School Profile

Created Monday, September 17, 2012

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School Information

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

Level of School

Early Learning (Birth to Five)

Principal

Principal	Name:	Jennifer Jones
Principal	Position:	Pre-K Site Director
Principal	Phone:	706-517-5699
Principal	Email:	jennifer.jones@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Jennifer Jones
School contact information	Position:	Pre-K Site Director
School contact information	Phone:	706-517-5699
School contact information	Email:	jennifer.jones@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K

Number of Teachers in School

15

FTE Enrollment

330

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

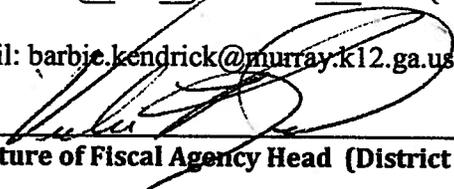Name of **Fiscal Agent's** Contact Person: __Barbie Kendrick_____

Position/Title of Fiscal Agent's Contact Person: ___PK-8 Curriculum Director_____

Address: 1006 Green Rd._____

City: ___Chatsworth_____ Zip: ___30705_____

Telephone: (__706__)695-4531___ Fax: (706___) _695-8425_____

E-mail: barbie.kendrick@murray.k12.ga.us

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

_Dr. Vickie Reed, Superintendent of Murray County Schools_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_12-5-12_____
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

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

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

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant 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.

Conflict of Interest & Disclosure Policy

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III.   **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
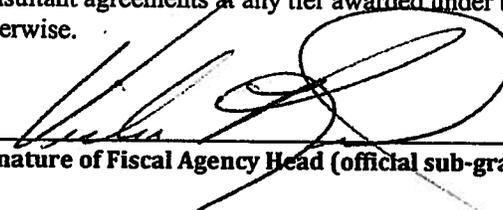
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

___Dr. Vickie Reed, Superintendent of Murray County Schools_____
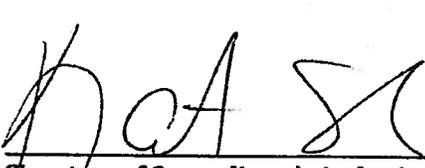**Typed Name of Fiscal Agency Head and Position Title**

_____
Date

_____
Jennifer Jones, Site Director, Murray County Pre-K

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

_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12-12-12
_____
Date

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

Katrina Schars, Director of Child Care Network

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

December 11, 2012
_____
Date (if applicable)

Preliminary Application Requirements

Created Tuesday, November 27, 2012
Updated Thursday, November 29, 2012

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

General Application Information

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

À Zf t

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

SRCL Grant Rubric

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

À Zf t

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

Assessment Chart

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

À Zf t

Assessments

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

À JBhsf f

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.

Å JBhsf f

Grant Assurances

Created Thursday, November 29, 2012

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

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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

District Narrative

Murray County Schools (MCS) is located in the North Georgia Mountains in Murray County.

The population of Murray County is 39,628. Murray County is largely agricultural and the main

industry in Murray County is textile. Serving approximately 7,575 students, Murray County

Schools consists of six elementary schools, grades K-6, two middle schools, grades 7-8, two high

schools, one alternative school, and one Pre-K Center. 21% of the student body is Hispanic, 78%

white and the remaining 1% two or more races, black and American Indian. 78% of students

receive free and /or reduced priced meals. All schools in the Murray County School district are

Title I School Wide schools.

Current Priorities

The priority for the Murray County School District is to ensure all students graduate from high

school "College and Career Ready". After an analysis of both system and school achievement

data, areas of need identified are:

- Increase the graduation rate
- Increase writing scores on the state-assessed grades of 3,5, 8 and 11
- Implement a literacy program including birth-to-five population
- Provide professional development for staff on rigorous literacy instructional practices and strategies
- Increase the Meets and Exceeds category in all content area subjects
- Increase the number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests(CRCTs) in grades 3-8
- Increase the number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition on End of Course Tests (EOCTs)
- Increase the number of students in subgroups scoring in the Meets and Exceeds category on the CRCTs and EOCTs
- Increase student comprehension with a focus on meeting and exceeding recommended Lexile scores for each grade level
- Increase student access to a variety of texts

- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure

Dr. Vickie Reed has served as the Superintendent of Murray County Schools for six years. Dr. Reed provides excellent leadership to the district and school administration. Each school's instructional program is supported by a principal, assistant principal and an academic coach with the exception of the Pre-K Center that is under the leadership of a site director. District Leadership includes a PreK-8 Director of Teaching and Learning and Title I, Secondary Director of Teaching and Learning and Title III, Director of Exceptional Student Services, Director of Instructional Technology, Director of Personnel and Title II-A, Director of Finance, Director of Nutrition, Director of Student Services and Director of Transportation. The district team and school teams work together to support student achievement through a focus on the District vision: "Committed to Student Success... No Exceptions, No Excuses!"

Past Instructional Initiatives

Past initiatives of the Murray County School System since 2004, include having participated in the Reading First Grant, three Title II-D Enhancing Education through Technology grants, and two Title II-B Mathematics and Science Partnership grants. We are in the first year of participating in the Georgia RT3 Innovation Fund. Other past instructional initiatives include:

- Georgia Performance Standards
- WIDA Standards
- Best reading practices drawn from Reading First Strategies in grades K-3
- Protected Instructional Reading Block in K-6.
- Learning Focused Strategies
- Response to Intervention
- Positive Behavior Intervention and Support

- Rigor, Relevance and Relationships
- K-12 Commit to Graduation Initiatives
- Assessment Driven Instruction
- Technology Integration

Literacy Curriculum

The Literacy Curriculum utilized in grades Pre-K-12 is the English/Language Arts Common Core Georgia Performance Standards which encompasses foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary and comprehension, writing and conventions. The literacy Curriculum is composed of Bright From the Start standards, Scholastic, basal readers, Harcourt Trophies and Elements of Reading, trade books, novels, and content text books.

Literacy Assessments

Literacy Assessments that are used with fidelity in the system are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next (Grades K-6)
- Pre and Post Quarterly Benchmark Assessments (grades 1-12)
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternate Assessment (Grades 1-12)
- Georgia Kindergarten Inventory of Developing Skills (Grade K)
- Georgia Writing Assessments (grades 3, 5, 8 and 11)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Assessing Comprehension and Communication in English Stat-to-State (ACCESS, grades K-12)
- Georgia Criterion-Referenced Competency Test (CRCT,grades 3-8)
- End of Course Test (EOCT, grades 9-12)
- SAT, AP Exams (grades 9-12)

Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass

rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie

in the high percent of students passing the test with minimal scores. Lack of comprehension and

low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

in content areas in grades 3-8 and on the state required End of Course Test (EOCT) for students in grades 9-12. The individual school applications will reveal specifics.

In the "Why" document on page 32, it is stated: "Spring test results from the Criterion Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT), when coupled with the Lexile Framework for Reading (2006) which measures both reading ability and text difficulty on the same development scale, echo the idea that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional materials". The charts below support that claim in Murray County. As stated earlier, the CRCT scores for the past three years have remained between 92% and 94% meeting and exceeding the standards. However the chart below reveals the percent of questions in each domain answered correctly. Comparing the CRCT content chart below, it is apparent that students need additional reading skills to master content area material.

CRCT 2012	District Average in the % of questions answered correctly in each domain
Literary Comprehension	77%
Reading For Information	74%
Reading Skills and Vocabulary Acquisition	78%
CRCT 2011	
Literary Comprehension	76%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	79%
CRCT 2010	
Literary Comprehension	75%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	75%

CRCT in Content Areas % meeting and Exceeding		2012	2011	2010
Science		84%	86%	84%
Social Studies		81%	82%	78%

% Meeting and Exceeding		2012	2011	2010
EOCT Ninth Grade Literature and Composition		86	80	78
EOCT American Literature and Composition		88	85	80

Content Area EOCT % meeting and exceeding		2012	2011	2010
Biology		72%	70%	65%
United States History		60%	57%	55%
Physical Science		80%	85%	64%
Economics Business Free Enterprise		42%	58%	49%

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

Writing is linked directly to improved reading. The following is an excerpt from the "Why" document. **Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students.** The implementation of strong writing programs is crucial to a literacy initiative. Below are the writing scores for all tested grades. Although, scores in 11th grade increased above 90% in 2011, the remaining data show deficits in the tested grade levels.

	2012	2011	2010
5th	83%	88%	74%
8th	84%	85%	83%
11th	82%	93%	84%

Murray County Schools

The grant funds will allow the system to provide print and non-print resources and staff training in best practices from Birth- 12 to meet the text complexity and writing demands reflected in core content areas and the CCGPS.

Management Plan and Key personnel

Murray County Schools (MCS) has identified key district level personnel to support the implementation of the Striving Reader Comprehensive Literacy Grant. The MCS Literacy Leadership Team includes, Barbie Kendrick, Director of PreK-8 Teaching and Learning and Title I , Dr. Cheryl Thomasson, Director of Secondary Teaching and Learning and Title III and Allison Oxford, Director of Instructional Support Services. The three will plan together in the implementation of the project activities, such as organizing and scheduling professional-learning to include use of new assessments, literacy best practices, technology integration and purchasing. Ann Scott, Instructional Technology Specialist, will be responsible for assisting in the evaluation of technology tools and programs, the installation and training on the educational software or technology tools to promote student engagement. The site directors will administer literacy activities in their center. The MCS Business Office will be responsible for requesting funds, and will meet with directors to review budget and expenditures and submit required reports.

The chart below lists the individuals accountable for the grant operations and their responsibilities. Recognizing that each child's literacy must be developed from infancy, The Murray County School District has coordinated efforts with Non-profit Child Care Centers and Community Partners. The School System will partner with Georgia's Pre-K programs in Murray County, Murray County Head Start- Early Head Start, Family Connections and the Murray County Nutrition Summer Feeding Program.

Grant Implementation

	Individual Responsible	Supervisor
Grant Administration Coordinate project and manage the grant budget	Barbie Kendrick, Director of PreK-8 Curriculum	Dr. Vickie Reed Superintendent
Purchasing Approval of purchase orders	Barbie Kendrick Director of PreK-8 Curriculum:	Dr. Vickie Reed Superintendent
Site-Level Coordinators- Murray County Pre-K Center Murray County Head Start- Early Start Chatsworth Preschool Child Care Network Murray County Nutrition Summer Feeding Program Babies Can't Wait Family Connections	Jennifer Jones, Pre-K Site Director Quantrell Coffee Caroline Taylor Katrina Schars Amanda Ridley, Murray County Nutrition Director Debbie Coleman Pam Bishop	Barbie Kendrick, Pre-K Project Director Melissa Hankins Caroline Taylor Katrina Schars Dr. Vickie Reed Superintendent Director Family Connections Executive Board
Professional Learning Coordinator	Barbie Kendrick Director of PreK-8 Curriculum Jennifer Jones, Pre-K Site Director and Site Level Coordinators listed above.	Dr. Vickie Reed Superintendent
Technology Coordinator	Mrs. Ann Scott, Director Mrs. Kara Leonard, Instructional Technology Coordinator	Dr. Vickie Reed Superintendent
Assessment Coordinator	Barbie Kendrick Director of PreK-8 Curriculum: Jennifer Jones, Pre-K Site Director and Site Level Coordinators listed above.	Dr. Vickie Reed Superintendent
Finance Director	Steve Loughridge	Dr. Vickie Reed Superintendent

The Murray County Pre-K, Murray County Head Start and the Family Connections Coordinator are located on the same campus located next the Murray County Central Office. The close proximity has allowed all individuals listed to discuss and review goals, objectives and implementation plans for the SRCL grant. In addition the Literacy is a part of the district and

school level strategic planning the MCS does each year and at regular intervals through-out the year using a Balanced Scorecard system. The grant has allowed the district and partners to extend planning with the possibility of funding. The Murray County Family Connections hosts a monthly collaborative in which families, local businesses, civic leaders, elected officials, faith-based and school-based organizations and public/private human service providers gather to develop, implement and evaluate plans that focus on healthy children, getting children ready for school, children succeeding in school, strong and self-sufficient families.

These established meetings that the partners and the district attend will provide multiple avenues to involve grant recipients in the development of the budget and performance plan and monitor grant implementation progress. In addition, the director of each program will meet bi-monthly to discuss project progress.

All the personnel who have agreed to assist with the administration are experienced and skilled to ensure grant funds are expended as budgeted following established internal control procedures. System and school personnel have been involved in grant implementation and management through the grant projects listed below:

LEA: Competitive Grants Awarded

Year	Project Title	Funded Amount	Description	Audit
FY12	Georgia Race to the Top Innovative Grant Fund	920,906	focuses on the STEM disciplines as a learning tool for students retained in 8th grade.	N/A
FY10	Title II-D Engaging AP Students Through Mobile Handheld Computing	64,580.00	professional learning to support use and evaluation of online academic resources	No Findings
FY10	Title II-D, Enhancing Edu Through Tech-Ed Formula Grant	33,996.00	funded survey to determine professional development needs in technology and technology integration	No Audit

FY09 FY07	Math-Science Partnership	328,000 20,100.00	improvement of math instruction in grades 3-8 through professional learning	No Audit
FY07	Instructional Tech Enhanced Environments	96,250.00	professional learning and technology resources to implement 21st Century learning environments	No Audit
FY04	Reading First Grant	2,000,000	Literacy best practices in grades K-3	No Findings

MCS coordinates competitive grant funds along with local, state and federal funds to ensure grant monies are used to enhance student achievement. These funds include:

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

Through the coordination of all local, state and federal funds mentioned programs have been sustained. Sustainability includes literacy coaches at each school, re-use of materials purchased each year, universal screeners in K-3, professional learning, technology hardware replacement and educational software support

MCS has developed many initiatives to increase student achievement without outside funding.

Learning Focused Strategies: Murray County Schools initiated Learning- Focused professional development as system wide training in 2005. Teachers were trained in Learning-Focused strategies that define classroom exemplary practices such as summarizing strategies, activating strategies, use of graphic organizers, and essential questions. District data in the areas of reading and math on the Georgia Criterion Reference Test increased in grades 3-8 from 2005 to 2011 with a 10% increase in reading and a 4% increase in math.

Depth of Knowledge training: Realizing meeting the standards on the CRCT provided minimal expectations for students, in 2009 the system began to focus on training teachers in higher order thinking strategies. The growth in the exceeds area on the CRCT in the areas of reading for grades 3, 5 and 8 increased from 29% in 2009 to 36% in 2012.

Relationships: In 2008 MCS began a system wide focus on initiatives to build relationships with our children. Directors, administrators and teachers have participated in the following book studies:

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

Do You Know Enough About Me to Teach Me? by Stephen G. Peters

Rising Stars

Rising Stars is a Leadership Development Program begun by GLISI (Georgia Leadership Institute for School Improvement). Murray County held its first class in 2006 with 12 participants. Due to funding, GLISI stopped providing instructional support, but Murray continued with the program. Since the district has had 34 participants.

In 2007-2008, we implemented a system-wide **Positive Behavior Support Program** to reduce office discipline referrals in order to increase academic engagement time. It is believed that this contributed to the increases in the graduation rate. The Graduation Rate increased from 57.4% in 2007 to 80.7% in 2011.

School/Center Application

Center Program

The Murray County Pre-K Center is a Georgia Bright From the Start public center hosted through the Murray County School District. The system began with four Pre-K Classrooms in 1996 with two housed on the campus of Northwest Elementary and two housed on the campus of Spring Place Elementary. The program grew to 18 classrooms housed at each of the six elementary schools. In August of 2008, Murray County Schools merged all Bright From the Start Pre-K classrooms into one center. Due to revisions in class allotment the program was reduced to 15 classrooms in 2010. Each classroom serves twenty-two students. Two of the fifteen classrooms are inclusion classrooms to serve students with disabilities. The student population in Pre-K is 330 students (246 Caucasian, 81 Hispanic, and 3 African American) with 78.5% participating in the free and reduced meal program. Additionally, 14.3% of the students receive ESS services. In local daycares, there are currently two BFTS Pre-K lottery funded classrooms. One is housed at Chatsworth Preschool serving 22 students, and the other is housed at Childcare Network serving 22 students. The Head Start Program serving three and four year olds currently has three classrooms with 20 students each. The Early Head Start program serving infants/toddlers ranging from ages six-weeks to three years old has two classrooms with eight students each.

Family Connections

Family Connections is a statewide initiative of 159 community collaborative partnerships. Murray County Family Connections hosts a monthly collaborative in which families, local businesses, civic leaders, elected officials, faith-based and school-based organizations, and public/private human service providers gather to develop, implement and evaluate plans that focus on healthy children, getting children ready for school, children succeeding in school, strong families and self-sufficient families.

Summer Feeding Program

The Murray County Nutrition Department provides a Summer Feeding Program each school year in the months of June, July and August. Because all schools in the Murray County system has over a 50% free and reduced eligible population, sites can be located anywhere within the county. The Nutrition Departments operates an average of 15 lunch sites daily and serve an average of 1000 free lunches per day to any child age 18 or under. The program has been in existence since 2006.

Babies Can't Wait

Babies Can't Wait (BCW) is Georgia's state wide interagency service delivery system for infants and toddlers with developmental delays or disabilities and their families. Through

the local BCW office children and families in Murray County can access early intervention services.

Administrative & Teacher Leadership

Members

- Murray County Schools

- Head Start and Early Head Start

- After Care (Murray County Pre-K)

- Family Connections

- Murray County Food Services (Summer Feeding Program)

- Special Education Preschool Services

    o Babies Can't Wait

- Private Preschool Centers

    o Childcare Network (one lottery funded classroom)

    o Chatsworth Preschool (one lottery funded classroom)

There are 15 certified educators which are highly qualified in elementary education and 15 paraprofessionals at the Murray County Pre-K Center. In addition, there are two certified Special Education teachers and two Special Education Paraprofessionals on staff. The Center has a Project Director and a Site Director. The Administrative and Leadership Team is comprised of staff members with various roles across the school.

Murray County Birth-to-Five Application

This allows the Leadership Team to gain input from multiple perspectives and to disseminate information in an efficient manner. In addition, there are committees for each subject area/content standard domain to research and provide activities of developmentally appropriate nature to share with staff at faculty meetings. All serve and are recognized as instructional leaders by staff. The Murray County Pre-K Center Leadership Team members include: Jennifer Jones, Pre-K Site Director; Pre-K Teachers: Sara Green, Anna Holcomb, and Brittany Richardson, Pre-K Assistant Teacher, and After Care Coordinator, Suzie Childers. The two local daycare directors who host BFTS lottery funded classrooms are Caroline Taylor and Katrina Schars. The Head Start and Early Head Start program director is Quantrell Coffey. The Babies Can't Wait Director is Debbie Coleman. In addition, Amanda Ridley (Murray County Food Services) is a partner who aids in identifying targeted sites and students who are at-risk. We also take collaborative measures to include Pam Bishop (Family Connections Director).

Past Instructional Initiatives

High Scope was the initial curriculum used by the Murray County Pre-K Center. The center now utilizes the Bright From the Start content standards, Planning Instruction Checklist and Scholastic curriculum to drive instruction. In addition, we have used concepts outlined from the DOK (Depth of Knowledge) charts and Learning Focused strategies. Some faculty members have also received the Understanding Poverty Training as well. Head Start used TEACH Gold curriculum and attended trainings approved by the Head Start Consultant.

Murray County Birth-to-Five Application

Current Instructional Initiatives

Pre-K is provided with content standards and performance goals from the state Level/Bright From the Start. At present, the Pre-K curriculum used is Scholastic. In addition, each teacher utilizes and follows the Instructional Quality (IQ) Guides. Teachers assume the role of building quality learning environments and providing developmentally appropriate instruction in their own classrooms. The IQ Guides are tools that assist teachers in increasing and maintaining quality throughout the school year. Teachers must complete the IQ Guides within the deadlines presented and outlined in each guide. IQ guides are available for:

- IQ Guide for the Learning Environment
- IQ Guide for Planning and Instruction
- IQ Guide for Daily Schedule
- IQ Guide for Assessment-Work Sampling System -160 day school calendar

The Head Start/Pre-K program uses Creative Curriculum, Kaleidoscope, and As I Am as its educational, multicultural, and social/emotional curriculum respectively.

The Early Head Start program uses Creative Curriculum as its program. During the time a child is at the center, he/she has a daily log that will be shared with the family.

The Murray County Pre-K Center has three family literacy nights per school year and has two Scholastic Book Fairs yearly. Head Start and local daycares are invited to attend. A member of the MC Pre-K attends monthly collaborative meetings with Family Connections, attends Monthly Head Start Policy Council Meetings, and attends transition meetings for Babies Can't Wait.

Professional Learning Needs

- Team review of Georgia's Literacy Conceptual Framework for Birth-to-Grade 12, Georgia Literacy Plan: The "Why"
- Georgia Literacy Plan Birth-to-Five Necessary Building Blocks for Literacy: "The What"
- Georgia Birth-to-Age-Five Literacy Plan : "The How" 2012

- Teacher Questionnaire based on components of the "What" Document
- Early Literacy Survey
- Director Interviews

Based on the needs assessments, it was revealed that the most urgent needs for

professional learning are:

- Literacy instruction best practices
- Pre-Literacy professional practices such as oral language skills
- Strategies to support young children's growth
- Training in Bright From the Start's Classroom Assessment Scoring System (CLASS) topics which include language and concept development
- Training in Differentiation
- Training in vocabulary development.

Need for a Striving Readers Project

The Striving Readers Grant will supply the providers of the birth to five populations with

tools and professional development to implement the Georgia State Literacy Plan. The

grant will help the educators of younger learners in terms of learning more engaging and

better instructional strategies. An excerpt from the "Why" document states: "the literacy

advisory committee suggests that children be given time to playfully explore books and other print media (computers, pencils/pens/crayons, paper, ect.) with peers and adults. (Page 56). The Early Learning Center that houses Pre-K and Head Start is described as "technology poor". Since the center houses nearly 390 students, it would help us to attain both training and technology. The Striving Readers' project will provide us with resources, materials, technology, and equipment to build a strong foundation for early literacy that will support later reading.

Scientific, Evidence-based Literacy Plan

The Literacy Leadership Team examined the research basis in the "Why" document and utilized the "What" and "How" documents in order to create an implementable plan to improve literacy instruction. Based on the Needs Assessment, areas of concern were identified, and the Literacy Plan was created to address those needs. The goals of the Literacy Plan are outlined below along with explicit references to the specific building blocks in the "What" and "How" documents that correlates to each goal.

Based on the results of the needs assessment the birth to five communities will address building block areas that pertain to student growth explained in the "How" and the "What" documents. The project goals and objectives are based on the six building blocks in the Birth to Five Georgia Literacy Plan "What" and "How" documents. Systems and schools need to implement these goals in order to provide their children and students access to a lifetime of literacy. The District Management Team and key personnel listed below will ensure the objectives are implemented with fidelity with partners representing the Birth to Five population, all students will be Kindergarten Ready.

District Management Team and Key Personnel

	Individual Responsible
Grant Administration Coordinate project and manage the grant	Barbie Kendrick, Director of PreK-8 Curriculum

budget	
Purchasing Approval of purchase orders	Barbie Kendrick ,Director of PreK-8 Curriculum
Site-Level Coordinators- Murray County Pre-K Center Murray County Head Start-Early Start Chatsworth Preschool Child Care Network Murray County Nutrition Summer Feeding Program Babies Can't Wait Family Connections	Jennifer Jones, Pre-K Site Director Quantrell Coffee Caroline Taylor Katrina Schars Amanda Ridley, Murray County Nutrition Director Debbie Coleman Pam Bishop
Professional Learning Coordinator	Barbie Kendrick, Director of PreK-8 Curriculum Jennifer Jones, Pre-K Site Director and Site Level Coordinators listed above.
Technology Coordinator	Mrs. Ann Scott, Director Mrs. Kara Leonard, Instructional Technology Coordinator
Assessment Coordinator	Barbie Kendrick ,Director of PreK-8 Curriculum Jennifer Jones, Pre-K Site Director and Site Level Coordinators listed above
Finance Director	Steve Loughridge

As noted in the "Why" document "Research clearly supports that the first years of a child's life are critically important in laying the foundation for future academic success, including success in literacy. For this reason, Bright from the Start has continued to focus on supporting early language and literacy skills in children from birth to age five" (pg.21).

Goal 1: Increase teacher, director, teacher assistant, and community resource agency personnel knowledge and implementation of best practices in literacy and language development, concept development, Tiered Instruction, differentiation and technology

integration in the classroom.

Research from the "Why" Document With goal 1,
"The objective is to give leadership (teachers, directors, community members) a solid understanding of how to teach pre-literacy concepts and literacy skills."

"Regardless of how these intellectual debates turn out, it is clear that an early emphasis on oral language and vocabulary is necessary, if not for early reading, for later reading" (page 63)

Need: "These studies, commissioned by the department but conducted nationally by renowned researchers... found that many environments serving children birth to five are lacking in quality basic literacy practice."

What" and "How" Building Blocks and Actions Related to Goal 1

Building Block 1: Engaged Leadership

    A. Action: Create shared leadership and plan for organizing, implementing and sustaining an effective approach to literacy

Building Block 2: Continuity of Care and Instruction for All Young Students.

    A. Convene an early childhood coalition with the community where professional form various organizations and other stakeholders affecting young children may meet to learn from and support one another

Building Block 4: Best Practices in Literacy Instruction

    A. Instruction is clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten

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

Building Block 6: Professional Learning and Resources

    A. Community Partners receive professional learning in the development of early literacy

    B. In-service personnel receive professional learning in the development of early literacy

Implementation Plan	Sustainability
• Select and coordinate training in best practices in Literacy and Language Development, Concept Development, providing student feedback, differentiation and technology integration • Training for Pre-K staff, Head Start and Early Start staff, identified non-profit Day Care Staff and resource agency staff • Establish a system of communication for sharing information with all partners • Develop trainings and materials to support family literacy • Build professional libraries that include research based books, journals, magazines, videos/DVD's for ongoing professional growth	• Provide opportunities to ensure continued growth through professional learning through Pre-K provided training, Pre-K webinars and district literacy coaches • Retain strong leaders and provide them with opportunities to model appropriate strategies and activities for peers and families • Develop a pipeline of leaders by identifying and training leaders for succession • Ensure that administrators document use of standards as the foundation for instruction and that standards are referenced and differentiation is evident in lesson plans • Provide professional learning to new staff in standards-based instruction and differentiation • Use monitoring tools to collect data on fidelity of implementation • Develop a train-the-trainers model utilizing community resources within the community, train parents as co-facilitators to assist in providing early literacy training for families • Use mentors to maintain teachers' focus on context specific practices for literacy development • Utilize resources in the professional library as a vehicle to train on current best

	practices in early childhood literacy development

Goal 2: Create literacy-rich environments for the Birth-to-Five Population by increasing the number of supplemental books and materials including English Language Learner (ELL) available in the classroom setting, centers, parent check-out and agencies.

Research from the "Why" Document

"All students flourish when educated in a language-rich environment designed to meet their communication, language and academic needs". (page 33)

What" and "How" Building Blocks and Actions Related to Goal 2

II. Building Block: Continuity of Care and Instruction for All Young Students.

    B. Convene an early childhood coalition with the community where professional form various organizations and other stakeholders affecting young children may meet to learn from and support one another

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

V. Building Block: System of Tiered Intervention

    A. Action Establish a system of tiered-intervention based on screening and guided by progress monitoring

       1. Groundwork is laid for a tiered-intervention model in Head Start and GA Pre-K classrooms

         b. All classrooms are literacy-rich environments

VI. Building Block: Professional Learning and Resources
C. Community Partners receive professional learning in the development of early literacy
D. In-service personnel receive professional learning in the development of early literacy

Implementation Plan	Sustainability
- Each Pre-K Classroom will be equipped with high quality text classroom libraries. - Each Head Start and Early Head Start classroom will be equipped with high quality text classroom libraries - Each of the lottery funded classrooms in local daycares will be equipped with high quality text classroom libraries - Establish a family literacy center to provide texts and guidance for parents at home - Create literacy kits for use by parents with guidance on supporting their child's early literacy development to include speakers of other languages	- Conduct an annual inventory and create a replacement plan for materials - Collaborative within communities to support literacy plan as part of existing community activities

Goal 3:   Increase integration of technology for community engagement, staff training, and literacy instruction and student engagement.

Research from the "Why" document

"For young children, motivation for literacy learning is especially intertwined with playful interactions and routines" (page 56)

"Merging recommendations from the IES Practical Guide with what we know about the importance of play, the literacy advisory committee suggests that children be given time to playfully explore books and other print media (computers, pencils/pens/crayons, paper.) with peers and adults." (page 56)

What" and "How" Building Blocks and Actions Related to Goal 3

    I.   Building Block: Engaged Leadership

    II. Building Block: Continuity of Care and Instruction for All Young Students

        B. Action: Ensure smooth transitions from one school/ or agency to another

        C. Action: Connect Families to Schools and Childcare Entities

        D. Action: Connect Communities to Schools

        E. Improve access for families to resources for the enhancement of early literacy in their homes

    III. Ongoing formative and summative assessments

   B. Action: Use formative assessments to inform instruction to meet the needs of children and students

IV. Best Practices in Literacy Instruction

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

V. Building Block: System of Tiered Intervention

  A. Action: Establish a system of tiered-intervention based on screening and guided by progress monitoring

IV. Building Block: Professional Learning and Resources

      A. Action: Develop professional learning for community partners

      B. Provide Professional learning for in-service personnel

Implementation Plan	Sustainability
Planning/Implementation Plan • Use Technology to:	• On-going professional learning on integrating technology in the classroom

- Individualize student literacy instruction
- Differentiate literacy learning for students
- Promote relevance and engagement in the classroom
- Provide training on the use of technology for literacy instruction and student engagement

- Communicate with stakeholders through emails, newsletters, website, social media(Facebook, Twitter)
- Administer and record assessment and progress monitoring data
- Analyze child performance and observational data and monitor progress to refine literacy goals
- Provide access to participate in professional learning through technology
- Provide access to links to educational and helpful sites for parents and early childhood professionals and parents
- Provide access to electronic resources for Tiered Intervention that are accessible to all staff
- Create brochures for community resources for families of young children to be provided to families of young children
- Continue to assess current logistical needs of parent (e.g. advertise meeting dates, times, and locations)
- Collect data on fidelity of implementation through student data and walkthrough data

through the District Instructional Technology Trainer

- Create a technology replacement plan to upkeep technology equipment

- Utilize current funding resources and seek new funding sources (grants, community partners) to maintain and expand technology

Goal 4   Provide students with the appropriate Tier instruction based on formative and summative assessments.
Research from the "Why" documents related to Goal 4 "Having the right assessments in place is only one element of an effective literacy assessment plan." "Data must be easily assessable to school personnel in order for it to drive decision making". (page 98)

"What" and "How" Building Blocks and Actions Related to Goal 4
 	
III. Building Block Ongoing Formative and Summative Assessments
 	
   A. The infrastructure is in place for full implementation of screening and diagnostic assessments
 	
   B. The results of formative assessments are used to adjust intervention to meet the needs of children
 	
   C. Summative Assessments are used to determine effectiveness of interventions or instructional programs
 	
   D. Literacy Screenings are used to assess readiness of individual children for reading and writing

Implementation Plan	Sustainability
- Select and administer age appropriate screening and diagnostic instruments to monitor growth and development that are aligned with program standards (Head Start-GELS, Pre-K Learning Standards) 3 times per year - Select and administer age appropriate Summative Assessments to determine effectiveness of interventions or instructional programs - Provide professional learning to staff on the analysis of data and reporting of data to stakeholders	- Continue to provide ongoing professional development on the administration of appropriate formative and summative assessments - Create learning communities or peer-to-peer support to analyze student assessments and use of assessments to plan for Tiered Instruction - Utilize system Literacy Coaches, Bright From the Start Staff and Early Learning personnel to train new staff on Tiered instruction and in the use of intervention strategies and supports

• Provide all staff professional learning in the elements of Tiered Instruction based on assessments • Provide literacy materials for Tiered instruction	• Utilize Center funds to replace assessments • Re-use literacy materials each year. Secure funding sources and volunteers from the community for replacement materials

Goal 5   Provide parents with opportunities, materials and trainings to facilitate involvement in their child's literacy development.

Research from the "What" document related to Goal 5

"Experience's with being read to has been distinctly linked to good general literacy and language development". Unfortunately, many families in Georgia and elsewhere have remarkably limited access to children's books in their homes and neighborhoods." (page 64, 65)

"What" and "How" Building Blocks and Actions Related to Goal 5

II. Building Block: Continuity of Care and Instruction

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

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

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

Implementation Plan	Sustainability Plan
• Build parent libraries that include research based books, journals, magazines, videos/DVD's for parent literacy training • Create a community parent resource room that will include literacy materials for parent check-out and computers to access literacy resources	• Collaborate with community organizations to support the literacy plan as part of existing community activities • Materials will be re-used each year. The Pre-K site director will maintain a list of materials and resources checked out by parents in order to ensure their safe return • Secure funding sources and volunteers from the community to replace or update

• Purchase books/materials that community members/ volunteers/staff members will utilize to model literacy best practices for families that participate in the summer feeding program and attend family literacy nights • Create, distribute flyers and provide training for the Birth to Five Community on pre-literacy transition support guidelines for children moving from infant to toddler programs; toddler to preschool; Preschool to Pre-Kindergarten. Distribute to Day Cares; Babies Can't Wait Program; The Family Resource Agency; The Family Support Council, and Murray County DFCS/WIC program • Plan and implement learning opportunities for parents to inform them about developmental milestones and ways to prepare their children to meet the milestones and literacy support	as needed • Maintain parent training resource manual to re-use year after year • Materials for parents in attendance to summer feeding program and community family nights will be re-used yearly

Needs Assessment, Concerns and Root Cause Analysis

In order to generate data for the Needs Assessment, all Pre-K teachers, Head Start Teachers and assistants completed an electronic survey created using the Georgia Literacy Plan Birth-to-Five Needs Assessment and the Template for Developing a School Literacy Plan. The surveys required participants to use a Likert-type scale to answer questions related to current instructional practices in the classroom. The responses were compiled and analyzed by the Literacy Team in order to determine the areas of concern in literacy instruction.

Needs Assessment

a.b.&c.

Description of Materials/Resources in the Needs Assessment	• Early Literacy Survey-compiled by Local Education Agency (LEA) • Teacher Questionnaire constructed to facilitate usage of the "What" Document • CLASS results (Pre-K Students) • DIBELS data (Kindergarten) • Instructional Quality Guides
Description of the Needs Assessment Process	• Teachers and area daycare assistants completed a web-based survey using a Likert-type scale to answer questions related to current instructional practices in the classroom setting. • Teachers and BFTS daycare assistants completed an open-ended questionnaire. • Team compiled data from surveys and questionnaires to identify strengths and weaknesses
Listing of Individuals Who participated in the Needs Assessment	Total of 51 participants and 51 responses • Barbie Kendrick and Jennifer Jones (Pre-K Directors) • Pre-K Staff (15 Lead Teachers and 15 Assistant Teachers) • Lois Blockley (Preschool Special Needs)

	- Quantrell Coffey (Director) and Head Start Staff (3 teachers and 4 assistant teachers) - Childcare Network (Director, Katrina Schars) (1 teacher and 1 assistant teacher) - Chatsworth Preschool (Director Caroline Taylor) (2 teachers and 2 assistant teachers) - Amanda Ridley (Food Services) - Pam Bishop (Family Connections) - Debbie Coleman (Babies Can't Wait)

Areas of Concern

Compared with the Georgia "What" documents, what are the major areas of concern for this school?

Relation to the "What" Document	Need	Steps to Address Problems
Building Block 1 Engaged Leadership	•Professional Development for leaders and stakeholders to define literacy goals	**Steps Already Taken:** - BFTS webinars. - Literacy focus groups. **Steps to Take:** - Professional learning for directors and staff working with birth to five children in current literacy instruction and best practices and appropriate strategies to support young children's development.
Building Block 2 Continuity of Care and Instruction	•Lending libraries for partners and parents •Literacy packs	**Steps Already Taken:** Invite local daycares to attend literacy trainings and activities.

	•Literacy Stages materials •Transition materials •Professional Learning for staff on assessment data and standards •Substitute costs for professionals to attend trainings •Books/DVDS for guidance on planning literacy trainings for parents and children	• Attend collaborative meetings with Family Connections. • Attend Head Start Policy Council Board meetings. • Attend transition meetings for Babies Can't Wait and provide appropriate interventions for all areas of development. • Provide DFCS with nonfiction and fiction early reader picture books for at risk families. • Monthly "tips and techniques" newsletters for parents **Steps to Take:** • Create and sustain lending library. • Create literacy packs to send home. • Host Saturday workshops for parents and daycare staff. • Two visits yearly to local library. • Provide information to families on steps to obtain library cards. • Ensure Murray County Pre-K website has an embedded link to literacy resources.
Building Block 3 On-going formative and summative assessments	•Screening and Diagnostic Assessments, progress monitoring tools •Professional learning for staff to interpret data and to set goals and adjust instruction based on assessment results •Substitute costs for	**Steps Already Taken:** • Work Sampling Online to record progress on Pre-K Content Standards. • Head Start administers the ASQ and DENVER. **Steps to Take:** • Literacy screening, progress monitoring tools for birth to five; Ready to Read.

	professionals to attend	• Instrument needed to measure early learning skills: The Early Literacy Skills Assessment (ELSA).
Building Block 4 Best Practices in Literacy Instruction	•Professional learning for staff in age-level standards, age-level appropriate practices, differentiation, research-based practices in the development of oral language, pre-literacy •Books for the classrooms •Books / materials for the aftercare program •Two computers per classroom •one interactive whiteboard and projector per classroom	**Steps Already Taken:** • 15 hours of in-house Professional Development. • Literacy Team meetings. • GELS for 0-3 population and BFTS content standards for Pre-K. • Trainings for new and returning teachers. • IQ guide for planning instruction. **Steps to Take:** • Professional development for instruction in literacy and language development. • Professional learning in delivery of engaging instruction. • Training on Ages and Stages Questionnaire (ASQ) to inform instruction; appropriate practices and strategies to support young children's growth and development. • Provide books/materials for classrooms and aftercare program. • Provide two student computers per classroom.

Building Block 5 System of Tiered Intervention	•Resource room with materials for staff to check-out for Tiered Intervention •Family Literacy Center with books and five computers for parental use •Professional learning for staff in use of intervention strategies and supports	**Steps Already Taken:** • Teachers given information and training on signs to look for when determining developmental delays. • Complete preschool referral packet and screening tools to identify targeted weaknesses. • Administer FLUHARTY and UNIVERSAL ARTICULATION SCREENER on students identified as having suspected communication delays. **Steps to Take:** • Create and sustain a Family Literacy Center with books and computers for parent use. • Provide training and appoint a pre-k staff member to administer vision and hearing test. • Create and sustain a resource room where parents and daycares can check out literacy materials.
Building Block 6 Professional Learning and Resources	•Books/materials for the Summer Feeding Program to model best practices for early literacy with families •Develop a manual for Family literacy training •DVDs for parents that model best practices for early literacy with families •Build a professional	**Steps Already Taken:** • Invite local daycares and Head Start staff to literacy trainings. • Contacted the Food and Nutrition Director to identify locations/sites for at risk low income families. **Steps to Take:** • Purchase books/materials that

	library that includes research-based books, journals, magazines and videos for ongoing professional development	model best practices for families that participate in the summer feeding program.
	•TV/DVD combination for training room	• Determine location and obtain materials to build professional library at Pre-K Center.
		• Organize checkout system to maintain professional library.
	•Small projector/screen for travel to re-deliver professional development and trainings that provide easy access to parents and stakeholders	• Purchase TV/DVD combo for training room.
		• Purchase projector/screen for traveling training purposes.

Root Cause Analysis

Areas of Concern	Identified Root Causes
Teacher Instructional Areas: • Consistent use of strategies to improve Literacy and Language Development; Concept Development and Providing Student Feedback • Professional learning to facilitate integration of technology in the classroom • Consistent use of differentiation strategies	• Lack of professional development opportunities in the areas of literacy and language development and student feedback • Lack of technology tools (Interactive White Boards, Computers) • Lack of Professional Development in Differentiation and screening and progress monitoring tools and Response to Intervention

Resources: • Deficit in books/classroom libraries • Deficit in parent lending library • Deficit in vocabulary and language development resources • Teacher's professional books and journals • Lack of transition materials and training for parents of children transitioning from infant to toddler programs; toddler to preschool; and preschool to Pre-K.	• Reduction in funding from Pre-K • Materials must be purchased for seven domain areas. Therefore funds are spread through all content areas and not literacy specific items only. • Lack of funds to purchase books for parent and community lending library. • Information has not been coordinated or distributed consistently for the birth to five populations.
Technology • Lack of technology resources • Student access to computers • Teacher access to technology to build student engagement (Interactive White Boards)	• Pre-K programs limit technology purchase and must be preapproved by the state consultant. • Funds are dedicated to materials to support the seven content areas and learning centers.

The specific ages affected by these underlying causes are Birth to Five. The rational for determining was derived from teacher surveys, teacher interviews, DIBELS, CLASS observation results and Instructional Quality checklists provided by Bright From the Start. Deficiencies found in concept development, quality of feedback, language modeling and phonological awareness in data (DIBELS; CLASS observation results) are linked to professional learning, available literacy and technology resources.

In the past, the deficiencies have not been addressed due to lack of needs assessment data. In the past, Pre-K was evaluated on changes to the environment and materials in learning centers.

Quality of instruction and teacher feedback was not a primary focus. 2011-2012 was the first year for the implementation of the CLASS instrument which evaluates numerous areas signifying areas in which we were exceeding and struggling.

The needs assessment also uncovered a large number of children entering Kindergarten who are not in a licensed day care, Head Start or Pre-K program. This new information supports that there's a population that needs literacy activities. The needs assessment also uncovered the lack of literacy screeners utilized by educators in the birth to five population.

Analysis and Identification of Student and Teacher Data

The Literacy Team analyzed three sets of data. The first set was DIBELS data for Murray County Kindergarten students. The second set was Work Sampling Online (WSO) ratings for the seven developmental domains for Georgia Pre-K's Bright From the Start content standards. The third set was data from the CLASS Instrument results provided by Bright From the Start State Consultants.

In 2011-2012 the DIBELS screener was administered September 7th through September 23rd on all Kindergarten students in all six elementary schools. 653 students were administered the screener. 18% (117) of the students measured "at risk" in initial sound fluency and letter naming fluency. 40% (261) students measured "some risk" in the same categories and 42% (274) students were considered "low risk".

In 2012-2013 the DIBELS screener was administered September 10th through September 28th on all Kindergarten students in all six elementary schools. 653 students were administered the screener. 33% (211) of the students measured "at risk" in initial sound fluency and letter naming fluency. 28% (175) students measured "some risk" in the same categories and 39% (247) students were considered "low risk".

School Year	"At Risk"	"Some Risk"	"Low Risk"
2011-2012	18%	40%	42%
2012-2013	33%	28%	39%

All classrooms under consideration for this grant are currently progressing well below average in language and literacy, mathematical thinking, scientific thinking, social studies, creativity, and personal social development. In addition, the analysis of student data indicates a major decline in performance in all areas. The table below represents the percentage of students with proficient ratings by domains via work sampling online. There was a 15% decline in language and literacy development. Funds provided by the Striving Readers Grant would enable our program to fund professional learning and resources to enhance growth in all domains.

Murray County School System P2 WSO Ratings Percentage of students with proficient ratings by domain			
	School Year		
Domain	2010-2011	2011-2012	Difference in School Year Ratings
Personal and Social Development	45.6%	30.8%	-14.8%
Language and Literacy	41.8%	26.0%	-15.8%
Mathematical Thinking	49.3%	24.7%	-24.6%
Scientific Thinking	70.6%	58.6%	-12.0%
Social Studies	49.7%	29.9%	-19.8%
The Arts	71.3%	57.3%	-14.0%

Physical Development and Health	68.2%	49.8%	-18.4%

Data was also summarized from the CLASS report results from a site visit conducted from the Bright From the Start consultant team in the fall of 2010. The report below signifies both strengths (high) and weaknesses (low) related to the CLASS. In 2010 all 15 classrooms were observed.

Teacher Indicators	High	Mid	Low
Positive Climate	56 %	44 %	0 %
Negative Climate	100 %	0 %	0%
Teacher Sensitivity	39 %	61 %	0 %
Regard for Student Perspectives	28 %	67 %	5 %
Behavior Management	72 %	28 %	0%
Productivity	72 %	28 %	0 %
Instructional Learning Formats	5.5 %	89 %	5.5 %
Concept Development	0 %	6 %	94 %
Quality of Feedback	0 %	22 %	78 %
Language Modeling	0 %	44 %	56 %

For the 2011-2012 school year, approximately one third of Georgia's Pre-K classrooms were observed via the Classroom Assessment Scoring System (Class). This unique, nationally validated observational tool was used to access classroom quality specifically related to the interactions that take place throughout a typical school day. During the 2011-2012 school year there were two randomly selected classrooms from the Murray County Pre-K Center which

received CLASS Observations. The findings are listed below. It is noted we are still "low" in the same areas. We would benefit from additional training and professional development in the following areas: Concept Development, Quality Feedback and Language Modeling.

Dimension	Class #1	Class #2
Positive Climate	High	High
Negative Climate (reverse scored higher scores indicate effective interactions)	High	High
Teacher Sensitivity	High	High
Regard for Student Perspective	High	High
Behavior Management	High	High
Productivity	High	High
Instructional Learning Formats	Mid	High
Concept Development	Low	Low
Quality of Feedback	Low	Low
Language Modeling	Low	Low

Teacher Retention Data

In terms of teacher retention, the Pre-K Center had zero teacher turn-over for three consecutive years. Due to recent salary cuts to Pre-K teachers for the 2011-2012 school year, the center

experienced a trend of teachers moving to higher paying jobs in the K-12 system. The Pre-K center replaced six teachers in the 2011-2012 school year and ten teachers in the 2012-2013 school year.

Teacher Participation in professional Learning Communities or on-going professional learning at the school

The list of professional learning activities below, was submitted to Bright from the Start as the local training plan for lead teachers.

Professional Learning Topic	% of Staff Attending
Depth of Knowledge (3 hours)	100%
Questioning Techniques to Promote Higher Order Thinking (1 hour)	75%
Health and Physical Activity (1 hour)	80%
Language Modeling for Pre-School Children (1 hour)	100%
SMART and ACTIV Board Activities (1 hour)	100%
Cognitive Development in Pre-School Children(concept development) (1 hour)	90%
Developmentally appropriate activities for Pre-School Children (Instructional Learning Formats) (1 hour)	95%
Understanding Poverty Training (3 Hours)	100%
Work Sampling System Assessment Program (3 hours)	100%

During the 2010-2011 school year, all returning teachers participated in the Work Sampling System Online training. Two new teachers participated in the New Lead Teacher Institute and Work Sampling Online training as well.

The list of PLU activities from 2012-2013 is listed below and was submitted to Bright from the Start as the local training plan for lead teachers.

Professional Learning Topic	% of Staff Attended
New Lead Teacher Institute	65%
Work Sampling Online update session	100%
Behavior has Meaning webinar	95%
Online Parent Communication Podcast	100%
Developing Classroom Rules Podcast	100%
Reading to Children Podcast	100%
Rest Time Podcast	100%
Building Community Podcast	100%
Classroom Environment Podcast	100%
2nd year Teacher Lead Institute	35%
Hitting, Kicking, and Screaming "Oh My"	90%

Project Plan, Procedures, Goals and Objectives and Support

The project goals are directly related to the identified needs utilizing the Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy Template. **The Literacy Team reviewed all needs assessment data and completed the template identifying needs and identifying current practice.** The needs are the goals to be funded by the SRCL grant. The current practices are identified as goals to be funded with other revenue sources. **The goals and objectives are measureable utilizing student formative and summative assessment tools and through monitoring participation and frequency of activities.**

Goals to be funded by SRCL	Objectives	"What" and "Why" Document
1. Increase teacher, director, teacher assistant, and community resource agency personnel knowledge and implementation of best practices.	1. Provide professional learning in literacy and language development, concept development, Tiered Instruction, differentiation and technology integration in the classroom. 2. Establish a system of communication for sharing information with stakeholders. 3. Build professional libraries that include research based books, journals, magazines, videos/DVD's for ongoing professional learning. Provide a system of student measurement to determine program effectiveness.	• Located in the "What" document, research based instruction wherein staff receives professional learning for developing pre-literacy skills is vital. (pg. 8) • Located in the "Why" document and research provided by the Frank Porter Graham Institute we know the birth to five communities are lacking in quality, especially in concept development and providing student feedback. (pg. 22)

2. Create literacy-rich environments for the Birth-to-Five Population by increasing the number of supplemental books and materials including English Language Learner (ELL) available in the classroom setting, centers, parent check-out and agencies.	1. Provide classroom libraries and literacy materials for Pre-K, Head Start, and Day Cares 2. Provide books for resource agencies and parent check-out in centers	• According to the "What" document families of small children receive children's books and reading material in their homes as a result of community efforts. (2E 3 pg.6) • Based on findings in the "Why" documents the challenges of finding information in a variety of formats is another issue for students of all ages. (2E 3 pg.47)

3. Increase integration of technology for community engagement, staff training, and literacy instruction and student engagement.	1. Provide technology training on the use of technology for literacy instruction and student engagement.
	
	2. Equip classrooms with the necessary technology :
	  • to create literacy resources(paper and digital)
	  • to access professional learning for staff training
	  • to store and analyze data
	  • to differentiate Literacy Learning for students
	  • to individualize literacy instruction
	  • to promote engagement in the classroom
		• Based on information provided in the "Why" document the use of technology serves another need for children as well. The "Why" states that not only is technology vital in the work place it has become the major tool for young people to communicate with one another. (pg. 55)
		
		• According to the "Why' document the role of technology in the classroom is major. Research supports the integration of technology in instruction is essential to academic achievement. The "Why" document further suggests in order to be effective in the 21st century, workers must exhibit a wide range of technology literacy. (2I on pg. 54)

4. Provide students with the appropriate tier instruction based on formative and summative assessments.	1. Select the age appropriate assessment to screen, diagnose and progress monitoring student growth and development. 2. Provide all staff training in the elements of tiered instruction based on assessments. 3. Provide literacy materials for Tiered Instruction.	• Building Block 3D of the "What" document states Literacy screenings are used to assess readiness of individual children for reading and writing. • According to the "Why" document, the one consistent and urgent theme coming from all three 2011 literacy committees is the need to identify screeners and assessments. (pg. 97) • According to the "Why" document the key feature in a screening measure is the accuracy in classifying a student as "at risk" or "not at risk". (pg. 97) • 5A of the "Why" document states universal screeners for birth to five purposes a two-fold screening approach. The two-fold screening approach is a system of hearing and vision tests. (pg. 98)
5. Provide parents with opportunities, materials and trainings to facilitate involvement in their child's literacy development	1. Create a parent resource center to provide materials for parents to use at home to help strengthen their child's literacy skills. 2. Provide computers for parents to access literacy resources. 3. Provide parents with opportunities to participate in	• According to the "What" document, brochures will be developed to keep parents informed in English and other critical languages. (C2 pg. 6) • The "What" document states that families receive support through

	literacy activities during the summer feeding program.	community-based family literacy training. (E1 pg. 6)
	4. Provide parents with opportunities to participate in literacy activities during planned literacy nights.	
	5. Create, distribute flyers and provide training for the birth to five community on pre-literacy transition support guidelines for children moving from infant to toddler programs; toddler to preschool; preschool to Pre-Kindergarten	

Goals to be funded with other sources (Bright From The Start Funding)	Objectives
• Sustain transition opportunities for three- year old children programs to Pre-Kindergarten Programs. • Sustain transition opportunities for four year old children to Kindergarten Programs. • Sustain integration of technology for literacy instruction and student engagement. • Sustain providing literacy materials to area day cares. • Sustain access for vision and hearing screening to area four year old programs. • Sustain two family literacy nights. • Sustain the current assessments used in the Bright From the Start program	• Provide transportation for children in four-year old programs to visit the school in which they will attend Kindergarten. • Provide technology training on the use of technology for literacy instruction and student engagement. • Provide a quarterly fact sheet regarding pre-literacy and literacy goals to area day cares to distribute to staff and parents. • Provide area four-year old programs access to school LPN for hearing and vision screening. • Model good literacy activities for parents to use at home with their children.

(Work Sampling On-line) • Sustain Lead teacher trainings and assistant lead teacher trainings offered through Bright From the Start. • Sustain access to current technology resources (two interactive whiteboards)	• Provide a summative assessment to determine effectiveness of the instructional program. • Provide staff members with professional learning in evidenced based practice in the development of literacy skills. • Provide teachers a scheduled opportunity to engage students with interactive whiteboards.

Project Procedures and Support

Time	Activity
6:50-7:30	**Greeting**/Shuttle Activities: PA Activity
7:30-7:45	**Table Toys**/Unpack/(individualized activity)
7:45-8:00 **Tier I (15 min)**	**Circle Time (Tier I)** : Morning Message Board/Calendar /Story Book #1
8:00-8:30	**Breakfast** (wash hands before eating)

8:30-9:00	**Gross Motor** on Concrete or Media Center
9:00-9:15 **Tier I (15 min)**	**Language and Literacy Activity (Tier I)**
9:15-10:30 **Tier II/TierIII/Tier V (75 min)**	**Centers/Small Group (Tier II,Tier III, Tier V)** 9:15-9:30 Small Group (Individualized / Needs-based/Individualized)
10:30-10:45	**Clean-up Time**
10:45-11:15	**Gross Motor** Outside
11:15-11:25	**Wash Hands**
11:25-12:00	**Lunch**
12:00-1:00	**Quiet Time** (quiet activities: books, drawing, puzzles)
1:00-1:15	**Phonological Awareness Activity (Tier I)**
1:15-1:30 **Tier I (15 min)**	**Story Book #2 (Tier I)** Activity Related to Topic of Study Story Time Follow Up Activity
1:30-1:45 **Tier I (15 min)**	**Music with Movement (Tier I)**
1:45-2:00 **Tier I (15 min)**	**Closing Activity (Tier I)**
2:00-2:30	**Dismissal/Shuttle Activities PA Songs**

The schedule above is designed to allow an RTI model for students requiring additional literacy support. Individualized attention is given during Small Group Instruction. The small groups are a needs-based grouping to meet student needs wherein specific skills are targeted and interventions are provided.

Assessment / Data Analysis Plan

The School's Current Assessment Protocol

Current Assessment Protocol (a.)				
Assessment	**Purpose**	**Properties**	**Skills Measured**	**Frequency**
CLASS	T-S interactions	Yes	Classroom	1x per year
WIDA Access	S		ORL	1x per year
WSO(Work Sampling System online)	O		Pre-K Standards	Ongoing with two yearly progress reports
PES (Preschool Evaluation Scale)	PM		OL	As needed
AK-Alphabet Knowledge, PA-Phonological Awareness, CoP- Concepts of Print, A and R-Alliteration and Rhyming, NWF (Decoding), ORL- (Oral Reading Fluency), V-(Vocabulary), RC-(Reading Comprehension). S=Screening, PM=Progressing Monitor, O=Outcome, D=Diagnostic; IPI-Informal Phonics Inventory; SWI=Sight Word Inventory; OAS=Online Assessment Series T-S=Teacher students interactions OL= oral language				

Explanation of the current data analysis protocol

The CLASS (Classroom Assessment Scoring System) is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions. The CLASS results reflect the complexity of classrooms and measures effective teacher-child interactions. CLASS results are used to monitor the Pre-K program and determine professional development needs.

Pre-K students that have been identified through the Home Language Survey are administered the WIDA Access Place Test (W-APT) at the end of the Pre-K school year. Students are administered the beginning kindergarten version to determine if students qualify for English Language Learners (ELL) services.

The current data analysis protocol ensures that students are regularly assessed on the seven domains related to Bright from the Start Content Standards utilizing the Work Sampling System. Students are monitored throughout the year assessing for student mastery of standards. Students are provided with Tier II instruction and Tier III instruction based on student observations of content mastery.

The Preschool Evaluation Scale (PES) monitors all areas of development. It gives a scope of the following: Motor (Gross and Fine), Cognitive Thinking, Expressive Language, Social/Emotional, and Self-Help (Adaptives).

b)   Comparison of Current /SRCL assessment plan

The current protocol provides good information to direct teacher instruction for mastery of the Bright From the Start Content Standards but does not assess student pre-literacy or literacy skills. The main goal with the SRCL assessment plan is to provide teachers with pre-literacy and literacy assessments and progress monitoring tools to focus instruction for student learning.

New Assessment protocol				
Assessment	**Purpose**	**Properties**	**Skills Measured**	**Frequency**
PALS-Pre-k	S, PM, O	Yes	AK, PA CoP, OL	3x per year
PPVT4 Form A/B	S, PM, O	Yes	V, OL	3x per year
AK-Alphabet Knowledge, PA-Phonological Awareness, CoP- Concepts of Print, A and R-Alliteration and Rhyming, NWF (Decoding), ORL- (Oral Reading Fluency), V-(Vocabulary), RC-(Reading Comprehension). S=Screening, PM=Progressing Monitor, O=Outcome, D=Diagnostic; IPI-Informal Phonics Inventory; SWI=Sight Word Inventory; OAS=Online Assessment Series T-S=Teacher students interactions OL= oral language				

c) The new assessments will be implemented along with the current assessments. Literacy assessments will be administered at the frequency directed by the assessment tools. Implementation will be accomplished through training beginning with the directors of each program and then with the staff. Training will begin within the first year so teachers can begin implementing best practices for literacy in all classes.

Current assessments in place will be continued. The CLASS evaluates the student and teacher interaction and provides great information for professional development and program improvement but does not measure student pre-literacy or literacy skills. The Work Sampling System measures student progress and mastery of the seven content areas required from Bight From the Start.

e) Teachers will need training on all new assessments implemented. Included will be data interpretation, using data to plan instruction and differentiation strategies based on data. They will need training on new pre-literacy and literacy strategies.

f) Data will be presented to parents throughout the year through parent conferences. The Pre-K Project Director and Site Director will compile data to view by staff to improve instruction, determine professional learning needs and celebrate success.

g) Assessment data will be used to inform literacy instruction for Tier instruction-whole group, small needs-based groups and individualized instruction. Additional training will provide teachers with the strategies, knowledge, and skills necessary to make this process even more effective for our students. Assessment data will also be used to determine areas of need to inform purchasing decisions. All purchases will be related to specific needs identified through extensive examination of student assessment data.

h)

Assessment Plan		
Assessment	**Administered by**	**How**
CLASS	Bright From the Start Staff	One visit to randomly selected classroom during the school year
WIDA Access	ESOL Teachers from Elementary schools	Administered during the day
WSO (Work Sampling System online)	Pre-K Classroom Teacher	On-going assessment from September to May
PES (Preschool Evaluation Scale)	Pre-school staff	One-on-one
PALS-Pre-k	Classroom Teacher and Assistant Teacher	Administered one-on-one during group or center time
PPVT4 Form A/B	Classroom Teacher and Assistant Teacher	Administered one-on-one during group or center time

Murray County Birth-to-Five Population

Resources, Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

a, c, d, g

PRE-K MATERIALS (Existing & Proposed)			
Current Classroom Resources	Shared Resources	Library Resources	Resources Needed
• one teacher computer • one student computer • one iPad • Whiteboards w/ markers • Pencils, crayons, and markers • Chart paper • Sentence Strips • Variety of books representing each genre and theme • Building Blocks • Math Manipulatives • Collage Materials • Dramatic Play	• Construction Paper • Glue • Paint • Butcher paper • Copy Machine / Printer • 2 Whiteboards	• No media center, teachers have books related to themes in learning areas	• Interactive Whiteboards • computers • ELL Materials • Literacy packs for check-out • Staff training and training materials for teachers (DVD's professional books) • Take home readers • Literacy packs to mode literacy best practices form parents and community members • Listening station materials • Differentiated literacy center resources • Classroom sets of book for each month/theme • Assessments-diagnostic and progress monitoring tools

HEAD START MATERIALS (Existing & Proposed)

Current Classroom Resources	Shared Resources in Resource Room	Library Resources	Resources Needed
• one computer • Whiteboards w/ markers • Pencils, crayons, and markers • Chart paper • Sentence Strips • Variety of books representing each genre and theme • Building Blocks • Math Manipulatives • Collage Materials • Dramatic Play items • Listening Station and books	• Computers • Books • Art Supplies • Weekly Changes to Environment Boxes • two Interactive Whiteboards	• No media center, teachers have books related to themes in learning areas	• Interactive Whiteboards • Computers • ELL Materials • Literacy packs for check-out • Staff training and training materials for teachers (DVD's professional books) • Take home readers • Literacy packs to model literacy best practices form parents and community members • Listening station materials • Differentiated literacy center resources • Classroom sets of books for each month/theme assessments-diagnostic and progress monitoring tools

e)

| List of Activities that support classroom practices |
| --- |
| • Adherence to the Georgia's Pre-K Program Content Standards for Four year olds |
| • Adherence to the Georgia Early Learning Standards (GELS) |
| • Adherence to the Head Start Child Outcomes Framework |
| • One large group literacy activity daily |
| • Two read-aloud stories daily |
| • One phonological awareness activity daily |
| • Instructional planning based on data for small groups and individual instruction |
| • Best Practices for Literacy |
| • Practices supported by the CLASS-emotional support, classroom organization and instructional support |
| • Essential questions |
| • Technology integration |
| • Graphic organizers |

b)

List of Activities that support Literacy Intervention Programs
• Daily small group instruction
• Daily individualized instruction
• Consistent observational tools
• Differentiated instruction

f)

Generic List of Additional Strategies needed to support student success
• Additional access to technology
• Additional professional learning in literacy best practices
• Professional Learning in Tier instruction
• Collaborative planning time
• Additional assessments (diagnostic and progress monitoring tools) for literacy and language development
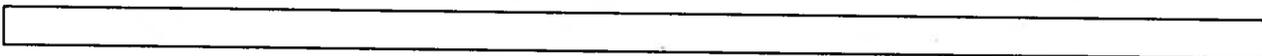
h)

Alignment plan for SRCL and all other funding

Bright From the Start funds each classroom $1,000 to purchase materials for the classroom. The materials purchased must support the content area standards: Language & Literacy Development, Mathematics Development, Science Development, Social Studies Development, Social and Emotional Development and Health and Physical Development. Remaining funds are utilized to participate in required trainings from Bright From the Start and to pay for teacher travel. With limited funds, there is little or no money left to purchase parent and community literacy materials, parent training materials, additional staff professional learning opportunities and training materials, technology equipment and specific intervention materials. The Bright From the Start funds can sustain the SRCL goals but cannot begin the initial implementation.

i)

Proposed Technology purchases support RTI, student engagement, instructional practices

Technology and RTI

Computers will be utilized for differentiation of literacy instruction and individual literacy instruction through the use of free educational literacy websites. Computers will be utilized by staff members to collect, analyze student assessment data for Tier instruction.

Interactive whiteboards and Projectors will allow teachers to access on-line whole group Tier I literacy activities.

Below is a small sample of websites that are free:

http://www.storyplace.org/preschool/preschool.asp

http://www.literacycenter.net/lessonview_en.php

http://pbskids.org/

http://www.enchantedlearning.com/categories/preschool.shtml

http://www.starfall.com/

http://www.funbrain.com/cgi-bin/ob.cgi?A1=s&A2=2&INSTRUCTS=1

Technology and instructional practices

The computers and interactive whiteboards will reinforce good instructional practices that promote language development such as digital stories, poems and songs, phonemic awareness, phonics and pre-literacy skills.

The computers and interactive whiteboards will be utilized to access on-line staff training such as the Literacy Modules offered through the Georgia Department of Education.

Below is a small sample of free learning opportunities:

http://www.comprehensivereadingsolutions.com/professional-learning-communities/

http://www.ascd.org/professional-development/webinars/summer-bootcamp-webinars.aspx

http://engageny.org/resource/common-core-video-series/

Technology and student engagement

Research suggests that three-year and four-year old children exposed to computer activities that reinforce major educational objectives have greater developmental gains than children not exposed to computers, reports the Clearinghouse on Early Education and Parenting. These gains occurred in areas, such as intelligence, nonverbal skills, structural knowledge, long-term memory, manual dexterity, verbal skills, problem solving, abstraction and conceptual skills. The current four year old Pre-K student will be a graduate of the class of 2025. Presently, there is a huge emphasis placed on technology and computer skills and that emphasis will continue to grow. It is the duty of the education system to prepare the students of today for the world of 2025 and that preparation begins with accessing and learning through technology.

Murray Count Birth-to-Five Population

Professional Learning Strategies Identified on the Basis of Documented Needs

a) Professional Learning activities that the Pre-K staff attended

Teacher	Name of class attended	Date of training	Time
Anna Holcomb	Work Sampling Online	10/3/2012	8:30-4:00
Jhanna Bryson	Work Sampling Online	10/3/2012	8:30-4:00
Regina Franklin	Work Sampling Online	10/3/2012	8:30-4:00
Regina Glass	Work Sampling Online	10/3/2012	8:30-4:00
Sara Green	Work Sampling Online	10/3/2012	8:30-4:00
Kristle Holcomb	Work Sampling Online	10/3/2012	8:30-4:00
Marcus Pritchett	Work Sampling Online	10/3/2012	8:30-4:00
Brittany Richardson	Work Sampling Online	10/3/2012	8:30-4:00
Kelly Stephenson	Work Sampling Online	10/3/2012	8:30-4:00
Cody Thomason	Work Sampling Online	10/3/2012	8:30-4:00
Anna Holcomb	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Jhanna Bryson	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Regina Franklin	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00

Regina Glass	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Sara Green	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Kristle Holcomb	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Marcus Pritchett	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Brittany Richardson	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Kelly Stephenson	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Cody Thomason	New Lead Teacher Institute Day 1 & 2	9/25/2012 & 9/26/2012	8:30-4:00
Jennifer Gibson	Work Sampling Online Refresher Course	Online	8:30-4:00
Leslie Thomas	Work Sampling Online Refresher Course	Online	8:30-4:00
Brenda Elkins	Work Sampling Online Refresher Course	Online	8:30-4:00
April McCurdy	Work Sampling Online Refresher Course	Online	8:30-4:00
Pam Green	Work Sampling Online Refresher Course	Online	8:30-4:00
Jennifer Gibson	2nd Year New Lead Teacher Institute Day 1	9/11/12	8:30-4:00
Leslie Thomas	2nd Year New Lead Teacher Institute Day 1	9/11/12	8:30-4:00

| Jennifer Gibson | 2nd Year New Lead Teacher Institute Day 2 | 11/5/12 | 8:30-4:00 |
| Leslie Thomas | 2nd Year New Lead Teacher Institute Day 2 | 11/5/12 | 8:30-4:00 |

b) & c)

Center	Topic	Hours	% of Staff Attended
Pre-K	Work Sampling Online	6	100%
	Mandated Reporter Training	1	100%
	New Lead Teacher Institute	30	2 staff members required
Head Start	New Employee/Annual Orientation	8	100%
	Child Abuse	2	100%
	Childhood Injury Control	2	100%
	Infectious Disease Control	2	100%
	Fire Safety		

	CPR/First Aid	5	100%
	CACFP & Attendance	5	100%
		2	100%
	Civil Rights	2	100%
	Internet	2	71%
	The Magic of Transitioning	2	88%
Area Daycares	State Mandated Topics	10 hours required per year	100%

c) A detailed list of on-going professional learning

In addition to the required yearly training from Bright From the Start, the Murray County Pre-K teachers meet monthly to discuss:

- Pre-K Content Standard Activities
- Peer Observations and Feedback sessions
- Depth of Knowledge Training

Method of delivery

The preferred method of delivery of professional learning is on campus with ½ day trainings through-out the year. The teachers found having a limited number of strategies introduced at one time and then having an opportunity to implement those strategies before returning to share successes with the instructor and group heightens learning. The group focuses on new additional strategies and continues the same learning process.

Connection to Literacy Plan Goals and Objectives (f & g)		
Literacy Plan Goals and Objectives	Professional Learning Necessary to Achieve Goals	Methods of Measuring Effectiveness of Professional Learning
1. **Increase teacher, director, teacher assistant, and community resource agency personnel knowledge and implementation of best practices in literacy and language development, concept development, Tiered Instruction, differentiation and technology integration in the classroom.**	• Effective technology integration to enhance literacy instruction and increase student engagement • Strategies to effectively teach age appropriate pre-literacy and literacy skills • Strategies to teach Tier instruction • Strategies to teach differentiate based on student need	• Inclusion of technology use in weekly lesson plans • Observation of increased student technology use in classrooms and the computer lab • Increased student achievement
2. **Create literacy-rich environments for the Birth-to-Five Population by increasing the number of supplemental books and materials including English Language Learner (ELL) available in the classroom setting, centers, parent check-out and agencies.**	• Strategies to interact with students using books to promote pre-literacy and literacy skills • Strategies to model for parents and community effective reading strategies to promote literacy in the birth-to-five population	• Increased student achievement • Observations and lesson plans • Parent check-out logs • Parent/Child reading logs
3. **Increase integration of technology for community engagement, staff training, and literacy instruction and student engagement.**	• Effective technology integration to enhance literacy instruction and increase student engagement for appropriate age	• Increased student achievement • Observations and lesson plans
4. **Provide students with the appropriate Tier instruction based on formative and**	• Tiered instruction and differentiation • Strategies to more effectively utilize the	• Increased student achievement • Observations and lesson plans

summative assessments.	response to intervention process • Data analysis	
5. **Provide parents with opportunities, materials and trainings to facilitate involvement in their child's literacy development.**	• Strategies to increase parent and stakeholder involvement • Strategies to model good literacy practices with parents and community members to utilize with children	• Increased parent involvement • Increased attendance at parent/community trainings • Increased student achievement • Increased use of the parent materials

<u>Sustainability Plan</u>

MCS will sustain programming beyond the grant period by securing funding from sources including the MCS general operating funds, state Pre-K funds, Head Start funds, Title I-A funds, Title II-A, State and Federal Special Needs Pre-K funds, Title VI-B funds, e-Rate funds and the local business community.

Assessment practice and protocol will continue once grant funds expire. Initially, assessments to consider for purchase will be assessments that require a one-time purchase of a software site-license or assessments that are administered paper-pencil and one-on-one. Under the direction of the system assessment coordinator, general funds, state and federal funds will be used to continue formative and summative assessments.

MCS will develop community partnerships with local businesses, clubs and organizations **to assist with funding of initiatives requiring yearly cost commitment.**

MCS has successful partnerships with the following:

- Murray Chapter of Phi Beta Kappa
- Georgia Retired Educator Association
- Georgia Power
- Cohutta Bank
- Family Connections
- First National Bank
- The Murray County Sheriff Department
- Junior Achievement
- Scientific Learning
- Family Support Council
- Murray County Chamber of Commerce
- Lions Club
- American Legion
- Rotary Club
- United Way
- Faith-Based Organizations

MCS will solicit community partners for contributions to support literacy goals and plans.

Expanding lessons learned through the SRCL project will be completed by literacy coaches from each school who meet monthly with the Pre-K-8 and Secondary Curriculum directors. This established practice will provide the platform to share lessons learned through the SRCL project with other schools and the grant management team. These meetings will include a representative from the Pre-K Centers, Head Start and Early Start and agency representatives. **In August of each year, at the scheduled new teacher orientation, the literacy coaches, Pre-K site director and Pre-K project director will share lessons learned with new staff.** In addition, the district office leaders, center directors, and agency representative will meet a minimum of three times per year to discuss evidence to support literacy best practices and discuss SRCL project goals and progress.

Technology and site licenses will be sustained. Prior to purchasing technology, all partners and the technology director will meet to evaluate technology hardware and site licenses. The majority of equipment costs will be purchased during the grant period. To sustain implemented technology, each center will complete a technology replacement plan beginning the 2013-2014 school year. Leveraging, redirecting, and blending local, state and federal financial resources will sustain the technology and fund the technology site licenses beyond the grant period.

On-going professional learning will be extended beyond the grant period through various avenues on professional learning days or weekly and monthly collaborative meetings. Literacy coaches, Pre-K site director, Directors of Teaching and Learning will redeliver professional learning. MCS will identify teacher-leaders who have excelled in teaching reading and literacy at the Pre-K, elementary, middle and high school level. These teachers will mentor **new teachers** to ensure they receive relevant professional learning and provide targeted professional development in their area of expertise. External professional learning will come from the local Regional Education Service Agency, Georgia Department of Education, Bright From the Start, and other sources of assistance and support. Contractual and consultation

expenses for outside professional learning will be paid with Title I-A, Title II-A, state professional learning funds and Pre-K funds.

District media specialist will advise prior to purchase, print materials with the most durability. Inventory of all print materials will be conducted annually. A list of items to be replaced will be turned in to the principal or site director. Materials will be replaced when necessary through Title I-A funds, local, state and federal funds, Pre-K funds, community partners and fundraisers.

Budget Summary

The requested funds are based on staff surveys using the Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy and many reviews with the school literacy team examining what we "have" and what we "need" in order to address literacy priorities in the Georgia Literacy Plan Birth-to-Five Necessary Building Blocks for Literacy: "The What" document and the Georgia Birth-to-Age Five Literacy Plan: "The How" 2012. A compiled list is below related to each Building Block.

Building Block	Need
I. Engaged Leadership	• Professional Development for Leaders and stakeholders to define literacy goals
II. Continuity of Care and Instruction	• Lending libraries for partners and parents • Literacy parent packs • Literacy Stages Materials • Transition materials • Professional learning for staff on assessment data and standards • Substitute costs for professionals to attend trainings • Books/DVDS for guidance on planning literacy trainings for parents and children
III. On-going formative and summative assessments	• Screening and Diagnostic Assessments, progress monitoring tools • Professional learning for staff to interpret data and to set goals and adjust instruction based on assessment results • Substitute Costs for professionals to attend trainings
IV. Best Practices in Literacy Instruction	• Professional Learning for staff in age-level standards, age-level appropriate practices, differentiation, research-based practices in the development of oral language, pre-literacy skills, • Books for the classrooms • Books / materials for the After Care Program • Two computers per classroom (45) • Activboard and projector (15)
V. System of Tiered Intervention	• Resource room with materials for staff to check-out for Tiered Intervention • Family Literacy Center with books and five

	Computers for parental use • Professional Learning for staff in the use of intervention strategies and supports
VI. Professional Learning and Resources	• Books/ materials for the Summer Feeding Program to model best practices for early literacy with families • Develop a manual for family literacy training • DVDs for parents that model best practices for early literacy with families • Build a professional library that includes research-based books, journals, magazines and videos for ongoing professional development • TV /DVD combination for training room • Small projector /screen for travel to re-deliver professional development and trainings that provide easy access to parents and stakeholders

Estimated Cost:

Books: Classroom Libraries, Parent check-out, Literacy Packs; Summer Literacy Material, parent training materials	$202,500
Technology- Computers, InterActive Whiteboards, Projectors	$97,000
Professional Learning-Contracted Services, Travel, Registration, stipends, substitute costs, materials to sustain professional learning (record trainings, compile materials- guides) Professional books	$82,500
Total	$382,000

Centers will use funds to provide the foundational literacy skills students need to acquire from birth to five year of age. Funds will be used to purchase instructional materials such as print materials, formative and summative assessment, technology hardware, literacy materials for the home and classrooms. Grant funds will also be utilized to expand professional learning opportunities for all staff on research-based literacy strategies proven to ensure positive outcomes for the birth-to-five population. Professional learning includes the cost for substitutes for staff members to attend trainings, training materials for staff members and materials for parent trainings.