School Profile

Created Thursday, November 13, 2014

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School Information

System Name:	Worth County School District
School or Center Name:	Worth County Early Learning
System ID	759
School ID	8888

Level of School

Early Learning (Birth to Five)

Principal

Name:	Cora Brettel
Position:	Principal
Phone:	229-777-8527
Email:	cbrettel@worthschools.net

School contact information

(the persons with rights to work on the application)

Name:	Shayla Norman
Position:	Media Specialists
Phone:	229-777-8537
Email:	snorman@worthschools.net

Grades represented in the building

 example pre-k to 6

birth to five

Number of Teachers in School

36

FTE Enrollment

441

Grant Assurances

Created Friday, December 05, 2014

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

      iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

          1. Disqualify the Applicant, or

          2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

      iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

  b. **Employee Relationships**

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

          1. The names of all Subject Individuals who:

              a. Participated in preparation of proposals for award; or

              b. Are planned to be used during performance; or

              c. Are used during performance; and

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

          1. The award; or

          2. Their retention by the Applicant; and

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

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

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

    iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

    v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

[ ] A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

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

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III. **Incorporation of Clauses**

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

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

Kay S. Mathews, Ed.S., Superintendent, Worth County School District
Typed Name of Fiscal Agency Head and Position Title

11/12/14
Date

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

Cora Brettel, Ed.S., Principal, Worth County Primary School
Typed Name of Applicant's Authorized Agency Head and Position Title

11.12.14
Date

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

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

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: <u>Amy Chafin</u>

Position/Title of Fiscal Agent's Contact Person: <u>Director of Curriculum and Instruction</u>

Address: <u>103 Eldridge Street</u>

City: <u>Sylvester</u>   Zip: <u>31791</u>

Telephone: <u>(229) 776-8600</u>   Fax: <u>(229) 776-8603</u>

E-mail: <u>achafin@worthschools.net</u>

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

<u>Kay S. Mathews, Ed.S., Superintendent, Worth County School District</u>
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____
Date (required)

District Narrative

Brief History of the System

Worth County is a rural county located in southwest Georgia. It has an area of 575 miles and a population of 21,741. Worth County is the 18th largest of the 159 counties in Georgia. The county seat is Sylvester, located on U.S. 82 between Albany, Georgia and Tifton, Georgia.   It is 168 miles south of Atlanta and 20 miles west of I-75, Georgia's primary north-south transportation route.

Worth County School District (WCSD) consists of four schools: Worth County Primary (Pre-K-2), Worth County Elementary (3-5), Worth County Middle School (6-8), and Worth County High School (9-12). The district's student enrollment is 3239, and we employ 244 certified staff and 182 classified personnel. The district's free and reduced percentage rate is 71%.

System Demographics

	Total Students	Black	Hispanic	White	Other
Worth Primary	879	323	15	497	44
Worth Elementary	702	229	18	424	31
Worth Middle	748	246	21	451	30
Worth High	908	343	10	530	25
System	3,237	1,141	64	1,902	130
Special Populations:					
Special Education - 6%			Gifted - 8%		
ESOL - .01%			PreK - 8 classrooms (163 students)		
Migrant - .0%			Pre-School (Migrant, Sped) - 0%		
Economically Disadvantaged - 74%					

In 2009, our percentage of students eating free and reduced lunch was 65%. In 2014, that percentage increased to 71%. For the 2014-2015 school year, all students eat free through the Community Eligibility Program. All schools within the district are Title I schools.

Current Priorities

The purpose of the Worth County School District (WCSD) is to provide a quality education for all students leading to graduation and productive citizenship. Increased achievement is at the forefront of our daily work, as we strive to improve our graduation rate and provide a well-rounded and meaningful education in each and every classroom. The Common Core Georgia Performance Standards (CCGPS) have been a primary priority for the last few years, as our teachers continue to develop, review and revise units of instruction and assessments aligned to the new mathematics and English language arts curriculum. The following priorities provide clear curricular focus for the district:

- Continued implementation of research-based instructional strategies such as differentiation and flexible grouping
- Increased use of instructional technology in all classrooms
- Analysis of formative and summative student data to better inform classroom instruction
- Preparation for the new Georgia Milestones End of Grade and End of Course assessments
- District-wide implementation of the Teacher and Leader Keys Effectiveness System (TKES/LKES)

Strategic Planning

In preparation for AdvancED accreditation, the WCSD completed a strategic planning process in the spring of 2013. Mike Vanairsdale, Georgia Leadership Institute for School Improvement (GLISI) consultant, led school leaders through the creation of a balanced scorecard that outlined the district's four major goal areas: student achievement, operational effectiveness, learning and growth, and stakeholder engagement. District leaders conducted town hall meetings throughout the county to elicit stakeholder participation in the strategic planning process. Through analysis of data in each of the goal areas in addition to stakeholder feedback, the following performance objectives were created to support each of the goal areas:

Strategic Goal	Performance Objectives
Student Achievement	Master the curriculum
	Close the achievement gap
	Improve the graduation rate
Operational Effectiveness	Improve instructional support processes
	Improve operational processes
	Improve financial processes
	Improve human resources processes
Learning and Growth	Improve organizational communication
	Improve professional learning at all levels
	Build a positive organizational culture of collaboration and accountability

	Develop and sustain effective system and school leadership
Stakeholder Engagement	Improve student engagement Improve parent engagement Improve staff engagement Improve community/business engagement Improve school climate

The balanced scorecard provides historical data and clear, attainable targets for each of the performance objectives. Under the leadership of a new superintendent and in preparation for IE2 or Charter System designation, the WCSD will revisit the current strategic plan during the 2014-2015 school year.

Current Management Structure

The chart below shows the current management structure of the WCSD:

WCSD Superintendent
Principals Worth County Primary School Worth County Elementary School Worth County Middle School Worth County High School
Directors Director of Curriculum and Instruction Director of Facilities/Maintenance Director of Federal Programs Director of Finance Director of Human Resources Director of School Nutrition Director of Special Education Director of Technology Director of Transportation

The district is governed by a five member board of education that employs a Superintendent of Schools. The Superintendent has a Leadership Team consisting of nine directors at the district level and four principals at the school level. The Leadership Team meets monthly.

Past Instructional Initiatives

The following programs/initiatives have been used by the WCSD to support curriculum and instruction. An asterisk indicates programs/initiatives that are currently being used.

America's Choice/Georgia's Choice
Reading First
Standards based classrooms*
Standards-based report cards (K-2)*
Georgia Performance Standards*
CTAE Literacy Standards*
Common Core Georgia Performance Standards*
Literacy Coaches/School Improvement Specialists*
Fountas/Pinnell Phonics*
Words Their Way Spelling Inventory *
Sonday System*
Fast ForWord
Scholastic READ 180
Lexia*
Reading Plus*
Study Island
Ruby Payne poverty study
Differentiation study
Bring Your Own Technology (BYOT)*
Statewide Longitudinal Data System*
Gifted endorsement*
PD 360
Data Director*
Learning Focused Strategies
Apex*
A+ software*
Handwriting Without Tears*
Success Maker
Voyager*
Language for Learning*
DIBELS
Georgia Credit Recovery

Literacy Curriculum

The WCSD's literacy curriculum is driven by the Common Core Georgia Performance Standards for English/Language Arts, K-12. With local revisions, teachers utilize the state recommended units of instruction in their ELA classrooms. The following resources are used to teach the ELA CCGPS:

Harcourt's Storytown (K-5)
Glencoe/McGraw-Hill's Georgia Treasures (6-8)
McDougal Littel's Language of Literature (9-12)
Lexia and Reading Plus (K-12)
Leveled readers
Informational texts
Fountas and Pinnell Phonics and Word Study
Words Their Way
Novels
Music
Videos
Art

Literacy Assessments Used District-wide

Grade Level	Assessments
K-2	G-KIDS AIMSWeb • Letter Naming Fluency • Letter Sound Fluency • Nonsense Word Fluency • Phoneme Segmentation Fluency • Reading Curriculum Based Measure (R-CBM) ACCESS for English Learners (ELs) Locally developed benchmark assessments Common unit assessments Student Learning Objectives (SLOs) Words Their Way Spelling Inventory
3-5	Track My Progress Georgia Milestones End of Grade assessment ACCESS for ELs Georgia Alternate Assessment (GAA) Locally developed benchmark assessments Common unit assessments SLOs
6-8	Track My Progress Georgia Milestones End of Grade assessment ACCESS for ELs GAA Locally developed benchmark assessments

	Common unit assessments
	SLOs
9-12	Georgia Milestones End of Course assessments
	Grade 11 Writing Assessment
	ACCESS for ELs
	GAA
	Locally developed benchmark assessments
	Common assessments
	SLOs
	Advanced Placement Exams
	USA Test Prep

Need for a Striving Reader Project

The following concerns were made evident once results from the needs assessment survey were compiled:

1. Need for Professional Learning:
    ➢ Identifying characteristics of effective literacy instruction
    ➢ Utilizing data to drive instruction
    ➢ Writing across the curriculum

2. Resources aligned to CCGPS in all subject areas

3. Revamp RTI process through training, resources, and support staff

Worth County School District is in need of the Striving Reader funding. We face challenges with class size, staff reduction, and diminishing fund reserves. We have an enrollment total of 3,239 students, of which 71% are economically disadvantaged. Our rate of children living in poverty has increased steadily over the past 5 years. Currently, 1,248 eligible households, with children, receive food stamps and 897 eligible children (birth to 4) are enrolled in the WIC program. We have 774 children living in families where no parent has full-time, year-round employment.

Literacy is extremely important in today's economy. People who are illiterate are the least likely to be employed or become productive citizens.   Teachers in all areas and levels need training on how to provide literacy instruction that is engaging for students. We need better alignment of literacy expectations within and across schools to close literacy gaps.

District Management Plan and Key Personnel

Support for the Striving Readers Grant (SRG) began with the Superintendent of the WCSD, who encouraged the district's Leadership Team to explore interest in the grant. District and school level leaders thoroughly reviewed the Cohort 4 application process, participated in informational webinars and hosted a SRG informational session provided by the GaDOE prior to deciding to pursue the grant. Each school within the district formed a literacy team to lead the grant application process. The initiatives gained from the Striving Readers Grant will be used to support the performance objectives within the district strategic plan.

The Director of Curriculum and Instruction oversees the coordination and implementation of the grant and acts as the liaison among the Georgia Department of Education, district office, and schools.

The following timeline was used to provide guidance and focus for the district and school level SRG teams:

Timeline	Purpose of Meeting	Attendees/Persons Responsible
August 28, 2014	Informational SRG webinar hosted by GaDOE	Superintendent, Principals, Directors, School Improvement Specialists, Instructional Technology Coordinator, Student Services Coordinator
September 4, 2014	Hosted SRG informational session (Julie Morrill, Josh Todd)	Superintendent, Principals, Directors, School Improvement Specialists
September 10, 2014	SRG planning meeting	Superintendent, Principals, School Improvement Specialists, Student Services Coordinator, Directors, Instructional Technology Coordinator
September 12-26, 2014	Needs assessments completed	Curriculum Director, Principals, School Improvement Coordinators, SPED Director, Federal Programs Director
October 2, 2014	SRG planning meeting to outline due dates	Superintendent, Directors, Principals, School Improvement Specialists
October 6-24, 2014	School level literacy teams meet to write grant	Literacy teams
October 27, 2014	District SRG team meets—School level literacy teams submit needs assessment results and literacy plans	Superintendent, Directors, Principals, School Improvement Specialists,

		Student Services Coordinator, Instructional Technology Coordinator
October 28- November 17, 2014	School level literacy teams receive feedback from needs assessment/root causes and literacy plans Continue writing remainder of grant	Literacy Teams
November 13, 2014	Schools set up Fluid Review accounts and begin completing required information	School Improvement Specialists, Curriculum Director, Student Services Coordinator
November 18, 2014	District SRG team meets—School level literacy teams submit entire grant for review	Superintendent, Directors, Principals, School Improvement Specialists, Student Services Coordinator, Instructional Technology Coordinator
November 19- December 1, 2014	District support personnel provide feedback to each school level literacy team	Director of Curriculum and Instruction, Student Support Services Coordinator
December 2-3, 2014	Upload grants to GaDOE	Director of Curriculum and Instruction, Student Support Services Coordinator

The following chart outlines personnel who will be involved in managing and providing support for the grant from the district level:

District Department	Individuals Responsible	Tasks for Grant Implementation
Birth-5	Christie Foerster, Pre-K Director Linda Matthews, Head Start Director Gayla Bentley, SPED Director	Grant administrator—oversee implementation/reporting of grant Coordination of Birth-5 initiatives through the Early Learning Literacy Team (ELLT)
Curriculum and Instruction	Amy Chafin, Director of Curriculum and Instruction Sandi Giddens, Student Services Coordinator	Grant administrator—oversee implementation/reporting of grant

		Coordination of district-wide initiatives related to curriculum, instruction, assessment, and professional learning
Business Office	Lisa Deariso, Director of Finance Kim Oliver, District Bookkeeper Jada Moss, Payroll	Budget Payments Reports
Federal Programs	Christie Foerster, Director of Federal Programs	Consolidated application assistance Coordination for federal funding
Special Education	Gayla Bentley, Director of Special Education	Support for special education
Technology	Mark McGee, Director of Technology Christy Haskins, Instructional Technology Coordinator	Support for technology

Daily grant operations will be managed at each school by personnel listed below:

School	Name/Position
Worth County Primary School	Cora Brettel/Principal Teresa Sumner/School Improvement Specialist Kim Pritchard/Pre-K Project Coordinator
Worth County Elementary School	Steven Rouse/Principal Chad Pate/School Improvement Specialist
Worth County Middle School	Tiffany Sevier/Principal Maria Fletcher/School Improvement Specialist
Worth County High School	Scott Chafin/Principal Lisa Underwood/School Improvement Specialist

In conjunction with monthly school improvement meetings, the Director of Curriculum and Instruction will monitor the implementation of grant initiatives/programs and professional learning across the district. Principals and School Improvement Specialists will monitor school level initiatives/programs and professional learning at monthly leadership meetings, grade-level meetings, collaborative planning meetings, and faculty meetings.

Worth County School District

Experience of the Applicant

WCSD personnel have extensive experience with implementation of grant funds as is evident in the chart below. The district oversees a budget of $30 million, including federal, state, and local funds. During a very difficult economic time in our state's educational system, district and school leaders in Worth County have maximized sparse funding by pooling funds, providing job-embedded professional learning, and thinking "outside of the box".

	Project Title	Funded Amount	Is there audit?	Audit results
Worth County School District	FY13 Title I-A, Academic Achievement	$1,288,831	Annual state audit.	None
	FY13 Title II-A, AP Grant	$800	Annual state audit.	None
	FY13 Title II-A, Improving Teacher Quality	$273,434	Annual state audit.	None
	FY13 Professional Learning	$70,781	Annual state audit.	None
	FY13 Pre-School Handicapped State Grant	$50,989	Annual state audit.	None
	FY13 Special Ed – IDEA Preschool Regular Grant	$29,858	Annual state audit.	None
	FY13 Special Ed – VI-B IDEA Flowthrough	$659,972	Annual state audit.	None
	FY14 Title I-A, Academic Achievement	1,228,382	Annual state audit.	None
	FY14 Title II-A, Improving Teacher Quality	$264,270	Annual state audit.	None
	FY14 VI-B Rural and Low Income	$62,778	Annual state audit.	None
	FY14 RT3 – Math and ELA Training	$9,600	Annual state audit.	None
	FY14 RT3 - SLO	$4,650	Annual state audit.	None

	FY14 Professional Learning	$68,531	Annual state audit.	None
	FY14 Pre-School Handicapped State Grant	$58,321	Annual state audit.	None
	FY14 Special Ed – IDEA Preschool Regular Grant	$28,661	Annual state audit.	None
	FY14 Special Ed – VI-B IDEA Flowthrough	$616,501	Annual state audit.	None
	FY14 Technology to Support Digital Learning Bond	$19,000	Annual state audit.	None
	FY15 Title I-A, Academic Achievement	$1,183,513	Annual state audit.	None
	FY15 Title II-A, Improving Teacher Quality	$260,903	Annual state audit.	None
	FY15 Professional Learning	$61,196	Annual state audit.	None
	FY15 Pre-School Handicapped State Grant	$65,427	Annual state audit.	None
	FY15 Special Ed – IDEA Preschool Regular Grant	$28,564	Annual state audit.	None
	FY15 Special Ed – VI-B IDEA Flowthrough	$643,673	Annual state audit.	None

The Worth County School District (WCSD) uses zero based budgeting. In the winter, usually late February, the finance director emails budget templates to each principal and director to be completed and then consolidated into the district-wide operating budget for the upcoming year. Discussions are held with the superintendent and board members and adjustments are made as necessary.

WCSD utilizes electronic requisitions and purchase orders. Requisitions are generated at each site or department and electronically approved by principal or director. The requisitions are then electronically submitted to the next level in the approval process until all appropriate approvals are complete. They are then reviewed by the finance director to ensure accuracy in coding the requisitions to the appropriate general ledger account. After this, the requisition is transferred

into a purchase order by the accounts payable bookkeeper. Once this is done, the originator of the requisition can print the purchase order and place the order with the vendor.

Voucher packets, maintained by the business office, include requisition approvals, purchase orders (documenting receipt of goods) invoices and copy of checks issued for payment. These voucher packets are reviewed by the finance director to ensure the payment was coded to the appropriate general ledger account. WCSD has an annual audit performed by the Georgia Department of Audits and Accounts. These audits include reports on compliance for selected major programs.

WCSD uses financial software that maintains separate funds and program codes for the various local, state and federal programs. Principals and directors can generate various reports from that software in order to compare actual expenditures to budgeted expenditures, review remaining balances, and/or review payments or expenses to vendors.

School Narrative

Lottery funded Pre-K first began in the 1993-1994 school year on the campus of Sylvester Elementary School (SES). Worth County was allotted up to seven classrooms during the years at SES. In 2008, Worth County Pre-K was moved to the campus of Worth County Primary School (WCPS), where all classes are currently housed.

Currently, Worth County School District (WCSD) has seven Pre-K classes on one campus in the county. All Pre-K teachers are certified and are highly qualified. Each Pre-K classroom has an assistant teacher. One class is an inclusion setting with a second assistant teacher. The WCSD Pre-K Site Director serves all seven classrooms. We also have a Preschool Special Education classroom for 3 and 4 year olds that is a self-contained environment that also provides resources and assists with inclusion. There are 152 students enrolled in Worth County Pre-K. At the present time, one-third of our children enrolled are category one indicating that the children qualify for Medicaid, Food Stamps, Temporary Assistance for Needy Families, PeachCare, or Supplemental Security Income.

Currently our Pre-K teachers meet monthly and are led by the hall leader and site director. The team meets to discuss various needs of the Pre-K program. Team members seek input from all Pre-K staff and meetings are held so that team members discuss various areas of concern in the school. Pre-K teachers are also represented on school leadership teams and committees and share ideas and concerns during grade level meetings with building principals. Three Pre-K teachers and the Pre-K special education teacher serve on the Early Learning Literacy Team (ELLT) along with our Media Specialist and Speech Pathologist. The ELLT is in the preliminary stages of scheduling meetings and reaching out to community members.

All Pre-K staff members have attended mandated trainings from Bright from the Start (BFTS). There have been some peer-observations in classrooms for new Pre-K teachers. Pre-K teachers and assistant teachers participated in The Poverty Study as a part of Professional Learning in the 2013-2014 school year. Within the past two years, all teachers were trained on Work Sampling Online (WSO). Using the WSO system, a child's skills, knowledge, behavior, and accomplishments are documented by teachers several times a year. An age-appropriate checklist is then completed by assigning ratings in a wide variety of curriculum areas. WSO streamlines this collection and assessment process and provides individual aggregate reports on the data entered to support teachers and administrators.

The WCSD Pre-K utilizes Best Practices and the Georgia Early Learning and Developmental Standards (GELDS). Teachers and assistant teachers work together to plan lessons and differentiate learning based on the WSO reports. By referring to these reports, teachers and assistant teachers can be informed of what content standards need to be taught and how to plan instruction for their particular class, small group, and individual student needs.

There are 55 indicators on the developmental checklist used in the Pre-K classroom. Teachers must rate each child proficient, in process, or not yet on all indicators on the checklist. By the end of each semester, each teacher must rate and finalize the checklist and write a narrative

summary in each domain (personal/social, language/literacy, mathematical thinking, scientific thinking, social studies, the arts, and health/physical development). Using the narrative summary, the teacher has two conferences each year with parents of students.

All Pre-K staff members complete a minimum of fifteen hours of professional learning each school year through (BFTS). This year, one of our teachers attended the second year teacher institute training. At the training, the teacher learned about assessment, small group planning, teaching mathematical skills, and phonemic awareness activities. One of our teachers attended first year teacher institute training. Five of our veteran teachers attended two days of face-to-face training on math lessons. All of these trainings also have an online component featuring webinars, videos, and links to ideas for classroom activities. The assistant teachers also attended a two-day face-to-face training with BFTS.

The WCSD needs the Birth-to-Five Striving Reader Comprehensive Literacy (SRCL) grant in order to improve literacy skills for all children prior to enrollment in pre-K and kindergarten. AIMSweb data on current kindergarten students reveals that 75% of kindergarten students are performing at or below the 50th percentile in Letter Naming Fluency and 78% of students are performing at or below the 50th percentile in Letter Sound Fluency.

To improve the literacy skills for all children the following needs are addressed through the goals of the SRCL:

- Provide Professional Learning for Pre-K teachers, Head Start teachers, Paraprofessionals, Pre-K Director, Administrators, Daycare Providers, and Parents on Early Learning Literacy
- Increase the access to literacy resources for the Birth-to-Five population in Worth County
- Increase the use of technology in literacy instruction in the Pre-K and Head Start classrooms in Worth County.
- Implement a research-based early learning literacy program to be used in Pre-K and Head Start classrooms.
- Develop a Response to Intervention (RTI) manual and accompanying procedures for Pre-K that align with the K-12 RTI manual and procedures.

Needs Assessment, Concerns, and Root Cause Analysis

The Worth County ELLT administered the Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy to Pre-K teachers, assistant teachers, special education teachers, speech and language pathologists, Head Start teachers, assistant teachers, and parents; daycare providers and parents. The survey was administered online via Survey Monkey. All data focus on literacy as it pertains to children ages birth to five years.

Standard	Fully Operational	Operational	Emergent	Not Addressed
BB 1: Engaged Leadership				
A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.	16.7%	8.3%	8.3%	66.7%
BB 2: Community of Care and Instruction				
A. An ECC is convened where professionals from many organizations affecting your children and other stakeholders may meet to learn from and support one another.	16.7%	8.3%	8.3%	66.7%
B. A plan is in place to ensure smooth transitions from one school/agency to another.	16.7%	33.3%	25%	25%
C. A plan is in place to connect families to schools and childcare entities.	8.3%	0%	58.3%	33.3%
D. A plan is in place to connect communities to schools.	8.3%	8.3%	16.7%	66.7%
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.	25%	8.3%	0%	66.7%
BB 3. Ongoing Formative/Summative Assessments				
A. The infrastructure is in place for full implementation of screening and diagnostic assessments.	41.7%	16.7%	8.3%	8.3%
B. The results of formative assessments are used to adjust interventions to meet the needs of children and students.	55.6%	22.7%	13.6%	9.1%
C. Summative assessments are used to determine effectiveness of interventions or instructional programs.	45.5%	27.3%	22.7%	4.6%

D. Literacy screenings are used to assess readiness of individual children for reading and writing.	36.4%	45.5%	9.1%	9.1%
BB 4: Best Practices in Literacy Instruction				
A. Instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.	36.4%	41%	22.7%	0%
B. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.	41%	36.4%	22.7%	0%
C. High-expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evidently.	59.1%	22.7%	9.1%	9.1%
BB 5: System of Tiered Intervention				
A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.	54.6%	9.1%	22.7%	13.6%
BB 6: Professional Learning/Resources				
A. Community partners receive professional learning in the development of early literacy.	22.7%	22.7%	27.3%	27.3%
B. In-service personnel receive professional learning in the development of early literacy.	41%	27.3%	27.3%	4.6%

Four areas of concern were identified as they relate to research-based practices found in the "What" document.

1. The greatest need identified in the needs assessment data is the lack of a plan that is in place to ensure smooth transitions from one school/or agency to another (BB: 2). Ninety-one percent of the survey respondents determined this standard is not addressed (33.3%) and emergent (58.3%). A formal plan to connect families to schools and child care entities must be established. Although the WCSD has maintained 100% of successful,

timely students transitioning from Babies Can't Wait (BCW) to the schools, there is not a plan for transition from other community agencies. A formal plan will be established (see page 5 of the "What" document).

2. Two standards indicate a significant need in addressing early literacy: Engaged Leadership and Community of Care and Instruction. The data indicate that leaders engage in planning, organizing, implementing, and sustaining an effective leadership approach (BB: 1). The WCSD has regular leadership, design team, and school improvement meetings. At these meetings, both system-level and school-level, relevant data are discussed and actions plans are embedded in the school improvement/school-wide plans to improve early literacy instruction. School-level meetings include pre-k, special education, and school leadership. District-level meetings include superintendent, directors, principals, and school improvement specialists (SIS) from each school. Although there are demonstrated efforts to meet and discuss early literacy, the district needs to do the following:
   ● involve more community stakeholders,
   ● increase early literacy professional learning, and
   ● plan and organize implementation for sustaining effective, systemic approaches to early literacy (see page 8 of the "What" document).

3. There is a need to establish, convene, and maintain an ELLT where professionals from organizations in the community collaborate (BB: 2). Among the survey respondents, approximately 75% designated this standard is not address or is emerging. The WCSD communicates with agencies such as:
   ● Head Start,
   ● Day care centers, and
   ● Babies Can't Wait.
   Although this is not an exhaustive list of agencies, certainly more stakeholders from within the district and community should become involved in participating in the ELLT to ensure systemic early literacy initiatives. Although several meetings have been held at various times and places to elicit more parental and stakeholder involvement (in school/district initiatives), very few attended the meetings other than school council meetings held quarterly. Although some initiatives are informally taking place, they are incomplete or inconsistent. Upon formally establishing an ELLT, the WCSD must establish and identify appropriate stakeholders, role expectations, meeting dates, and scope of the coalition. Although several opportunities are provided and promoted by school parent involvement coordinators and other school personnel, consistent involvement with regard to early literacy is not at the desired level. More opportunities and resources must be implemented to ensure systemic community collaboration (see page 5-6 of the "What" document).

4. The WCSD needs to provide professional learning and resources to community partners in the development of early literacy. As indicated in district and school-level professional learning logs, the WCSD has provided relevant, research-based professional learning in early learning standards and early literacy for district personnel. Additionally, pre-k teachers attend several trainings a year through BFTS that address early literacy. However, the professional learning is limited in depth as specifically related to early literacy. Therefore, the school district needs to take appropriate steps to ensure research-based, high quality professional learning is provided to school personnel and all early learning agency personnel. Moreover, the WCSD needs to work collaboratively with community stakeholders to build early literacy capacity that ensures families have access to early literacy trainings, materials, and resources (see page 8-9 of the "What" document).

The ELLT has identified four root causes associated with the WCSD's need to improve in birth-to-five literacy.

1. **Lack of parental support of early literacy**
    According the 2010 Census data for Worth County, the population was 21,291 (69.1% white, 29.1% black, 2.0% Hispanic or Latino) with a median household income of $36,155. Seventy-two percent of persons age 25+ have at least a high school income and 8.9% have a Bachelor's degree or higher. Worth County is just over 4% higher that the state rate with persons living below the poverty level at 21.9%. Worth County is a rural county comprised of 4 schools: 1 primary (including pre-k), 1 elementary school, 1 middle school, and 1 high school). Geographically, Worth County is 570 square miles ranking 3rd in the state. Distances from county municipalities to the county seat where all schools are located, poverty challenges, lack of technology and internet access substantially impact the lack of literacy reinforcement at home.

2. **Lack of literacy resources**
    Due to substantial cuts in local, state, and federal funds, the WCSD recognizes the need for more resources and materials to increase early literacy skills for our children. Moreover, the cost of ancillary benefits has substantially increased for support personnel and, in turn, has decreased funds for resources and material even more. Additionally, although technology has improved in grades K-12, technology in pre-k, Head Start, and daycares is dramatically lacking. The technology that is available is significantly antiquated. Although teachers and daycare entities are good stewards of the materials and resources currently available, the WCSD is in substantial need of more and improved resources and materials to support early literacy development.

3. **Lack of professional learning**
    Although some teachers, paraprofessionals, and other organization staff have attended

various trainings, there has been no continuous, consistent, or extended professional learning for existing early learning staff. Currently, all pre-k teachers and assistant teachers attend required BFTS professional learning and this training is their primary source of training. Only a few staff members have attended other professional learning other than the BFTS professional learning.   Due to the lack of shared planning/teacher preparation, personnel, funds, and attrition, sustained professional learning is a challenge.

4. **Lack of funding**
   The lack of funding substantially impacts all areas of instruction. The BFTS operates on an abbreviated instructional schedule and a lower pay schedule. Therefore, the turnover is very high. Cuts in local, state, and federal funds have forced the WCSD, like many other districts in Georgia, to do more with less and this has directly impacted early literacy.

Building Block 1 - Engaged Leadership

Building Block 1A - *Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy (as described in p. 31 of the "Why" document; p. 1 and 2 of the "How" document; and p. 5 of the "What" document).*

The administrators and community leaders that are involved with improving the literacy of our birth-to-five population in Worth County are forming a collaborative coalition known as the ELLT. The Directors of Special Education and Federal Programs serve as the team leaders of the ELLT. The function of the ELLT is to collaboratively plan for the literacy awareness and instruction of children in Worth County from birth-to-five. Formal needs assessments such as AIMSweb, GKIDS, WSO, Classroom Assessment Scoring System (CLASS), and IQ Guides are in place to determine the areas for improvement in the Pre-K and Head Start classrooms. The ELLT gathers input through meetings and surveys from the classroom teachers, Director of Special Education, BCW, Head Start, and parents, to determine strategies for improving access to literacy for children birth to five. These findings also help to improve literacy instruction for students in Pre-K and Head Start classrooms. The needs assessments show a great need in Continuity of Care and Instruction (see section on Needs Assessment).

Building Block 2 - Continuity of Care and Instruction

Building Block 2A - *An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active (as described in p. 31 of the "Why" document; and p. 5 of the "What" document).*

The ELLT includes professionals that represent the birth-to-five population in Worth County such as: Pre-K teachers, Preschool Special Education teacher, Media Specialist, and Directors of Special Education and Federal Programs. Although a preliminary team has been formed, the ELLT will expand to include the following professionals: representative(s) from BCW, Pre-K Site Director, Director of Curriculum, Media Specialist from the public library, and the state Pre-K consultant. The ELLT plans to meet at the beginning of each nine weeks period, and the ELLT agendas and minutes are shared with all stakeholders. Team Leaders include:

- Mrs. Gayla Bentley- Worth County Director of Special Education
- Mrs. Christie Foerster- Worth County Director of Federal Programs
- Mrs. Julie Floyd- Pre-K teacher at Worth County Primary School
- Ms. Maegan Kuck- Pre-K teacher at Worth County Primary School
- Mrs. Renee Varnadoe- Pre-K teacher at Worth County Primary School
- Mrs. Shayla Norman- Lead Media Specialist at Worth County Primary School

- Mrs. Sommer Clark- Preschool Special Education Teacher
- Mrs. Brooke Deal- Speech Therapist at Worth County Primary School

In addition to Pre-K teachers serving on the ELLT, the same Pre-K teachers will form a school literacy team at WCPS. This team will meet at the beginning of each nine weeks period.

Literacy Team Initiatives for Early Learning
- Literacy kits
- Books in Pre-K rooms
- Intervention programs
- Collaborative professional learning days
- Connect to community through field trips and public library programs

Building Block 2B - *A plan is in place to ensure smooth transitions from one school or agency to another (as described in p. 33 and 34 of the "Why" document; p. 5 the "How" document; and p. 5 of the "What" document).*

Transition at age 3:
BCW collaborates with the Preschool Special Education Teacher to schedule transition planning meetings for identified students. Transition meetings are scheduled six months prior to the child's third birthday to have the opportunity to consider range of options for the child and family for a smooth and effective transition. At this meeting, parents are given the opportunity to visit the Head Start Program and/or service site. Prior to the child's third birthday, a referral to the Worth County Preschool Special Education Program with parental consent is made, and an evaluation is completed by the school system. Another meeting is held prior to the child's third birthday to determine eligibility and develop an Individualized Education Plan, if the child is determined eligible for services.

Transition at age 4:
WCSD uses a variety of communication tools to inform the community about Pre-K registration. These include but may not be limited to:
- A telephone call out is made to the parents of current students at WCPS
- Ads are run in the local newspaper
- Flyers are handed out to the local childcare facilities
- Registration information is posted to social media sites

Plans are being made to provide a summer transition packet to students entering Head Start and Pre-K. During registration, parents are provided a packet of information regarding the Pre-K

program with a list of necessary documentation needed for enrollment. Upon entry to the Pre-K program, a universal screener will be administered.

Transition at age 5:
Kindergarten screening is held at WCPS and Head Start during the instructional day. Teachers at Head Start encourage parents to register their children for kindergarten by sending home letters informing parents of registration dates, documents needed for kindergarten and any additional information that may be needed. A Kindergarten orientation night at WCPS is held to inform parents of the transition from Pre-K to Kindergarten.

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

Building Block 2C - *A plan is in place to connect families to schools and childcare entities (as described in p. 33 of the "Why" document; p. 6 of the "How" document; and p. 6 of the "What" document).*

Head Start and WCPS provide regularly scheduled community and parent involvement activities. WCPS provides parents with the following literacy resources:
- Book Fair
- Reading Under the Stars
- Family Literacy Night
- Read It Once Again-special education preschool
- Handwriting workshops
- Literacy computer-based program workshops
- Reading Fiesta Night

Through collaboration with Head Start, the ELLT would like to combine resources to develop a brochure and additional materials for parents concerning this transition. The ELLT will offer joint transition related trainings to allow teachers and staff to work together to share resources. Informational brochures about transitions, literacy skills, and literacy development milestones will be provided in various languages at local daycares, Health Department, Pre-K classrooms and Head Start Classrooms. The informational brochures (see BB2b) will have helpful strategies that parents can use to help their children meet these important early literacy developmental milestones.

In accordance with the Individuals with Disabilities Education Act (IDEA), the WCSD seeks to ensure that all disabled students (ages 3-21) who are in need of special education services within

its jurisdiction are identified, located and evaluated, including those attending private school and home school. Child Find brochures are placed in various community buildings such as daycares, health care facilities, Department of Children and Family Services, and local pediatrician offices to help identify students that will need extra support with transitions. An annual meeting is held with applicable parents/guardians to determine WCSD's Child Find obligation.

Building Block 2D - *A plan is in place to connect communities to schools (as described in p. 31 of the "Why" document; p. 6 and 7 of the "How" document; and p. 6 of the "What" document).*

Members of the ELLT collaborate with community leaders and organizations to ensure coordinated services for the early childhood population. The ELLT team will hold a county-wide strategic planning meeting to ensure coordinated services for the early childhood population. The strengths and needs of the community concerning the birth-to-five population and K-12 education are discussed and addressed during this meeting. A complete list of the ELLT for Worth County can be found in section Building Block 2A.

Central office staff, including the superintendent, attends meetings of civic and business organizations to provide updates on major initiatives and to solicit volunteers to participate as readers and mentors for classrooms at every level including Pre-K.

During Georgia Pre-K week, approximately twenty-five community leaders/members participated in reading to Pre-K classrooms at WCPS. We will continue to connect community leaders to our school activities.

Building Block 2E - *A plan is in place to improve access for families to resources for developing early literacy in their home (as described p. 7 and 8 of the "How" document).*

Literacy training for parents is a priority. If awarded the SRG we plan to:
- Create a "Tips for Building Literacy Skills" brochure (see BB2b) for parents and distribute throughout organizations in the community
- Collaborate with Head Start and BCW to provide education and training on literacy skills to parents throughout the school year

We will use social media and One Call Now to notify parents with specific literacy training opportunities. We will offer multiple times/settings for these trainings to minimize logistical challenges.

This grant will be used to purchase books for each classroom to create a classroom library. Students will be able to take books home on a bi-weekly basis from the classroom library.

Building Block 3 - Ongoing Formative and Summative Assessments

Building Block 3A – *The infrastructure is in place for full implementation of screening and diagnostic assessments (as described in p. 34-36, 100 of the "Why" document; p.9 and 10 of the "How" document; and p. 6 of the "What" document).*

Birth to three:

Children are screened using the Ages and Stages Questionnaire (ASQ). Results are discussed with parents. If screening indicates developmental delays, then concerns are discussed with parents as well as the option to continue with a BCW evaluation. With consent from the parent, the child is then assessed in all five developmental domains by at least one qualified individual for the purposes of initial assessment for program planning by using the Battelle Developmental Inventory, 2nd edition.

Children enrolled in the Georgia Pre-K program and Head Start are required to have an eye, ear, and dental screening within thirty days of the start of school. This is done to identify physical barriers to learning and provide means for the barriers to be corrected prior to formal instruction in the K-5 setting.

Three to five:

Children are screened once every two years using the BRIGANCE Head Start Screens III to determine areas of possible delays. Teaching Strategies GOLD and Developmental Checklists are used to monitor progress and adjust instruction if needed. The results of the screening are analyzed and shared with the parents and appropriate referrals are made if the data warrants.

Building Blocks 3 B- *The results of formative assessments are used to adjust intervention to meet the needs of children and students (as described in p. 34-36 and p. 122-123 of the "Why" documents; p9 and 10 of the "how" document; and p. 7 of the "What" document).*

For children 3-5 years of age, the BRIGANCE Head Start Screens III is given each year to screen students, write goals, and adjust instruction as needed. Teaching Strategies GOLD is used as progress monitoring tool and is rated 3 times a year. The data is used to determine if adjustments to instruction need to be made due to lack of progress.

Pre-K teachers use the Work Sampling Observational Assessment. This assessment enables teachers to monitor children's academic, social, emotional, and physical progress. This is done through observing, recording, and evaluating student learning. Through teacher's observation of students' classroom performance and progress, teachers are able to provide meaningful feedback to other teachers, students, families, and administrators. The Work Sampling Observational Assessment helps teachers make instructional decisions based on information about individual students and helps teachers better understand what they should be teaching, what children have to master, and skills in which children are having difficulty learning. There are fifty-five indicators on the developmental checklist used in the classroom. Teacher must rate each child proficient, in process, or not on all indicators on the checklist. By the end of each semester, each teacher must rate and finalize the checklist and write a narrative summary in each domain (personal/social, language/literacy, mathematical thinking, scientific thinking, social studies, the arts, and health/physical development). Using the narrative summary, the teacher has two conferences each year with parents of students. During the conference, the teacher discusses the student's progress and discusses ways in which parents can help their child at home.

The following formative/progress monitoring/outcome based assessments will be added to the current protocol:

The district's Pre-K program will add the following formative and summative assessments as required by the SRCL grant: DP-3 (3 year olds with special needs); PALS-Pre-K, PPVT4 Form A/B, and CLASS (4 year-olds). Our K-2 primary school has addressed the assessment needs of kindergarteners in its Striving Reader grant application.

Building Block 3C- *Summative assessments are used to determine effectiveness of interventions or instructional programs (as described in p. 36, and 122-123 of the "Why" document; p. 11 and 12 of the "How" document; and p. 7 of the "What" document)*

Pre-K:

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

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

Head Start:

The CLASS is also used by the Head Start Supervisor three times a year to evaluate the effectiveness of the instructional program. The Educational Specialist from the Office of Head Start also administers the Checklist once a year. Teaching Strategies GOLD is used to determine the effectiveness of the intervention used to improve student success.

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

The BCW Organization uses the Ages and Stages Questionnaire (ASQ) to inform classroom instruction.

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

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

Building Block 4 - Best Practices in Literacy Instruction

Building Blocks 4A - *Instructional design and implementation clearly and consistently aligned with Georgia Early Learning and Development Standards (GELDS), Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten (as described in P. 78-83 of the "Why" document ; P. 13 of the "How" document; and P. 7 of the "What" document)*

The BCW staff participates in professional learning on age level appropriate best practices.

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

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

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

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

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

Pre-K teachers utilize best practices in GELDS. Teachers use the Pre-K content standards to plan lessons in their classrooms. In the area of language and literacy instruction, there are four strands which include nine standards. The content standards cover the areas of listening for the purpose of comprehension, discriminating the sounds of language (phonological awareness), developing and understanding of new vocabulary, developing and expanding expressive language skills (speaking), and beginning to develop age-appropriate strategies for reading and writing.

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

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

The district's Pre-K Program will review its current professional learning to ensure that it embeds the evidence-based practices relating to language and literacy. If gaps are found, additional professional learning will be offered in those specific areas. Community-based early childhood providers will be invited and encouraged to participate. We will develop and provide workshops for parents in order to support program staff in developing their child's language and pre-literacy skills. Workshop materials will be shared with other early childhood programs.

Building Block 4C – *High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners , are consistently evident (as described in p. 22, 36, and 59-65 of the "Why" document; p. 14 of the "How" document; and p. 8 of the "What" document).*

Teachers of students ages birth to five create a learning environment of high expectations while focusing on student interest and learning through the use of developmentally appropriate practices such as:

- Work Sampling Online (WSO)
- Small group activities
- Student offered choice
- Change of environment
- Hands on experience with real objects
- In-house hands-on learning activities (Farm Day, Transportation Day, Native American Event, Fall Festival)
- Problem Solving
- Flexibility

The ELLT will review curricular resource and select a literacy based program to implement. The ELLT will ensure that the resources align to all standards are developmentally appropriate. The book collections in classrooms and the resource/media room will be expanded to include more developmentally-appropriate, high interest, culturally relevant books. The inventory will include technology applications that feature developmentally appropriate, high interest children's books and print-related games. Literacy themed boxes will be compiled to ensure they include developmentally-appropriate, high interest children's books. Adapted books will be included for children with special needs.

Building Block 5 - System of Tiered Intervention

Building Block 5A - *Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place (as described in p. 36 and 63 of the "Why" document; p. 15 of the "How" document; and p. 8 of the "What" document).*

Pre-K RTI process is currently being partially implemented. The BFTS guidelines make it difficult to implement a tiered intervention system for Pre-K. However, the Special Needs Preschool documents interventions for students with IEPs. With this in mind, the WCSD is going through the RTI process to strengthen strategies and interventions to meet the needs of all

students. Response to Intervention will be researched for the Worth County Pre-K Program to align with the district initiatives. The infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is partially in place and will be strengthened for our school-based Pre-K program.

Actions include:

- Enhance current screening and progress monitoring assessment protocol by incorporating required summative and formative tools, and administering them at the frequency required.
- Include all domains (e.g., physical, social & emotional, language, and literacy, cognitive) in the tiered intervention process.
- Ensure that all classrooms are literacy-rich by including high interest, developmentally appropriate language and literacy materials, such as regular and adapted books, digital literacy applications (interactive language and literacy stories, games, etc.)
- Monitor the implementation of evidence-based early literacy practices and strategies in all Pre-K classrooms using a tool adapted for this purpose.
- Provide all staff with professional learning in all the elements of tiered language and literacy instruction.
- Develop protocols for tiered intervention and for referrals to the process.

The WCPS Pre-K RTI process will consist of the following:

Tier 1:

General classroom instruction based on Georgia Early Learning and Development Standards.

Tier 2:

These interventions will typically be done twice weekly and progress monitored:

·   Pre-teach vocabulary

·   Language enrichment

·   Visualize meanings of words

·   Peer Group activities

·   Labeling objects in classroom with words and pictures

·   Listening to Phonemic Awareness songs and rhymes on CD with headphones

·   Color, number, and sound/letter flashcards

Tier 3:

The same interventions that are used in Tier 2 will be used in Tier 3, but more frequently, with greater intensity, and/or increased duration based on progress monitoring data.

Tier 4:

Students are placed in Special Education and served through supportive instruction in an inclusive setting and/or a resource classroom. The following four steps will be followed:

- Step 1: Currently students are monitored using WSO and teacher observations. If potential delays are suspected, the RTI Coordinator is contacted. Anecdotal notes are collected and reviewed by the RTI team. The team will identify the deficit language/literacy skill or related skill in the area of motor, cognitive, social-emotional, communication, and/or adaptive skills and begin remediation while monitoring progress for four to eight weeks. The teacher will use developmental checklists from Work Sampling System and/or informal data collection to determine if the student needs more intense intervention.

- Step 2: When a student shows no progression on skills identified as deficits, the teacher will contact the parent to set up a conference to discuss and document using the concerns with the skills that have been identified as weaknesses. A new plan will be documented indicating that the teachers will deliver more intense classroom strategies. Teachers will continue to progress monitor on skills identified as weaknesses for at least four weeks. If the student does not indicate adequate growth, the RTI team will meet with the parent to review data, plan a different intervention/strategy and/or move the child to Tier 3.

- Step 3: More intense strategies will be used to address areas of deficit noted. In-school screenings and informal observation will be completed by Preschool Special Education Teacher and Speech-Language Pathologist. If the child continues to not make adequate progress, then a third conference is held to review data and a referral to Tier 4 will be made.

- Step 4: A comprehensive evaluation is completed with input from the parent, School Psychologist, Speech-Language Pathologist, Preschool Special Education Teacher, and General Education Teacher(s). A report will be completed and a meeting will be scheduled with the appropriate team members. The Individualized Education Plan (IEP) Team will determine if the student is a student with a disability and if that disability negatively impacts that student's educational performance. If the child is eligible, an IEP will be developed to address the areas of deficit.

Building Block 6 - Professional Learning and Resources

Building Block 6A - *Community partners receive professional learning in the development of early literacy (as described in p. 33 of the "Why" document; p.16 and 17 of the "How" document; and p. 8 and 9 of the "What" document).*

Through development and maintenance of the ELLT meetings, professional learning needs for people that impact literacy development for the Birth-to-five population will assess, discuss and plan. Plans will be developed to share information from professional learning sessions for community partners such as media specialists, daycare staff, public health providers, Head Start staff and Pre-K Teachers/Assistant Teachers.

The barriers to providing professional learning for early care and education providers includes funding and not having a common time for all teachers to meet during the work day. In order to address these barriers, professional learning will be provided by the current WCPS School Improvement Specialist.

The community partners that make up Worth County ELLT will collaborate to develop/schedule training, and acquire literacy resources.

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

Teacher surveys and teacher observation instruments will be used to determine the professional learning needs of early learning teachers and paraprofessionals. Data from WSO will be used to inform professional learning needs.

Professional learning needs include:

• All Pre-K teachers will need to be trained in the administration of new assessments to be given.

• DECAL approved training for birth to three providers

• New Lead Pre-K teachers will receive training in WSO implementation.

• Additional training for integrating technology into the classroom instruction

• Training will be needed for implementation of the Georgia Early Learning and

Development Standards (GELDS) for new Pre-K lead teachers

• Staff will participate in additional professional learning activities related to literacy instruction as needed based on assessment data

• Assessment planning, implementation and interpretation

• Early literacy resources

• Explanation of RTI process

Analysis and Identification of Student and Teacher Data

The WCSD and other early learning organizations (e.g. BCW and Head Start) utilize a variety of screeners and assessments to determine students' current level of functioning. Students are placed in Pre-K heterogeneously balanced by race and gender. No previous assessment is used to determine placement in Pre-K. The WCPS Pre-K utilizes the WSO System to determine current functioning, to progress monitor, and to benchmark. Additionally, the special education Pre-K class utilizes the Developmental Profile-3 and the Developmental Assessment of Young Children (DAYC). The BCW program utilizes the Ages and Stages Questionnaire (ASQ). The Head Start program utilizes the BRIGANCE Head Start Screens III for initial screening of all students. For progress monitoring and benchmarking, they use the Teaching Strategies GOLD. In the spring of students' Pre-K year, all students are given a locally developed universal screener for kindergarten placement. In kindergarten, students are benchmarked and progress monitored using AIMSweb. Benchmarking is done three times per year. Based on procedures, students are progress monitored according to the tier in which the student is identified and to local progress monitoring procedures. Additionally, the GKIDS is utilized to measure progress toward grade-level standards. Due to limited access to outside agencies assessment data, the WCSD will limit student data discussed in this section to assessment data that is administered to students enrolled in the district. See tables below:

Kindergarten students take AIMSweb Letter Naming Fluency (LNF) and Letter Sound Fluency (LSF) for early literacy in the fall. See tables below.

Letter Naming Fluency

	90th percentile	75th percentile	50th percentile	25th percentile	10th percentile
All students	11%	14%	48%	18%	9%
Attended Pre-K	11%	15%	51%	17%	7%
Did not attend Pre-K	11%	7%	25%	29%	29%
Male (from all students)	9%	9%	49%	21%	11%
Female (from all students)	13%	20%	46%	14%	6%

Letter Sound Fluency

	90th percentile	75th percentile	50th percentile	25th percentile	10th percentile
All students	9%	13%	47%	11%	20%
Attended Pre-K	9%	14%	50%	10%	18%
Did not attend Pre-K	7%	7%	25%	21%	39%
Male (from all students)	8%	8%	46%	15%	23%
Female (from all students)	10%	19%	48%	7%	16%

Current AIMSweb data suggests that 75% of kindergarten students are performing at or below the 50th percentile in LNF. Moreover, 78% of students are performing at or below the 50th percentile in LSF upon entering kindergarten. The data suggests that students who attended Pre-K scored significantly higher than students who did not attend Pre-K. Students who did not attend Pre-K scored at or below the 50th percentile in LNF at a rate of 83% and 85% for LSF. In contrast, students who did attend a BFTS Pre-K program, scored at a higher rate in both LNF and LSF, 75% and 78% respectively. The significant difference falls at the 50th percentile and above.

 As required by the SRG, the WCSD will purchase the DIBELS Next program and provide relevant professional learning for all involved personnel who administer the screener to students in grades K-5. The DIBELS Next is a universal screener that WCSD will administer three times per year. However, the district will continue using the AIMSweb for math benchmarking and progress monitoring. In the past, the WCSD received the Reading First Grant and DIBELS was used during that time. Using the DIBELS Next data will enable the WCSD to have a seamless K-5 program to screen, benchmark, and progress monitor all components of reading. Furthermore, the data will drive decisions for determining students who need intervention. It will also supply informative data that is indicative of intervention effectiveness.

All students enrolling in the WCSD's Pre-K program are placed heterogeneously among seven classrooms. Currently, there is no screener used to assist with placement or current functioning level. However, with funding from the grant, the WCSD will purchase the Phonological Awareness Literacy Screening (PALS) to use as a screener. Data from this screener will provide valuable information for administrators to consider when placing students in classrooms.

Based on the available assessments and screeners and the need to implement a screener for Pre-K, the ELLT has developed goals and objectives to improve data access and improve literacy instruction. The ELLT reviewed the Needs Assessment and Root Cause Analysis discussed in a prior section of this application (see the Needs Assessment, Concerns, and Root Cause Analysis section) to develop goals and objectives aimed at improving literacy with research-based

initiatives and best practices (see the Project Plan, Procedures, Goals, Objectives, and Support section).

All Pre-K classrooms are staffed with 100% HiQ teachers and 100% HiQ paraprofessionals. Eighty-eight percent of these teachers were retained from the previous year. Additional support staff is in place for the special education inclusion classroom and the special education self-contained classroom. An approved BFTS alternate model is implemented for the 2014-2015 school year due to a decrease in students with IEPs being enrolled in Pre-K. There is one inclusion class and one self-contained special education classroom at WCPS. Additionally, there are inclusion classes at the Head Start and at daycare(s) that do not necessarily have additional support. These classes typically support children with disabilities who do not require additional support (e.g. speech) or who have demonstrated success in the current Least Restrictive Environment (LRE). The longevity of teachers and advanced degrees are depicted in two tables below.

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

Advanced Degrees	
Degree	Percent of Teachers
Bachelors	75%
Masters	12.5%
Specialist	12.5%

There are no immediate future retirement prospects as the highest number of years teaching is 17, and 100% of the teaching staff have fewer than 20 years in the profession. This data shows that no long-range planning conflicts with this SRCL grant are expected, since these teachers will remain in the classroom. However, we do anticipate current Pre-K teachers to move into K-2 positions as vacancies occur.

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

Pre-K Teacher Professional Learning 2012-Present	
Professional Learning	**Percent of Pre-K Teachers Trained**
Weekly/Monthly Collaborative Meetings	100%
Ruby Payne Poverty Study	100%
Curriculum and Instruction "Unpack the GELDS"	100%
Handwriting Without Tears	100%
Go Noodle	100%
CCGPS Unit Revisions ELA	100%
Co-Teaching Training	100%
GA's Pre-K New Lead Teacher Training	50%
GA's Pre-K New Lead Teacher Institute Podcast - OFF TO A GOOD START	50%
GA's Pre-K 2nd Year New Lead Teacher Institute	50%
GA's Pre-K Returning Lead Teacher Training - Now Go Outside and Play!	77%
GA's Pre-K Returning Lead Behavior Management - Large Group and Center Time Management Webinar	77%
GA's Pre-K Returning Lead Teacher Training - Journey Through GELDS	88%
GA's Pre-K Returning Lead Training - 3rd Year and Above	44%
GA's Pre-K Work Sampling Online	100%

Project Plan-Procedures, Goals, Objectives, & Support

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

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

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

Goal 1 - Provide Professional Learning for Pre-K teachers, assistant teachers, Head Start teachers, paraprofessionals, Director of Pre-K, administrators, daycare providers, and parents on Early Learning Literacy (see p. 8 of "What" document and p.24 of "Why" document).

Objectives for Goal 1:

A) Pre-K teachers, Head Start teachers, Kindergarten teachers, Director of Pre-K and administrators will participate in intensive professional learning to interpret scores of the universal screener so that both the outgoing and the receiving teachers will understand the results of the student assessment.

B) Pre-K teachers, assistant teachers, Head Start teachers, paraprofessionals, Director of Pre-K, and administrators will participate in professional learning on literacy instruction that is aligned to GELDS and best practices.

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

D) Professional learning will be provided to Pre-K teachers on the new early learning literacy program that will be bought with SRG funds.

E) Provide quarterly literacy training sessions for parents of the birth-to-five population in Worth County.
F) All birth-to-five teachers will be trained in the RTI Protocol for the WCSD (to be funded with local resources).

Goal 2 - Increase the access to literacy resources in the birth-to-five population in Worth County (see p.6 of "What" document and p. 59 of "Why" document).

Objectives for Goal 2:

A) Increase the classroom library collection by 50 books in each Pre-K Classroom, Head Start Classroom and daycare centers in Worth County.
B) Provide listening centers in all Pre-K classrooms, Head Start classrooms, and in daycare centers.
C) Provide an updated literacy resource room at WCPS.
D) Provide books, educational literacy videos, and literacy bags to Head Start, local daycare(s) and community partners such as the Health Department, Department of Family and Children Services (DFCS), and Babies Can't Wait (BCW).

Goal 3 - Increase the use of technology in literacy instruction in the Pre-K and Head Start classrooms in Worth County (see p. 56 of the "Why" document).

Objectives for Goal 3:

A) Ensure that each Pre-K and Head Start classroom is equipped with data projectors and interactive boards.
B) Provide each Pre-K and Head Start classroom with tablets to be used by students during instructional and center time.
C) Provide each Pre-K classroom with computers.

Goal 4 - Uses a research-based early learning literacy curriculum that is aligned to early learning standards in Pre-K and Head Start classrooms in Worth County (see p. 38 of the "Why" document)

Objective of Goal 4:

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

Goal 5 - The Worth County ELLT will develop a RTI manual for the birth-to-five population (see p.8 and 9 of the "What" document). This goal will be funded from sources other than SRG

Objective for Goal 5:

  A) Collaborate with Pre-K teachers, Head Start teachers, Director of Pre-K, Special Education Director, Special Education Teachers, BCW, daycare(s), and the Health Department to develop guidelines and procedures for the RTI process for the birth-to-five population (to be funded with local resources).

A description of the current RTI process for WCSD is explained in Building Block 5 of the Literacy Plan. Please see the section for the detailed RTI model practiced in Worth County Schools.

Sample Pre-K Schedule

8:00-8:10	Announcements/Bathroom/Washing Hands
8:10-8:25	Breakfast/Opening/Morning Message
8:25-8:35	Story Time #1
8:35-8:45	Music and Movement
8:45-9:00	Large Group (Literacy)
9:00- 9:30	Small Groups
9:30-9:40	Story Time #2
9:40-9:45	Bathroom/Wash Hands
9:45-10:45	Recess
10:45-11:00	Snack
11:00-11:15	Large Group (Phonological Awareness)
11:15-12:15	Centers
12:15-12:25	Clean Up
12:25-12:35	Recall
12:35-12:45	Bathroom/Washing Hands
12:45-1:15	Lunch
1:15-1:20	Transition
1:20-2:20	Quiet Time
2:20-2:30	Music and Movement
2:30-2:40	Closing Activity
2:40-2:50	Clean up and Pack up
2:50-3:15	Dismissal

Assessment and Data Analysis Plan

Many types of screeners and assessments are given to children ages birth-to-five by the WCSD or other early learning organizations such as BCW and Head Start. The table below identifies the assessments and screeners that are currently in place.

Current Early Learning Assessments and Screeners Protocols				
Assessment	Type	When Administered	Who Administers	How Assessments Are Accomplished
Work Sampling System (WSO)	Assessment	Ongoing in Pre-K	Pre-K Teachers	Observation, Speech/Language Communication, Writing, and Motor Skills
BRIGANCE Head Start Screens III	Screener	Ages three to five years of age	Head Start	Observation of Physical Development, Language, Cognitive, Self-help, Social-emotional skills
Classroom Assessment Scoring System (CLASS)	Observational Tool	Ongoing in Pre-K	A Pre-K consultant	Observation
Ages and Stages Questionnaire (ASQ)	Screener	Birth to Three Years of Age	Babies Can't Wait	Observation
Developmental Profile 3 (DP-3)	Assessment	Three to Five Years of Age	Speech-Language Pathologist, School Psychologist	Observation
Battelle Developmental Inventory (BDI)	Screener	Birth to Three Years of Age	Babies Can't Wait	Observation of Personal-Social, Adaptive, Motor, Communication, and Cognitive Ability
Instructional Quality (IQ) Guides	Observational Tool	Ongoing in Pre-K	Pre-K Teachers	Observation
Developmental Assessment of Young Children (DAYC)	Screener	Three to Five Years of Age	Speech-Language Pathologist, School Psychologist	Observation

Analysis of the assessments and screeners listed above occur with the school or agency that conducts them. For example, the WSO data is analyzed at the school level and shared with

administration whereas the BRIGANCE Head Start Screens III is analyzed by the agency or center that administered the screener and is shared with parents and other stakeholders. Representatives from BCW, Head Start, and daycare facilities have a working relationship with WCSD's Director of Special Education. For the assessments listed above, data is analyzed to determine how each child performs to that of their counterparts. Data identified by the screeners listed in the chart is analyzed to ascertain if deficits are present. Observational tool data is analyzed to determine if early learning standards are being incorporated in the classroom and instruction.

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

Data gathered from assessments and screeners is thoroughly analyzed by administrators, literacy team members, early learning agency representatives, Director of Special Education, Pre-K teachers, and the Director of Pre-K to determine how students are performing in relation to benchmark norms and to identify deficits in literacy. Data are disaggregated to reveal trends and achievement gaps. After scrutinizing data, the group develops instructional strategies and/or interventions to address the deficits. Based upon the identified strategies and interventions, additional resources and materials will be amassed in order to best meet the needs of the child.

The WCSD presents student assessment data to parents and stakeholder in a number of ways. Pre-K student data is shared during parent/teacher conferences. Data are shared with appropriate staff members. Daycares and other agencies share data with parents through meetings and communicate data with the schools and other support organizations as needed to best serve the literacy needs of children.

Resources, Strategies, and Materials

The Worth County ELLT developed resources, strategies, and materials to be funded by the SRG based upon the Needs Assessment, student and teacher data, and root cause analysis.

a.) The following chart includes resources needed to implement the literacy plan:

Instructional Resources and Materials Needed	Strategies Needed to Support Student Success	Literacy Needs Addressed in Literacy Plan	Funding Source(s)
Professional Learning supplies and resources such as a consultant, paper, and brochures.	Informational brochures to be distributed in the community	Professional Learning for Pre-K Teachers, Head Start Teachers, Assistant Teachers, Pre-K Director, Administrators, Daycare Providers, and Parents	SRG, Local Funding (combination of local resources and community resources)
Books	Put 50 new books in each Pre-K and Head Start classroom and daycare centers	Increases access to literacy materials Increase opportunities for children to be read to	SRG, Local Funding, Local Book Drive
Listening Centers	Put updated listening centers in each Pre-K Classroom and Head Start classroom	Increases access to literacy materials	SRG
Books, Educational Literacy Videos, and resources appropriate for Birth-to-Five population	Supply community partners such as the Health Department, BCW, and local daycare providers with books, educational literacy-based videos and other appropriate resources.	Increases access to literacy materials	SRG
Data Projectors	Put a data projector in each Pre-K and Head Start classroom	Use technology to implement standards-based literacy instruction	SRG
Interactive Boards	Put an interactive board in each Pre-K and Head Start classroom	Use technology to implement standards-based literacy instruction	SRG
Tablets	Supply each Pre-K and Head Start Classroom with tablets to be used during small group literacy instruction	Use technology to implement standards-based literacy instruction	SRG

Computers	Supply each Pre-K and Head Start classroom with computers with touch screen monitors	Use technology to implement standards-based literacy instruction	SRG
Research-based early learning literacy program	Purchase a common early learning literacy program that will be implemented in all Pre-K and Head Start classrooms in Worth County Early Learning environments.	Provide quality literacy instruction	SRG
Resources needed to develop a Response to Intervention (RTI) Manual for Birth-to-Five educators.	Collaborate with Birth-to-Five educators to develop a RTI manual for the Birth-to-Five population	Ensure quality rich literacy instruction and appropriate interventions for at-risk students	SRG
Teacher Literacy Resource Room housing theme books, literacy bags, interactive literacy kits, etc.	Create a room for Pre-K teachers to access books for their themed units throughout the school year.	Increases access to literacy materials	SRG, Combination of local and BFTS funds (such as PTO, Principal funds, etc.)

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

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

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

● Books
● Center Supplies
● Brain Pop Jr.
● Leveled readers
● More Starfall
● Playground toys
● Computer labs

d.) The following is a list of resources and materials available in school libraries*:

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

*these items are only available to Pre-K teachers, assistant teachers, and students that attend Worth County Primary School.

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

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

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

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

Professional Learning Strategies Identified

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

Pre-K Teacher Professional Learning 2012-Present	
Professional Learning	**Percent of Pre-K Teachers Trained**
Weekly/Monthly Collaborative Meetings	100%
Ruby Payne Poverty Study	100%
Curriculum and Instruction "Unpack the GELDS"	100%
Handwriting Without Tears	100%
Go Noodle	100%
CCGPS Unit Revisions ELA	100%
Co-Teaching Training	100%
GA's Pre-K New Lead Teacher Training	50%
GA's Pre-K New Lead Teacher Institute Podcast - OFF TO A GOOD START	50%
GA's Pre-K 2nd Year New Lead Teacher Institute	50%
GA's Pre-K Returning Lead Teacher Training - Now Go Outside and Play!	77%
GA's Pre-K Returning Lead Behavior Management - Large Group and Center Time Management Webinar	77%
GA's Pre-K Returning Lead Teacher Training - Journey Through GELDS	88%
GA's Pre-K Returning Lead Training - 3rd Year and Above	44%
GA's Pre-K Work Sampling Online	100%

Professional Learning Need	Audience	Direct Tie To Literacy Instruction	Funding Source	PL Evaluation
Birth-to-five educators will participate in professional learning to interpret the scores of the universal screeners so that both the outgoing and receiving teachers will understand the results. (GOAL 1-A)	Pre-K, Head Start, and Kindergarten teachers, Pre-K assistant teachers, Pre-K Directors, Administrators, Special Education (SPED), and Speech teachers	Important for both outgoing and receiving teachers to be able to interpret student data so that it can be used to inform and differentiate instruction (see "Why" document p. 19)	*Some of the Professional Learning for this need will be provided by School and Community while some will be provided by Striving Reader Grant	*PL Effectiveness Survey *Admin Observation *Analysis of screener results (GOAL 1-A)
Professional Learning for birth-to-five population that will focus on vocabulary, code-related skills, and oral reading skills (GOAL 1-B,1-C, 1-E)	Pre-K teachers and assistant teachers, Head Start teachers, SPED teachers, Administrators, Daycare Workers	Important to provide rich quality literacy instruction that is appropriate to the birth-to-five population (see "Why" document on p. 60-62	*Striving Reader Grant	*PL Effectiveness Survey *Classroom observations *Grade level meeting agenda *Assessment results (GOAL 1-B, 1-C, 1-E)
Collaborative Teacher Work Sessions where teachers have protected planning time to analyze data, share instructional strategies, study the standards, develop lesson plans, examine student work and reflect on best practices. (GOAL 1-C)	Pre-K teachers, Head Start teachers, Daycare workers.	Important for teacher to have protected learning time to analyze data, share instructional strategies, study the standards, develop lesson plans, examine student work and reflect on best practices. (see "What" document on p. 10)	*Striving Reader Grant	*Classroom observations *Grade level meeting agenda *Assessment results *Student work samples (GOAL 1-C)

Professional learning is needed for the new early learning literacy program that Pre-K teachers and Head Start teachers will implement (GOAL 1-D)	Pre-K and Head Start teachers, Assistant teachers, Pre-K Director, Administrators	Improvement to provide rich quality literacy instruction that is appropriate to the birth-to-five population (see "Why" document on p. 60-62)	*Striving Reader Grant	*PL Effectiveness Survey *Classroom observations *Assessment results *Student work samples (GOAL 1-D)
Professional Learning will be needed for the new technology (interactive boards, IPADS) (GOAL 3)	Pre-K and Head Start teachers, Assistant teachers, Pre-K Director, Administrators	Use technology to implement standards-based literacy instruction (see "Why" document on p. 56)	*Striving Reader Grant	*PL Effectiveness Survey *Classroom Observations (GOAL 3)
Early Learning Literacy Training Sessions for the parents of the birth-to-five population and Daycare Workers. (GOAL 1-E)	Parents of birth-to-five population; Daycare workers	Increase parents and daycare workers knowledge of early learning literacy components and strategies to help children master developmental milestones	*Striving Reader Grant	*PL Effectiveness Survey *Sign in sheets *Follow-up questionnaires (GOAL1-E)
Professional learning on Response to Intervention protocol for the WCSD (GOAL 1-F, 5-a)	Pre-K and Head Start teachers, Assistant teachers, Pre-K Director, Administrators	Improvement to provide rich quality literacy instruction that is appropriate to the birth-to-five population (see "Why" document on p. 60-62)	*Local Community and School support	*PL Effectiveness Survey *Assessment results (GOAL 1-f, 5-a)

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

Sustainability Plan

Upon receiving the SRG and when funds are available, the WCSD will implement new literacy screeners, assessments, and continue to use others that are already providing useful literacy data. A more detailed assessment list and plan can be found in the "Assessment and Data Analysis Plan" and the "Analysis and Identification of Student and Teacher Data Plan".

The WCSD's SPED has a collaborative partnership with the BCW, Head Start, and daycare facilities. By nature, this collaboration is truer for Special Education. However, the WCSD will increase its efforts to have a more collaborative relationship with all agencies that serve children birth-to-five to address the early literacy needs for all students. Moreover, the ELLT will meet at least quarterly to discuss progress, funding, and action plans to maintain the initiatives that the SRG brought to fruition.

The first piece to better connect our birth-to-five community agencies is professional learning. The WCSD will offer relevant professional learning that will include community agencies. This professional learning will be done at least annually during pre-planning for the WCSD. All new personnel will be trained on assessments, literacy standards and instruction, technology, and instructional technology. The Director of Pre-K and Principal at WCPS will be responsible for overseeing this collaborative and ongoing professional learning.

The print material needed for birth-to-five grant will be assessed each year. As needed, print materials for early literacy programs will be replaced. The WCSD will use a combination of BFTS funds, federal special education funds (as allowable), and SRG funds (as allowed).

The technology purchased with SRG monies will be assessed at least annually by the technology department to determine if the equipment is in good working condition. When technology is replaced or upgraded to ensure early learning literacy is sustained, funds from federal Pre-K, special education, SRG and local funds will be utilized in accordance with expenditure compliance for each fund source.

Worth County Budget Summary

LITERACY RESOURCES	
Books (for classroom libraries, Teacher Resource Room, and Parent Resource Room)	TBD
Resources for themed literacy bags	TBD
Educational literacy videos	TBD
Research-based Early Learning Literacy Program	TBD

PROFESSIONAL LEARNING RESOURCES	
Professional Learning sessions for parents on Early Learning Literacy	TBD
Professional Learning sessions for new Early Learning Literacy Program	TBD
Professional Learning sessions for Intervention Program	TBD
Professional Learning sessions for integration of technology in the classroom	TBD
Supplies for Professional Learning sessions	TBD

TECHNOLOGY RESOURCES TO ENHANCE LITERACY	
Computers or laptops for teachers	TBD
Computers for students	TBD
Installation of a computer lab at WCPS for Pre-K students	TBD
Listening centers	TBD
Data projectors	TBD
Interactive boards	TBD
Tablets for teachers and students	TBD

ASSESSMENT RESOURCES	
PALS – Pre-K Resources	TBD
PPVT4 Resources	TBD
CLASS Resources	TBD
Progress monitoring tool	TBD
Additional assessments as needed	TBD

ADDITIONAL RESOURCES	
Substitute teachers	TBD
Consultants for Professional Learning	TBD
Stipends for developing guidelines and procedures for the RTI process	TBD
Supplies and Materials for Interventions	TBD
Community Field Trips	TBD