kindergarten teachers using “Glow and Grow” was analyzed.

c. Define root or underlying causes of areas of concern.

Based on the needs assessments and focus groups, the following areas of concern have been identified:

1. Collaboration among stakeholders
2. Connecting families to schools
3. Connecting communities to schools
4. Implementation of Formative and Summative Assessments
5. Technology

d. The needs assessment process included all content and ancillary teachers.

e. Bright from the Start has not allowed any universal screening for Pre-K; therefore, no data is available at this time. Furthermore, there has been little communication and collaboration among early care providers and stakeholders. The SRCL grant will provide the mechanism for this collaboration.

f. Identifies areas of concern.

The first area addressed was the need to develop a dedicated Community-based Literacy Strategy Team (CLST). According to Frank Porter Graham, Child Development Institute, many environments serving children birth to five are lacking in quality and basic literacy practices. From our needs assessment, we were able to determine that we

do not have a strategy team in Bleckley County to directly target literacy issues for the youngest members of our community, birth to five year olds. We realized in order to serve children in this age group we needed to include members from all service providers. These members would include Babies Can't Wait, Project Step Special Needs, Bleckley County Pre-K, Head Start, Parent As Teachers and our community collaborative.

The second area of concern identified by our needs assessment was that the number of instructional days needs to be added back to Pre-K. In 2011-2012, the Pre-K year was reduced by 20 days. Currently we are operating a total of 186 days per year as compared to 190 total days in 2010. As a result of adding back the days which had been furloughed, faculty and staff will have more opportunities for collaboration and professional learning.

Implementation of assessment tools to improve instruction was the next area of concern. The needs assessment pointed out that we would better serve our community as a whole from birth to five by implementing universal assessments and screenings and coordination among service providers. This would allow for children to smoothly transition from one agency to another from birth to five and enter Kindergarten ready to learn to read by the beginning of first grade.

Currently, some of our providers for Birth to Five have the infrastructure for full implementation of screening and diagnostic assessments. Babies Can't Wait uses screenings such as Ages and Stages Developmental Questionnaires and ASQ Social Emotional Questionnaires. The PAT program also uses the Adult and Adolescent Parenting Inventory, Ages and Stages Developmental Questionnaires and ASQ Social Emotional Questionnaires. Children who qualify for the Special Needs Pre-K program are screened by the school psychologist using the Brigance 3. Additional psychological and cognitive evaluations are administered to determine eligibility. Head Start administers the Brigance 3 to all children when they enter the Head Start Program. Children are assessed three times during the school year using a Continuum and Outcome Measure instrument.

Bleckley County Pre-K currently has no universal pre-screening instrument in place. At the end of Pre-K, the Kindergarten Early Intervention Program Rubric is completed on each child. Fifteen percent qualified in 2011-2012. Although Bright from the Start guidelines stated that no universal screenings would be administered, permission has been granted to administer PALS-Pre-K and the PPVT4. The Literacy Team will ensure that the required assessments are implemented with fidelity. We are requesting funds from the Striving Reader's Comprehensive Literacy Grant to purchase the required assessments and to provide training for administration of the assessments.

In conjunction with the Georgia Department of Education, the Department of Early Care and Learning recognized the need for evidence based professional learning opportunities for teachers serving children from birth to age five.

Research from Parents As Teachers national indicates that parents are their child's first and most influential teachers. For that reason parent engagement was identified as an area where we could offer more to help a child succeed. Currently parent engagement opportunities are limited but funds from the SRCL grant will be used to supplement additional opportunities.

Staff from Bleckley Pre-K and Bleckley Primary will serve as a transition team to coordinate activities with parents to foster a smooth transition from Pre-K to Kindergarten. A transition timeline will be developed with monthly activity plans. An orientation for children entering kindergarten and their families is offered every spring. Printed materials are available which include information about curriculum expectations, attendance requirements and other school policies.

The community literacy strategy team will further develop a plan to offer transition activities for those children entering Pre-K. Our current practice is to offer an orientation to children and their families during the first 20 days of school. A more beneficial plan will be to offer the orientation in the spring after Pre-K registration. The community literacy strategy team will also sponsor a parent engagement event to help parents prepare their children for a successful transition to Pre-K. This committee will commit to provide

transportation and secure donations for food and prizes so parents will be more likely to attend.

The needs assessment also indicated a need to improve family access to resources. The community literacy strategy team will meet to investigate the availability of programs to help provide books for homes of our children and explore the opportunity to form a lending library in the Peyton Williams Adult Learning Center.

ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

a, b, c, and d are not applicable to birth to five.

e. Teacher Retention Data

School Year Bleckley County Head Start	Teacher Turn-over	Percent of Teacher Population
2010-2011	0	0
2011-2012	0	0
2012-2013	0	0

School Year Bleckley Pre-K	Teacher Turn-over	Percent of Teacher Population
2010-2011	0	0
2011-2012	3	37.5
2012-2013	2	25

Bleckley County Head Start employs two teachers. One of the teachers holds a Georgia Teaching Certificate. The other teacher has an Associates Degree. Each classroom also has a teacher's aide.

Bleckley County Special Needs Pre-K employs one certified teacher who has taught this class for 20 years. The class also has two paraprofessionals who are licensed by the Georgia Professional Standards Commission (PSC).

Bleckley County Pre-K employs 7 certified teachers and 7 assistant teachers who are licensed by Georgia PSC.

f. Goals and objectives based on formative and summative assessments:

Each program utilizes its own formative and summative assessments. Since there is no universal screening in place, the goal with the SRCL grant is to provide the framework for screening for all children ages birth to five. The objectives include offering the

opportunity for collaboration among all service providers, improve parent engagement, and provide smooth transition for children.

g. There are no district prescribed screeners, benchmarks or diagnostic assessments in the birth to five age group.

Bleckley Pre-K currently uses Work Sampling On-line (WSO) as its portfolio assessment system. In the future, assessment data will be available from the Bright from the Start (BFTS) website.

h. Professional Learning

Bleckley County Head Start: All professional learning for Bleckley County Head Start is offered at the regional level. Trainers are provided for each opportunity.

Professional Learning Activity	Year Offered	Number of Staff	Location
CPR/First Aid	2012-2013	5	Regional Head Start Office
Transition	2012-2013	5	
Math and Science Activities	2012-2013	5	
Nutrition Training	2012-2013	5	
Teacher Directed vs Child Directed Classrooms	2012-2013	5	
Positive Discipline	2012-2013	5	
Strengthening Families	2012-2013	5	
Child Abuse Awareness	2012-2013	5	
Infectious Disease Control	2012-2013	5	

Child & Teacher Interaction	2012-2013	5	
Embracing Diversity	2012-2013	5	
More Than Just Routine	2012-2013	5	

Bleckley County Pre-K

Professional Learning Activity	Year Offered	Number of Participants	Location
Staff Meetings for in-house training	2010-2011 2011-2012 2012-2013	18	Bleckley Pre-K
Regional BFTS Training	2010-2011	15	Bleckley Pre-K
Regional BFTS Training	2011-2012 2012-2103	15	Bleckley Pre-K
On-line Pre-k Courses	2010 and ongoing	15	Bleckley Pre-K
Response to Intervention	2009-2010 and ongoing	15	Bleckley Pre-K

II. PROJECT PLAN, PROCEDURES, GOALS, OBJECTIVES AND SUPPORT

a. Project goals directly related to the identified needs.

- Due to the absence of communication and collaboration between service providers for children age birth to 5, a Community-based Literacy Strategy Team will be formed to address the identified needs. This team will consist of representatives from Babies Can't Wait, the PAT program, Special Needs Pre-K, Head Start and Bleckley County Pre-K.
- Increase the number of instructional days for Pre-K students. A top priority is to add back the 10 days that were cut from the 2011-2012 calendar.
- Implement universal assessment tools by all service providers birth to five to guide and improve instruction.
- Strengthen literacy instruction for children age birth to five through upgrading technology.
- Increase parent engagement and access to literacy resources by expanding the Pre-K resource room and provide additional resources in the community such as the Health Department and the Peyton Williams Adult Education Center.

b. Project Objectives

- Form a community-based literacy team to develop a shared literacy plan, provide training, and develop goals.
- Increase the amount of collaboration among all birth to five service providers.
- Provide professional learning for all stakeholders serving children ages birth to 5.
- Increase availability of literacy materials in homes, in the community, and in classrooms and Pre-K Resource Center.
- Provide meaningful transition activities from Head Start and Pre-K to Kindergarten.

c. The goals and objectives are measurable either formatively or summatively.

- The CIS/FC Collaborative board of directors will continue to meet 8 times per year with 4 of these meetings to invite and include partners from organizations impacting young children. The Community Literacy Strategy Team will be a standing agenda item to report out at each meeting to stakeholders. This team will work together and seek the support from other partners to effectively implement the activities and events of the Striving Reader Literacy initiative. Professionals from organizations in our community serving young children will have the opportunity to learn from and support one another through this team approach to meet our needs for a comprehensive literacy component serving birth to five as identified in our needs assessment.
- The required assessments will be purchased and administered according to the prescribed schedule. Data will be collected, evaluated and shared among all stakeholders.
- Literacy materials will be purchased and a system of distribution developed. In addition to classroom resources, this will include materials for parents to use in the home and materials to be available in the community. An inventory of resources will be kept. A system of sign-out will provide evidence of these additional resources being used.
- Transition activities will be coordinated between Head Start, Pre-k and Kindergarten. A transition timeline will be developed.

d. N/A

e. RTI Model

Bleckley Pre-K has developed and implemented a set of procedures that identifies at-risk students. These procedures are part of a plan called Response to Intervention (RTI).

The process begins with regular classroom instruction for all children. When the classroom teacher begins to observe a child who may be showing delays, she will begin the RTI process.

Tier 1 interventions are implemented for a minimum of 4 weeks, and are used during large and small group instruction. This includes progress monitoring in language activities involving vocabulary development and other concepts such as colors, shapes, number and letter recognition.

After 4 weeks, a parent conference is held in order to discuss concerns and share the progress monitoring results. At that time, the parent signs a Parental Consent to Screen. Any child that is to be screened must have a passed vision and hearing evaluation (#3300). The Brigance Preschool Developmental Screening is administered. Parents are

informed of the results. If the screening results indicated that the child needs Tier 2 interventions, the parents are sent a Parent Notification of Interventions letter and they are asked to complete a Preschool Developmental History form.

Tier 2 interventions are implemented for at least 4 weeks. The teacher uses targeted, small group activities at least 3 times per week and uses progress monitoring assessments. After 4 weeks, a parent conference is held with the RTI team to review and analyze progress monitoring records to determine if a child is making progress and can return to Tier 1, continue in Tier 2 or move to Tier 3.

Tier 3 involves the Student Support Team which would include the child's parents, the classroom teacher, the Special Needs Pre-K teacher, the school psychologist, and the Pre-K Director. The SST analyzes the evident and develops an individual intervention and monitoring plan. After 4 weeks of intensive interventions, the SST meets to examine progress monitoring data and determine if the child will return to Tier 2, continue in Tier 3 or proceed to a special education referral, evaluation and eligibility determination.

Parent involvement is valued as an important element for successful interventions.

Bleckley County Head Start uses the RTI model as well.

f. The application is inclusive of all teachers and students in Head Start, Special Needs Pre-K, Bleckley Pre-K.

g. Considers practices already in place when determining goals and objectives.

All 7 classrooms use the WSO system of assessment. The additional screeners will give another source of data to consider.

h. Goals to be funded by other sources

- Establish a community-based Literacy Strategy Team to address the needs of children from birth to age 5.
- Sponsor a Baby Families and Schools Together, a six week family engagement program funded by CIS/FC.

i. Details a sample schedule by grade level indicating a tiered instructional schedule.

Birth-to-five programs follow the schedule required by Bright From the Start. A sample Pre-K literacy schedule is listed below. Literacy is also incorporated into all other parts of the day such as small group and center time.

10-15 minutes	Story time	A minimum of two planned opportunities for story time are required daily.
10-15- minutes	Large Group Literacy	At least one planned large Group Literacy Activity is required daily. This can include big books, flannel board stories, drama, props such as puppets, etc.
15-20 minutes	Phonological Awareness Activity	Phonological awareness consists of skills that develop gradually and sequentially. Individual children's needs can be identified during a large group activity. Small group time gives an opportunity to adjust instruction to meet the needs.
15-20 minutes	Story Time	A second planned story time is required daily.

j. Reference to “What and Why” document as a guide for establishing goals and objectives.

The School Literacy Team used the “What and Why” documents as a guide for establishing goals and objectives. The goals were adapted from the Recommendations/Goals of the Department of Early Care and Learning(DECAL) to the Georgia Department of Education (GADOE) for children birth to age five. The research conducted by Frank Porter Graham, Child Development Institute, found that many environments serving children birth to five are lacking in quality and basic literacy practices. There has not been a strategy team formed to directly target literacy for birth to five in Bleckley County. In order to mobilize all the members who will contribute to the success of the striving reader’s comprehensive literacy initiative we will provide the

opportunity for collaboration. The Community Literacy Strategy Team (CLST) will be established to support all initiatives for this population.

I. ASSESSMENT/DATA ANALYSIS PLAN

a. There is currently no identification of strengths and weaknesses from common assessments for children birth to five.

Head Start administers the Brigance 3 to all children when they enter the Head Start program. Children are assessed three times during the school year using a Continuum and Outcome Measure instrument. The DP-3 will be purchased and added to the current assessment schedule.

Bleckley Pre-K currently has no universal screening in place. At the end of the school year, the Kindergarten Early Intervention Program Rubric is completed on each child leaving Pre-K and entering Kindergarten. For the 2012-2013 school year, 23 of 154 Pre-K children qualified for EIP services in kindergarten.

b. Bleckley Head Start will use SRCL funds to purchase the Developmental Profile (DP-3). Parent interview is the preferred method of administration of the DP-3. The checklist can be completed by the child's parent or other caregiver who is knowledgeable about the child's functioning. Bleckley Pre-K will use SRCL grant funds to purchase PALS Pre-K and PPVT4 Form A and B. Bleckley Pre-K will also use CLASS once per year.

c. How will the new assessments be implemented in the current assessment schedule.

Research shows that PALS-Pre-K is a scientifically based phonological awareness and literacy screening that measures early learners' foundation of the fundamentals of literacy. It provides guidance to teachers for individualizing instruction to meet children's specific needs. The assessment reflects skills such as name writing ability,

upper case/lower case alphabet recognition, letter sound and beginning sound awareness, and rhyme awareness. The assessment scores will identify each child's strengths as well as those areas that need more instruction. This assessment will be administered to Pre-K children in the fall to help guide instruction during the year. It will be administered two additional times during the year to monitor progress and adjust instruction accordingly.

The PPVT4 is a universal screener that is used to evaluate vocabulary and will be administered two times per year. The results will allow teachers to develop necessary strategies and interventions for all classroom instruction and RTI.

d. What assessments might be discontinued as a result of the implementation of SRCL.

There are no plans to discontinue any current assessments. Pre-K teachers will continue to use the Work Sampling System to document student progress. Teachers will continue to administer the Kindergarten EIP Rubric as long as it is required by Kindergarten.

e. Professional learning needs.

Professional learning will be provided as needed for the following assessments.

- Head Start and other service providers will be trained to administer the DP-3.
- Head Start and Pre-K staff will be trained to administer the PALS-4 and the PPVT.

f. How will the data be presented to parents and stakeholders.

Data will be presented to the CLST so that a broader prospective on Bleckley County children can be developed. Head Start staff will share results with parents during the school year and with Bleckley County Pre-K. Pre-K teachers will share results with parents during the Parent Conference opportunities in December and May. The results will also be shared with parents of children who are identified as needing the RTI process throughout the school year.

g. How will the data be used to develop instructional strategies?

Teachers will develop instructional strategies to address the strengths and needs identified by the assessments.

h. Who will perform the assessment?

All classroom teachers will be provided with professional development in the administering of each screening as well as how to analyze the data from the assessments. This training will be provided before the beginning of the 2013-2014 school year. The teachers will administer the assessments as required by the SRCL grant.

**RESOURCES STRATEGIES AND MATERIALS (Existing and proposed)
Including Technology to support the Literacy Plan**

a. A list of resources needed to implement literacy plan including student engagement.

- Universal screener materials and training
- Additional early childhood print materials
- Books on tape
- Additional literacy resources for all learning centers: games to support phonological awareness, resources to strengthen alphabetic principles
- Technology including interactive boards and software for all classrooms, new computers and wireless access
- Home and community literacy materials

b. List of activities that support literacy intervention programs (RTI).

- Inclusion of students with IEPs
- Large and small group instruction including modeled writing; large group literacy activity daily; small group literacy activity weekly
- Flexible grouping to meet individual needs of students
- Individualized/differentiated instruction
- Daily phonological awareness activities
- Daily read alouds, including fiction and non-fiction
- Vocabulary building activities
- Learning centers include reading and writing materials
- Screening for EIP

c. List of shared resources

- Books in Resource Room/Lending Library
- Educational games and activities in Resource Room/Lending Library

- Large screen TV
- Laminator

d. Library resources

The Pre-K center does not have a library. We have a resource room with books and other resources that can be checked out by parents.

e. A list of classroom activities that support classroom practices.

- Large group instruction
- Small group instruction
- Individualized/differentiated instruction
- Work/Center time
- Music and movement

f. A list of additional strategies needed to support student success.

- Collaborative planning
- Strategies for effective implementation of CLASS
- Utilization of assessment data
- Meeting individual student needs

g. A general list of current classroom resources for each classroom in the school

Head Start:

- Classroom materials that are required for implementing the Creative Curriculum
- Materials needed for each learning center

Special Needs Pre-K:

- Basic classroom materials needed to implement the GELS.
- Children's computer and supporting software.
- Classroom library

- Learning games

Pre-K:

- Basic classroom materials as required by Bright from the Start
- Children's computer
- Teacher's computer
- Classroom libraries
- Listening Station
- Props that promote language and literacy in each of the other learning areas

h. A clear alignment plan for SRCL and all other funding

Bleckley Pre-K receives funds from Bright from the Start and currently has no additional source of funds. Funds from the SRCL will be used for those unfunded costs which are included below:

- Universal screener materials and training
- Additional early childhood books
- Books on tape
- Additional literacy resources for all learning centers: games to support phonological awareness, resources to strengthen alphabetic principles
- Technology including interactive boards and software for all classrooms, as well as wireless access
- Home literacy materials

i. A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing.

The funds from the SRCL will be used to purchase updated computers for the children in both the Head Start and Pre-K classrooms. Additional software will be purchased to promote literacy skills. Other electronic learning tools, books on tape and interactive games will be purchased. Some of these materials will

be included in a lending library. Interactive boards will be utilized in each classroom to promote student engagement and to strengthen early literacy skills.

PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEEDS

a. Table

Bleckley County Head Start: All professional learning for Bleckley County Head Start is offered at the regional level. Trainers are provided for each opportunity.

Professional Learning Activity	Year Offered	Percent of Staff	Location
CPR/First Aid	2012-2013	100	Regional Head Start Office
Transition	2012-2013	100	
Math and Science Activities	2012-2013	100	
Nutrition Training	2012-2013	100	
Teacher Directed vs Child Directed Classrooms	2012-2013	100	
Positive Discipline	2012-2013	100	
Strengthening Families	2012-2013	100	
Child Abuse Awareness	2012-2013	100	
Infectious Disease Control	2012-2013	100	
Child & Teacher Interaction	2012-2013	100	
Embracing Diversity	2012-2013	100	
More Than Just Routine	2012-2013	100	

Bleckley County Special Needs Preschool:

A Special Needs Sensory Conference	2011-2012	100	
Paraprofessional Institute	2011-2012	100	Heart of Georgia RESA

Bleckley County Pre-K

Professional Learning Activity	Year Offered	Percent of Participants	Location
Staff Meetings for in-house training	2010-2011 2011-2012 2012-2013	100	Bleckley Pre-K
Regional BFTS Training	Annually	100	Bleckley Pre-K
Regional BFTS Training	2011-2012 2012-2103	100	Bleckley Pre-K
On-line Pre-k Courses	2010 and ongoing	100	Bleckley Pre-K
Response to Intervention	2009-2010 and ongoing	100	Bleckley Pre-K

c. On-going professional learning

Head Start staff participate in annual professional learning activities as prescribed by program requirements.

Pre-K teachers and assistant teachers receive 15 hours of professional learning that is provided by BFTS. Additionally, whole faculty study groups meet to examine current educational issues and trends.

d. Professional Learning Needs

- All Head Start and Pre-K teachers will need to be trained in the administration of any assessments given.
- All Head Start and Pre-K teachers will need to be trained in how to interpret and analyze the data.
- All Pre-K teachers are receiving ongoing training in Work Sampling on Line.
- BFTS will be providing professional learning in using the CLASS Observation to improve classroom instruction.
- Training will be needed for integrating new technology into classroom instruction.
- Training will be needed for implementation of Georgia Early Learning Standards (2013).
- Staff will participate in additional professional learning activities related to literacy instruction as needed based on assessment data.

e. Process to determine if professional development was adequate and effective.

Following each professional learning session, teachers will provide feedback about the effectiveness of the training through a locally developed survey.

After administration of the assessments, staff will have an opportunity to provide feedback to determine if the training was adequate. Feedback will be analyzed and adjustments made as necessary.

Teacher use of new technology will be evidence of successful training.

f. The professional learning plan is detailed and targeted to stated goals and objectives.

All Head Start and Pre-K teachers will need to be trained in the administration of any assessments given.

All Head Start and Pre-K teachers will need to be trained in how to interpret and analyze the data.

All Pre-K teachers are receiving ongoing training in Work Sampling On-line.

BFTS will be providing professional learning in using the CLASS Observation to improve classroom instruction.

Training will be needed for integrating new technology into classroom instruction.

g. There is a method of measuring effectiveness of professional learning that can be tied back to goals and objectives.

After administration of the assessments, a teacher perception survey will be administered to determine if the training was effective in meeting the goals and objectives outlined in the professional learning plan.

In-classroom observations will be conducted to determine the level of proficient use of new technology by using a locally developed observation checklist.

The BCSD places a strong emphasis on sustainability of initiatives. This requires a supportive Board of Education and much collaboration and coordination among program directors, administrators and leaders, teachers, community supporters, resource providers, partners in education and our local collaborative Communities in Schools of Cochran/Bleckley & Family Connection Community Partnership, Inc. (CIS/FCCP).

Assessment protocols will be extended beyond the grant period through the use of local, state, and federal funds. This will be accomplished through collaboration and prioritization of funding among program directors, the Pre-K director and the superintendent.

The BCSD enjoys strong community support with various partners in education and the CIS/FCCP. Along with these support systems and a focused commitment to continuation of the initiatives, resources will be coordinated for meeting the annual costs of sustaining the initiatives of the SRCL.

Professional learning is highly utilized in the BCSD as a vehicle for sustainability, professional enhancement, lessons learned and best practices. This is accomplished through redelivery, professional learning communities, and support from Heart of Georgia RESA. These types of job-embedded professional learning are highly effective for developing a viable learning culture and fostering professional growth.

Lessons learned are a valuable tool for building capacity and skill development. Lessons learned and next steps will be discussed at monthly meetings of the leadership team, as well as meetings of the Community Literacy Strategy Team, the CIS/FC Collaborative, professional learning communities, and the transition teams.

Expanding the assessment protocols will be an ongoing process whereby teachers will further develop their skills to interpret and assimilate data to gain a sharper understanding of individual and subgroup achievement, effectiveness of instructional strategies, and develop high-quality assessments that accurately measure student achievement.

All teachers will be trained on the assessment protocols and new hires will receive training and support from their mentors or other qualified colleagues. Additionally, we will collaborate with our RESA to provide support and training as needed.

Maintaining technology, site licenses, and professional learning is ongoing. The BCSD will maintain this through the use of state, local and federal funds, and other available funds. The BCSD technology department supports the maintenance of instructional technology.

Professional learning opportunities will continue beyond the life of the grant to sustain and advance teachers' skills. Funding will come from state, local and federal funds for which professional learning is an acceptable expenditure.

Professional learning and support is provided for all teachers. Newly hired teachers will continue to be assigned a mentor to provide professional support and training in the individual areas of need of the new hire. Once the grant period has ended professional learning, best practices, and lessons learned will be provided for new staff through the redelivery model. Furthermore, the

Georgia Department of Education has provided a wealth of literacy resources which can be utilized for professional learning after funding has ended.

Our teachers participate in job-embedded professional learning and professional learning communities. This has fostered a culture of learning that is a continuum for enhanced teacher effectiveness. These efforts are encouraged and supported by the district and foster a professional growth model that is sustainable.

Print materials will be replaced as necessary through the use of appropriate local and state funds.

BUDGET SUMMARY

Bleckley County Birth-to-Five will utilize the SRCL funds for the following:

- to add back the 10 days that were cut from the Pre-K calendar
- to purchase universal screening materials required by SRCL
 - DP-3
 - PALS-Pre-K
 - PPVT4.
- to provide professional learning opportunities for staff
- to provide funding for substitutes as necessary.
- to purchase instructional technology, such as
 - interactive boards
 - software
 - additional classroom computers
 - wireless access.
- to purchase additional early childhood literacy materials for classrooms,
- to purchase additional early childhood literacy materials for resource rooms,
- to purchase additional early childhood literacy materials for in-home use
- to purchase additional early childhood literacy materials for community locations,
such as the Bleckley County Health Department