School Profile

Created Monday, March 24, 2014

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School Information

District Name:	Charlton
School or Center Name:	Folkston Elementary

Level of School

Early Learning (Birth to Five)

Principal

Name:	Michael F. Walker
Position:	Principal
Phone:	912-496-7369
Email:	mwalker@charlton.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Barbara Hannaford
Position:	District Curriculum Director
Phone:	912-496-2561
Email:	bhannaford@charlton.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k-3

Number of Teachers in School

30

FTE Enrollment

560

Grant Assurances

Created Friday, April 11, 2014
Updated Wednesday, April 16, 2014

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

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Monday, March 24, 2014
Updated Friday, April 11, 2014

Page 1

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

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.

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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.

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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

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John D Lairsey

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

John D. Lairsey, Superintendent
Typed Name of Fiscal Agency Head and Position Title

4/14/14

Date

Barbara Hannaford

Signature of Applicant's Authorized Agency Head (required)

Barbara Hannaford, Director of Curriculum and Instruction
Typed Name of Applicant's Authorized Agency Head and Position Title

4/14/2014

Date

Patsy M Allen

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

Patsy Allen, Director Pre-K
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

4/14/2014

Date (if applicable)

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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: ___Patsy Allen_____

Position/Title of Fiscal Agent's Contact Person: ____Financial Director_____

Address: _____1259 Third St. _____

City: __Folkston_____ Zip: ____31537_____

Telephone: (_912__) ____912-496-2596____ Fax: (__912____) __496-3019_____

E-mail:
_____pallen@charlton.k12.ga.us_____

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

____John D. Lairsey, Superintendent_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

4-14-14
_____
Date (required)

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John D. Lairsey, Superintendent
Typed Name of Fiscal Agency Head and Position Title

4/14/14
Date

Signature of Applicant's Authorized Agency Head (required)

Barbara Hannaford, Director of Curriculum and Instruction
Typed Name of Applicant's Authorized Agency Head and Position Title

4/14/2014
Date

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

Patsy Allen, Director Pre-K
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

4/14/2014
Date (if applicable)

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A History of Charlton County Schools:

Located on the edge of the internationally renowned natural treasure, the Okefenokee Wildlife Refuge, Charlton County School System is comprised of faculty and staff who realize that the county's most important treasure is its children. It is our job to work with students, parents, and the community to ensure their success. It is a job we do not take lightly.

To that end, the district serves 1688 students in four schools – St. George Elementary, Folkston Elementary, Bethune Middle School and Charlton County High School. Our 211 full time employees work together to provide the best possible experiences that we can for our students. Our system is accredited by the Georgia Accrediting Commission and complies with the rules, regulations and standards set by the Georgia Department of Education and by Bright from the Start: Georgia Department of Early Care and Learning.

Traditionally, the relationship between our schools and community has been a positive one. While our schools continue to be the center of some community activities, such as athletic events and band concerts, fewer people depend on the schools for social gatherings and entertainment. The community does support its schools. Each voter referendum for E-SPLOST has passed. Our most recent E-SPLOST referendum was resoundingly passed in March 2012 with a total of 1,267 voting (25.7 percent of registered voters); 939 (74%) voted YES to continue the one-cent sales tax for another five years, while 299 voted NO.

Recently, CCSS has partnered with Family Connections, Babies Can't Wait, Head Start, the Charlton County Health Department, Concerted Services, the GEO Group and Okefenokee Technical College to close the literacy gap in our community through Georgia's Grade-level Reading Initiative. District and school personnel serve on the Grade Level Reading Strategy Team in order to prioritize our needs based on most current data, to develop strategies for grade-level reading, and to monitor our 3-year implementation plan.

There are many drawbacks about life in a small, rural school system: difficulty in funding, little awarding of grant money from state and federal programs who are seeking systems with large student enrollment and metro systems, and long distances to drive for professional development or to attend most conferences and even regional meetings. However, there are also many advantages:

- When we decide to go after a project, we seldom have to form a bureaucratic committee to study the idea for 2 years
- Individual teachers are involved with reform efforts every step along the way, from writing to implementing.
- We have, by necessity, been collaborating with our community clients for years.
- Turf guarding is nonexistent when it comes to coordinating funds and resources for the good of our children.

CCSS is committed to redirect funding when necessary to see that our system goals are achieved. Ensuring our students have life-long literacy skills and are college and career ready are district-wide goals. We are determined to make that happen.

System Demographics:

CCSS is a small, rural district serving a low wealth community. K-12 student demographics for 2014 are presented in the following table:

Student Ethnicity	Number	Percentage
Asian	13	<1
Black	475	28
Hispanic	12	<1
Indian	6	<1
Multi	77	5
White	1103	65
Total	1688	
Special Programs, F/R Lunch		
Sp Ed	150	8
Gifted	149	8
ELL	4	<1
Free	1076	64
Reduced	154	9
Paid	458	27

The following table disaggregates our school district's certified and classified personnel:

Certified Personnel Demographics	Number	Percentage
Asian	1	<1
Black	8	6
Hispanic	1	<1
America Indian	0	0
Multi	0	0
White	115	92
Total	125	-
Male	27	21
Female	98	79
Classified Personnel Demographics	**Number**	**Percentage**
Asian	0	0
Black	35	40
Hispanic	0	0
American Indian	0	0
Multi	0	0
White	51	60
Total	87	-
Male	15	17
Female	72	83

Current Priorities:

District-level current priorities include 5 areas of focus:

- Improve student achievement and close the achievement gap between student groups
- Implement the CCGPS with fidelity
- Enhance and advance our current Pre-K literacy instruction practices through the implementation, technical guidance, and resources provided by the SRCL project.
- Expand our pilot of Teacher and Leader Keys Effectiveness Systems to 100% implementation beginning 2013-2014
- Pilot the District Effectiveness Initiative

Strategic Planning:

We are in the second year of implementing our District Effectiveness Team (DET), which meets monthly with our GADOE School Improvement Specialist for strategic planning to facilitate our district and school improvement work. DET members include our superintendent, associate superintendent, the Directors of Title I/Exceptional Programs, Human Resources, and Curriculum and Instruction, and all building principals and assistant principals. In addition, our system wide leadership meets monthly with a primary focus on professional learning; and our C

& I Director represents our district at Okefenokee RESA's monthly Professional Learning Advisory Committee meetings. Our Board of Education is made aware of initiatives as needed.

At the end of our first year of DET implementation, our team held a retreat at OKRESA to analyze 2012-2013 student achievement data, our Spring Needs Assessment results, and our College and Career Readiness Performance Index (CCRPI) reports. As a result of our summer retreat, the following district-level goals, or non-negotiables, provide the foundations for all 2013-2014 initiatives:

Charlton County School District

Goals

- All teaching and learning activities begin, progress, and end with an in-depth and intense focus on state standards.
- Communication with stakeholders is frequent, consistent, meaningful, and documented and includes student progress and celebrations of success.
- Teacher and leader effectiveness and growth are promoted and supported in order to improve student learning.
- Interventions that meet the needs of individual students are developed, implemented, monitored, and documented.
- Data is effectively utilized to support instructional improvement.

We recognize that an achievement gap exists among our earliest learners. We are aware of the research showing "high-quality preschool language and early literacy experiences are highly correlated with later academic success" (the "Why", p. 63). Therefore, as part of our strategic planning, we seek SRCLG Birth to Five funding. Focusing on early literacy instruction will provide our youngest learners with a solid literacy foundation to ensure their success in Grades K-12. We anticipate applying for SRCLG: Grades K-12, Cohort Four funding to further address existing achievement gaps and to provide all students with effective, research-based literacy instruction.

Current Management Structure:

Although our organizational chart is easily represented by a hierarchical illustration, such a diagram belies the many team levels which complement our management structure. At the district level, our superintendent reports to our Board of Education. The superintendent is assisted by an associate superintendent and a central office staff, which includes our Director of Title I/Exceptional Programs, Director of Curriculum and Instruction, Director of Human Resources, Financial Administration, school nutritionist and support staff. The Superintendent meets at least monthly with building principals to discuss policies, procedures, instructional programs, professional development, and resources. Each building is led by a principal; the middle school and high school management structures include assistant principals. Each school

has a school council, a school-level leadership team, and grade-level/content area teams. The primary responsibilities of the school-level leadership teams are to oversee implementation of the School Improvement Plans, to analyze student achievement data and to adjust instructional programs as necessary.

Past Instructional Initiatives have included the following:

- Learning Focused Schools K-12
- Thinking Maps, A Language for Learning K-8
- GPS
- CCGPS
- GELDS
- Classworks
- OdysseyWare
- Teacher Keys Effectiveness System
- Leader Keys Effectiveness System
- Student Learning Objectives
- Writing Across the Curriculum 6-8
- Math in the Fast Lane

Literacy Curriculum

- CCGPS K-12
- Literacy Design Collaborative

District Wide Literacy Assessments

- GRASP
- EOCT
- CRCT
- GAMGWA Grade 8
- GAEGWA Grades 3 & 5
- GHSGTW
- Student Learning Objectives

Need for a Striving Reader Project:

CCSS serves a rural county with low wealth and no growth, and a decreasing student enrollment. Currently, 73% of our students are eligible for free or reduced lunch. Through attrition, Calendar Adjustment Days, and class size waivers, Charlton County Schools has weathered the economic

crisis that has stricken public education. However, underfunding of programs and no economic growth severely impact our district's opportunities to systematically and seamlessly improve our current early literacy programs and instruction; to participate in high quality staff development; to provide adequate opportunities to collaborate between schools and early learning centers, and to build capacity for sustained teacher, school, and district improvement. SRCLG Birth to Five project funding will provide our district with the unique opportunity to do each, significantly complementing our current school improvement and teacher effectiveness initiatives.

Charlton County School System (CCSS) is highly enthusiastic and fully committed to supporting the goals and objectives of our early Literacy Plan and project participation. Critical stakeholders, including the Charlton County Board of Education, district teachers and student support personnel, parent organizations, School Councils, early learning center personnel, and community leaders support our request for the SRCL Grant. We recognize project funding will (a) further advance our district's capacity to fully implement best practices in Head Start and Pre-K literacy instruction, (b) positively impact the professional learning opportunities for Pre-K teachers, Head Start teachers, paraprofessionals, administrators, day care providers, and parents concerning early literacy theory and practice, (c) increase the access to literacy resources for the Birth-to-Five population in Charlton County, and (d) enhance our role and partnership with community stakeholders in Georgia's Grade-level Reading Initiative. Project participation will significantly enhance our current strategies and initiatives for increasing teacher effectiveness and student achievement.

We fully support project initiatives to ensure our students develop life-long literacy skills and are college and career ready. Key personnel have been identified for implementing the SRCL project. Our school superintendent will remain abreast of the SRCL project progress. Our District Effectiveness Team will monitor schools' progress in achieving their early Literacy Plan goals and objectives as well as the projects' impact on district goals of improving student academic achievement, closing the achievement gap between student groups, and increasing teacher effectiveness.

Loss of local, state, and federal revenues has necessitated doing more with less and a reduction in force through attrition. As a result, this is the first year in nearly 10 years that CCSS has a system-level Director of Curriculum and Instruction. Consequently, our district is working diligently to put into action practices that are common-place in other districts. This includes a district-level Early Literacy Team, comprised of key stakeholders as listed below. Each Literacy Team member understands and is committed to the goals and objectives of our SRCL project as well as its implementation plan. Our Director of C & I will serve as the team leader.

Charlton County School System Early Literacy Team

Name	Position
Dr. Barbara Hannaford	Director, Curriculum & Instruction
Dr. Susan Allen	Director, Title I and Exceptional Programs
Mrs. Rachel McCullough	Lead Teacher, St. George Elementary School
Mrs. Amanda Jackson	Lead Teacher, Folkston Elementary School
Dr. Sandy Slater	Media Specialist, Folkston Elementary School
Mr. Tommy Harris	Media Specialist, St. George Elementary School
Mrs. Cheryl Whitley	Pre-K Teacher, Folkston Elementary School
Mrs. Amy Dickerson	Pre-K Teacher, Folkston Elementary School
Ms. Devon Hardin	Pre-K Teacher, St. George Elementary School
Mrs. Patricia Pearce	Grade K Teacher, Folkston Elementary School
Mrs. Pamela Nixon	Grade K Teacher, Folkston Elementary School
Mrs. Andrea Canaday	Grade K Teacher, St. George Elementary School
Mrs. Nicole Johnson	Parent
Mr. Luke Gowen	Parent
Officer Wesley Green	Chief of Police, Folkston Police Department
Mrs. Patricia Wiggs	Community Member, Retired Educator
Mrs. Susan Taylor	Early Intervention Specialist, Babies Can't Wait
Mrs. Carla Rodeffer	Director, Charlton County Family Connections
Mrs. Shelly Tyre	Concerted Services: Head Start Director
Mr. Darrell Casey	Adult Education Instructor, Okefenokee Technical College

The district Early Literacy Team will meet monthly and work as a professional learning community to achieve our system improvement goals in early literacy. The district Early Literacy Team agrees to

- participate in the development of budget and performance plans
- provide input and feedback regarding grant objectives
- remain abreast of grant progress toward specific grant objectives
- disseminate information regarding the grant and grant outcomes to the District Effectiveness Team and our stakeholders

Our Director of C & I will assume the district-level responsibilities of the grant administration and work closely with school-based Early Literacy Teams to ensure a seamless, effective, district-wide early literacy program. Principals (or designees) will assume the building-level responsibilities of the day-to-day grant administration. Roles and responsibilities of key personnel are noted in the following table:

Key Personnel

Level	Position	Role/Responsibilities
District	Dr. Barbara Hannaford Director, Curriculum & Instruction	Meet with district and school Early Literacy Teams to develop budget and performance plans
		Coordinate project Professional Learning (PL)
		Evaluate PL and program effectiveness
		Report project progress to the District Effectiveness Team and other stakeholders
		Serve as the liaison with Babies Can't Wait, Head Start, Family Connections, Department of Family and Children's Services, and the Charlton County Department of Health
		Complete reports as required
District	Mrs. Patsy Allen Financial Director	Ensure financial aspects of grant implementation meet local, state, and federal requirements and regulations
		Process project purchase orders
District	Mr. Steve McQueen System Testing Coordinator	Work with principals and early learning centers to coordinate required project assessments.
Building	Mr. Mike Walker, Principal, FES Dr. Drew Sauls, Principal, SGE	Meet with school Early Literacy Teams to develop budget and performance plans
		Determine professional learning needs of faculty to support grant implementation
		Coordinate school's required project assessments
		Report project progress to District Effectiveness Team, school Early Literacy Team, School Improvement Team, parents and stakeholders

District-level support for the grant includes in-kind contributions such as

- continued opportunities for collaborative planning
- participation in job-embedded professional learning as needed to further the grant objectives
- providing opportunities for vertical planning between grade, schools, and early learning centers
- grant oversight in a timely, effective, and fiscally sound capacity to ensure success in meeting grant objectives
- maintaining our soundly established and continually upgraded system infrastructure, including wireless internet access in all buildings

CCSS has led significant initiatives district wide. Past and current initiatives with no outside funding support include:

- Co-teaching (on-going) PL for regular and special education co-teaching teams
- Response to Intervention (ongoing): Interventions provide by computer-based programs, EIP, and tutoring
- Differentiated Instruction (ongoing)
- Common Core Georgia Performance Standards implementation (ongoing)
- Literacy Design Collaborative (6-12) (ongoing)
- Thinking Maps: A Language for Learning implementation (K-8)

In addition, CCSS has extensive experience overseeing initiatives supported from outside funding, as outlined below:

Year	Amount	Funding Source	Grant Name	Coordinated Resources	Sustainability	Audit Results
2007	$140,000.00	Governor's Office of Highway Safety (competitive grant)	Driver Education Program	QBE Funds	Sustained 2 years beyond funding	None
2008	$2,000.00	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2008	$98,500.00	FY08 Title II D (competitive grant)	21st Century Learning Environments Grades 7-8 Math	Professional Learning funds	Self-sustaining with local funds	None
2009	$2,000.00	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2010	$64,580.00	FY10 Title IID (competitive grant)	Engaging AP Students Through Handheld Computing	Professional Learning funds	Self-sustaining 3 years beyond funding	None
2012	$25,800.00	Title IID, Capacity Building Grant	TKES/LKES/SLO pilot	Professional Learning funds	Self-sustaining with Title IIA, Title VI B	None
2008-2010	$4,200.00	GADOE	Advance Placement training for high school teachers	N/A	N/A	None

Dr. Barbara Hannaford, Director of C & I has extensive experience in writing and overseeing the above grant implementations and will oversee the district-level implementation of the SCRL Birth to Five project. In addition, Dr. Hannaford's administrative and curricular experiences have included

- overseeing instructional programs at CCHS and BMS
- curriculum development at the school and system levels
- designing and delivering high-quality professional development at the school-level, system-level, and graduate school level
- working with a variety of stakeholders (GADOE, OKRESA, district directors, administrators, teachers, consultants, and vendors) to plan and implement system and school initiatives

In addition, our superintendent, Dr. Lairsey, has general experience overseeing grant implementation, including each of the above mentioned grants.

There have been no audit findings over the past three years, and our Financial Director is committed to ensuring that SRLC project funding administration strictly adheres to all local, state, and federal rules and regulations.

In addition, Charlton County Board of Education's policies and protocols mandate controls for spending, including but not limited to:

- An established procedure for the procurement of supplies, equipment, and services for the system, which provides for the consistent and complete accountabilities of all funds.

- All purchases made through the system budget shall have the prior approval of the Superintendent or his designated representative.

- Procedures for Purchase Orders
  - The teacher or staff member requests the items to be purchased.
  - The secretary or other appointed employee types the purchase order.
  - The principal approves the purchase order.
  - The person overseeing the grant or title funds approves the purchase order.
  - The Superintendent must approve the purchase order.
  - All purchase order approvals are before the purchase is finalized.

- Bids from at least three different sources will be obtained on all items purchased for a cost of more than $1000 per item.

- In cases where an item costing more than $5000 is to be purchased without bids, prices from at least three sources must be requested and obtained if available.

- The Board delegates authority to the Superintendent to purchase items not in the budget, which cost less than $5000.

- The Board authorizes the school principal to make purchases of items which cost less than $1000.

School Narrative

History

CCSS' Pre-K Program began in April 1993 with two classes of 18 students for six weeks in the old Bethune Elementary School. A third classroom was added in August 1993 (60 students), as well as a classroom at SGES (13 students).

Today, Pre-K at FES serves 66 students and SGES serves 13. Twelve 3-to-4 year olds receive Special Education services. FES and SGES principals oversee their Pre-K's day-to-day operations. Enrollment in Pre-K is on a first come, first served basis, generally with a waiting-list.

The following table disaggregates demographic data of our Pre-K and 3-4 year old Special Education programs:

Student Ethnicity	Number	Percentage
Asian	2	2
Black	26	29
Hispanic	0	0
American Indian	0	0
Multi	7	7
White	56	62
Total	91	
Special Programs - F/R Lunch	Number	Percentage
Sp. Ed.	12	13
Free Lunch	50	55
Reduced Lunch	8	9

FES is a modern facility located in Folkston, Georgia serving 555 students Pre-K through Grade 3. FES certified staff includes

- principal
- one instructional supervisor
- counselor

- school nurse
- media specialist (also the district's technology specialist)
- 33 certified teachers
- 11.5 paraprofessionals, including serving 3 Pre-k and 3 serving Sp. Ed.

Previously known as Bethune Elementary School, FES then housed Pre-K through Grade 2. In the 2010-11 school-year, Grade 3 was added; the school moved to its present location in January 2011 and was renamed Folkston Elementary.

Student demographics are presented in the Analysis and Identification of Student and Teacher Data.

FES and SGES are separated by more than distance. Nestled in the southeastern tip of Georgia in the rural town of Saint George bordered by Florida in three directions, SGES is located in an isolated area and once qualified for a sparsity grant. Unlike the modern facility of FES, SGES was built around 1937 and has had numerous renovations through the years. In 1981 the last twelfth grade class graduated and students in Grades 7-12 began being bused to Folkston. SGES now serves 169 students in Pre-K through Grade 6. The school certified staff includes

- 12 full-time certified teachers
- principal
- a part-time nurse
- a 49% media specialist
- one half day physical education teacher
- one speech teacher
- one special education teacher
- one band teacher
- four paraprofessionals

The long ride and extended time on buses is a disadvantage for SGES students. Some students must load their bus at 6:00 a.m. and may not arrive back home until 5:00 p.m. Some four-year-olds have a longer day than their working parents.

Perhaps the quaintness and intimacy of the much smaller school counterbalances the poverty and isolation from the resources of a larger city: SGES met Adequate Yearly Progress for the last eight years of NCLB and was named a Distinguished School the past six years. In 2012, SGES was recognized as a Reward School for progress made as determined by CRCT test scores.

Student demographics are presented in Analysis and Identification of Student and Teacher Data.

Administrative and Teacher Leadership Team

FES and SGES have Administrative and Teacher Leadership Teams (LT), and their principals are members of the District Effectiveness Team.

The FES School LT includes the principal, instructional supervisor, school counselor, media specialist, two special education teachers, grade-level chairs, the parent involvement coordinator and four teachers. They meet monthly to make data-driven decisions to increase student development and achievement. The LT shares summary notes and agendas with the entire faculty after the monthly meetings. In addition, grade-level teachers, including Pre-K, meet weekly to plan collaboratively, review student work samples, and discuss needs and concerns.

With a very active Teacher LT, SGES tries to model distributive leadership in that the entire staff has opportunities to impact decisions made at the school. The principal believes in shared leadership with teachers who exhibit talent in technology, curriculum knowledge, and mentoring skills. Their work includes writing/monitoring the Title I School Improvement Plan, creating the budget, and selecting instructional resources.

We recognize that the Charlton County Pre-K program would significantly benefit from its own Teacher Leadership Team.

Past Instructional Initiatives

Past instructional initiatives to improve student achievement have included

- Learning Focused Schools
- AIMSweb (universal screener)
- RTI Process
- Differentiated Instruction
- Literacy Collaborative
- Best Practices for Guided Reading
- Reading A-Z
- Ruby Payne Poverty Training
- Georgia Performance Standards
- Lucy Calkins' Writing Curriculum
- Reading First

Current Instructional Initiatives

In order to ensure that more children come to school with readiness skills that lead to success in school, CCSS has partnered with community organizations through Georgia's Grade-level Reading Initiative to develop an early literacy action plan to close the literacy gap in our community.

Current instructional initiatives also include

- Teacher Leader Effectiveness
- Formative Instructional Practices
- the new Georgia Early Learning and Development Standards (GELDS)
- Work Sampling Online (WSO)

- GRASP
- Differentiated Instruction
- Standards-Based Classrooms
- Running Records
- Best Practices for Guided Reading
- Thinking Maps
- Reading A-Z
- Reading First
- iStation
- IXL
- Instructional Technology Integration

Professional Learning Needs

Results of the Georgia Literacy Plan Birth-to-Five Needs Assessment (NA) indicated 3 areas of PL need:

- "Community partners receive PL in the development of early literacy"
- "Administrators create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy"
- "Ongoing Formative and Summative Assessments"

Consequently, PL for project directors, site directors, principals, and district administrators is needed in topics relating to effective management and educational support of early literacy programs. PL in assessment planning, implementation, and interpretation is also needed. Lack of funding has prevented Pre-K and early child care-givers from participating in on-going, job-embedded professional development; PL in effective, research-based instructional strategies, in current trends in early literacy instruction, and in appropriate, developmental age-level standards (GELDS) would benefit our birth-to-five population.

Community birth-to-five providers and parents completed the GLP Birth-to-Five NA. Results indicated the following PL needs:

- home based literacy skills for parents and caregivers
- expectations for school readiness for birth-to-three providers, parents, and caregivers

Our PL needs also include on-going/follow-up professional learning to sustain the following school improvement initiatives:

- Use of early screenings and making appropriate referrals
- Aligning early literacy curricula
- Differentiated instruction
- RTI
- Work Sampling Assessment online
- Phonological awareness, Lexile interpretations, and group activities for early literacy

Need for a Striving Readers Project

CCSS supports Georgia's literacy goal that all students become self-sustaining, lifelong learners, and contributors to their communities. This goal can only be attained if our early literacy instruction is improved in Pre-K and other early childhood programs. According to *A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade* (October 2013), starting to focus on language and literacy development at kindergarten is too late. We believe that the SR grant, coupled with our partnership with Family Connections, Babies Can't Wait, Head Start, the Charlton County Health Department, Concerted Services, the GEO Group and Okefenokee Technical College, places us in a unique position to significantly enhance and transform early literacy in Charlton County by including community-based early childhood program directors, teachers, assistants, and parents in learning about effective early literacy practices, strategies and expectations for our birth-to-five population. Funding will enable us to close the literacy gap in our community by providing access to much needed early literacy PL, classroom resources, and transitional summer reading materials not currently available from DECAL.

I. Building Block: Engaged Leadership

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

CCSS Pre-K and district administrators are committed to supporting and becoming more knowledgeable of evidence based early literacy instruction. The administration agrees that "explicit and systematic instruction in the five essential components of effective early reading instruction must be provided to all students (The "Why," p. 65) and that "quality instruction at an early age may decrease incidents of reading difficulties" (The "Why," p.64).

Pre-K- teachers are provided with scheduled times to participate in required Bright From the Start and Work Sampling System Online professional learning in addition to participating in school and district sponsored staff development in differentiation, RTI, LDS alongside Pre-K administrators and the Director of Curriculum and Instruction(The "Why," p. 37). Protected time is and will continue to be scheduled for teacher collaboration regarding early literacy units. Whenever possible, Pre-k administration, the school lead instructional teacher, and the Director of C & I participate with faculty in professional learning initiatives.

Pre-K and district administration participates in Okefenokee Regional Educational Services Agency (OKRESA) sponsored work sessions/workshops in order to gain a better understanding of the implementation of the CCGPS. The administration will continue to allow opportunities for the refining and expanding of early literacy learning for the faculty.

At every level, the administration of Charlton County Schools supports the goal of the Georgia Literacy Task Force that "all students become self-sustaining, lifelong learners and contributors to their communities" (The "Why," p. 31). The use of best practices in early literacy is encouraged and expected by the administration, as well as the expectation of a rigorous curriculum for all students (The "Why," p. 41).

Pre-K administration, the Director of Curriculum and Instruction, and our GADOE School Improvement Specialist frequently monitor literacy instruction both formally and informally. Observations are used to determine if current literacy strategies are being employed on a daily basis and to monitor student engagement and learning (The "How," p. 20). Administration at every level monitors instruction to ensure research-based practices aligned with GELS and Learning Standards for Pre-K are consistently and effectively used. Administration also disaggregates and analyzes literacy data from formative and summative assessments with all grade level teams as well as with the District Effectiveness Team to improve literacy instruction (The "Why," p. 32).

CCSS is in the early stages of organizing, implementing, and analyzing an Early Childhood Coalition. We are currently collaborating with the Georgia's Grade-level Reading Initiative Team to fully implement an Early Childhood Coalition and creating a district level Pre-K Literacy Leadership Team.

The Georgia Grade-level Reading Initiative Leadership Team members include:

Carla Roddeffer, Charlton County Family Connection
Barbara Hannaford, Director of Curriculum and Instruction, Charlton County Schools
Brenda Drury, Director, Charlton County Dept. of Health
Susan Allen, Director Title I and Exceptional Programs
Rachel McCullough, Lead Teacher St. George Elementary
Amanda Jackson, Lead Teacher, Folkston Elementary School
Sandy Slater, Media Specialist, FES
Tommy Harris Media Specialist, SGES
Cheryl Whitley, Pre-K Teacher FES
Amy Dickerson, Pre-K Teacher FES
Devon Hardin, Pre-K Teacher SGES
Patricia Pearce, K Teacher FES
Pamela Nixon, K Teacher FES
Andrea Canaday, K Teacher SGES
Nicole Johnson, Parent
Luke Gowen, Parent
Officer Wesley Green, Chief of Police, Folkston Police Department
Patricia Wiggs, Community Member
Susan Taylor, Early Intervention Specialist, Babies Can't Wait
Shelly Tyre, Concerted Services: Head Start Director
Jeanette Wynn, Teacher, Head Start
Darrell Casey, Adult Education Instructor, Okefenokee Technical College

We have identified stakeholders and partners from governmental, business, educational, and medical communities as well as parents and early childhood providers. We will expand our membership to include representative of private and faith-based childhood providers (The How, p. 1). Sharing resources from with community business and organizations (the How, p. 1) will enable us to more adequate identify and reach our Birth to Five population and their early learning providers so that we can accomplish our vision of having all children reading on grade-level by age 5.

At the school district level, we have convened an Early Literacy Leadership Team. Members include:

Barbara Hannaford, Director C & I
Cheryl Whitley, Pre-K Teacher FES
Amy Dickerson, Pre-K Teacher FES
Devon Hardin, Pre-K Teacher SGES
Patricia Pearce, K Teacher FES
Pamela Nixon, K Teacher FES
Andrea Canaday, K Teacher SGES
Shannon Krushwitzch, Special Education

The Early Literacy Leadership Team will be expanded to include parent and community representatives. The Pre-K Literacy Team will analyze child performance and observation data

to refine literacy goals and plans aligned to Georgia Early Literacy Standards andLearning Standards for Georgia Pre-Kindergarten (The How, p. 1).

The CCSS Early Literacy Leadership Team will work collaboratively with the Early Childhood Coalition to collect and analyze data and determine to what extent birth-to-five service providers within the community support development of early literacy. The information collected will include but will not be limited to the following information:

- Ages and total number of students enrolled in each age group served
- Enrollment eligibility requirements (e.g. based on income, first come, first served.)
- Teacher qualifications
- Licensing agency professional learning requirements
- Daily routine/lesson plans
    a. Name of literacy activities/frequency
- Name of assessment and frequency administered, if applicable
    a. Purpose of assessment
    b. Areas/domains assessed
    c. Are results shared and with whom?

In addition, results of the Literacy Needs Assessments conducted by the Early Literacy Leadership Team will be shared with the Early Childhood Coalition to ensure an understanding of our SRCLG goals and objectives and to foster a shared community vision for early literacy.

Working with the Director of Curriculum and Instruction, the Early Literacy Leadership Team will plan targeted, sustained professional development on age-appropriate language and literacy practices for its staff. As our project moves into Years 2-5, we will invite community caregivers, teachers, assistants, principals, directors, and parents to participate (The How, pp. 1-2). Efforts will be made to build relationships with all providers of early childhood care and services through the planned Early Childhood Collaborative (The How, p.1). Additionally, we will provide follow-up professional development and technical assistance based on an analysis of data.

CCSS will consider the options available through technology to provide job-embedded professional development, (e.g., online professional development, use of videotaping with feedback, webinars, etc.) (The How, p. 2).

Building Block 2. Continuity of Care and Instruction

A. Action: Convene an Early Childhood Coalition within the community where professionals from various organizations and other stakeholders affecting young children may meet to learn from and support one another.

Through the formation of the Georgia Grade-level Reading Initiative Leadership Team, sponsored by Charlton County Family Connect, the formation of an Early Childhood Coalition (ECE) will evolve. Meetings are currently taking place bi-monthly (he What, p 5). As the transition from a leadership team to a ECE is just beginning, we realize many may not be aware

of the coalition, its vision and goals, or community resources available. Therefore, we will develop a brochure or chart mapping community resources for families of our Birth-to-Five (The How, p 3) as identify points of contact for distributing the brochures.

Our Pre-K Early Literacy Leadership Team will establish a system of communication for sharing language and literacy project information with other community-based Pre-K and early childhood programs (e.g., e-mails, newsletter, updates at Education Alliance and/or Coalition's meetings, etc.) –The How, p. 3.

Our Coalition will develop a one-stop website to assist parents with contact information for available services and programs. This website will include hyperlinks between agencies and to educational and helpful sites for parents and early childhood professionals and parents. IThe How, p. 3).

To identify/develop funding resources (The How, p. 4) in order to ensure sustainability of the goals and initiatives of the Coalition, possible resources may be leveraged through IDEA Flowthrough, Preschool Special Needs (Child Find); Title I, Part A (parent outreach/transition); Title I, Part C (homevisits for preschool services). In addition, local business and organizations will be sought to assist local child care centers with attaining additional credentialing and learning opportunities for staff members.

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

Written protocols exist in the Babies Can't Wait Implementation Manual for the transition of children in Babies Can't Wait to the next learning environment. Prior to student's third birthday, the regional representative contacts the CCSS Special Education Director. The Director schedules a meeting with the parents and completes a referral. After the appropriate assessments are administered, an IEP meeting is held and eligibility for services is determined. The Director is available to describe the expectations for the upcoming year as well as arrange a tour of the school.

CCSS offers family orientation to rising Pre-K and Kindergarten students to ease the transition as well as P-12 Open House the night before school begins. In addition, the teachers at FES hold a "School Starts This Week Blitz"—teachers schedule short home visits to meet all their students and parents the Saturday before school begins. The blitz is scheduled for Saturday in order to reach the most families. The transition activity has proven highly popular for students, parents and teachers and affords more personal attention than can be given during an Open House or Orientation

.

By strengthening our relationships among the multiple learning environments in which young children receive care and/or instruction, we will be better able to identify opportunities for children and their families to visit the next learning environment (The How, p 5). SRCLG funding will enable CCSS Pre-K to plan joint professional development for Pre-K and K teachers on transitions. A subcommittee of the Early Childhood Coalition will be created to serve as a transition team. Transition will further be enhanced by providing Head Start and Pre-K students with Summer Transition Literacy/Reading Packs (The How, p. 5)

Collaborative planning and professional development that includes all Pre-K and early childhood learning providers will enable teachers to provide a seamless curriculum and transition activities for our birth-to-five population; thereby, further easing the transition between learning levels.

Finally, to facilitate the transitioning from Pre-K to Kindergarten, Kindergarten teachers need professional learning on the Work Sampling System, as valuable information about students' literacy development is contained within the system and will provide insight for differentiation for the young learner. Likewise, Pre-K and preschool teachers need to know what the expectations for Kindergarten readiness include. The school district's GA Pre-K consultant will be invited to explain how GA Pre-K standards and Kindergarten standards align. Copies of the GELDS for Pre-K will be provided for Kindergarten teachers. Community-based Pre-K and Head Start program staff will be invited to attend vertical alignment meetings and transitional professional development scheduled by the school district

C. Action: Connect Families to Schools and Childcare Entities

Building Block 2.B explains transition plans already in place to connect families to schools and childcare entities.

Community support is needed, because "in a global community where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity, it is a prerequisite. The countries that out-teach us today will out-compete us tomorrow" (The Why, p. 26). CCSS recognizes the important of community engagement for attaining its vision and goals. All schools include community and parent involvement activities in their School Improvement Plan (SIP).

CCSS works to connect our schools with families and community partners in effective problem-solving relationships to support our goal of creating life-long learners. Strong Parent Involvement Committees led by each school's Title I Parent Involvement Coordinator work to improve family involvement. Each Parent Involvement Committee discusses parent concerns, discusses school academic data, approves Title I Parent Involvement budgets, and has continuous input on school matters throughout the year. The School Councils are comprised of community leaders who have input and discussions about FES and SGES. Two local churches provided after-school tutoring for many of our FES students; unfortunately, these churches are no longer able to offer these services.

Parent volunteers help tutor students throughout the year, but this group is not very consistent. Volunteer training in literacy instruction is needed for this program to be more effective. The local Head Start and private pre-k programs in the community work in collaboration. FES has a community read-aloud program that invites community leaders to read to FES students once a month. In the past, FES has hosted high school students as tutors through a partnership with our high school. SGES has no similar programs.

Community family nights have been coordinated outside the walls of our schools the past two years. FES partnered with two local churches to host these parent nights while inviting a guest speaker to teach parents and students literacy skills and concepts. This partnership will continue with at least one family night taking place in the community. SGES host literacy-related parent

nights twice a year, and both schools invite families to their Book Fairs.

Pre-K teachers and parent volunteers will develop brochures and other educational tools to provide families with guidance in supporting their child's early literacy development (The How, p. 6). Pre-K teachers will identify and disseminate to parents a language and literacy development milestones reference guide to acquaint them with developmental norms during workshops and parent teacher conferences.

D. Action: Connect Communities to Schools

CCSS district administration, including the Superintendent, and building principals attend meetings of community businesses and organizations to provide updates on major initiatives and to solicit volunteers to participate as readers and mentors for classrooms at every level, including Pre-K. Community strengths and needs will be mapped in order to identify early literacy assets (The How, p. 6).

The Coalition intends to identify and disseminate evidence-based language and literacy materials to parents in community-based early childhood settings to offer guidance on supporting their child's early language and literacy development (The How, p. 6).

Joint professional development and Professional Learning Communities with pre-school provider and our receiving kindergartens will strengthen relations and facilitate collaboration between community resources and instructional programs (The How, p. 6).

Our Literacy Plan included the identification of parent and/or families to serve as advocates. Research in "The Why" document addresses the need to move from parent involvement to parent engagement. This engagement can only occur when parents become well-informed advocates in their child's education and provide support in their child's early literacy development. Coalition members will be asked to assist in identifying parents and/or families to serve as advocates for early literacy development. CCSS will also identify parents to spread the message of early language and literacy development (The How, p. 6).

E: Action: Improve access for families to resource for the enhancement of early literacy in their homes.

CCSS will collaborate with our Early Childhood Coalition and other interested community members to develop a plan to address logistical barriers to participation in community based family literacy training (eg. language, transportation) (The How, p. 7) Partnering with our Department of Health and Adult Education agencies may improve our access for families to resources; print materials for our Birth-to-Five population will be delivered when children receive vaccinations and when their parent enrolls in GED classes.

To further our goals, the Coalition will develop a plan to utilize resources and/or grant funds (SRG, RT3, Early Learning Challenge, to provide training in remote locations in communities. We anticipate enrolling in programs (eg Reading is Fundamental, Ferst Foundation) to increase

the number of children's book and reading materials in homes (The How, p. 7). Our Parent Nights for Pre-K will provide literacy training in which families can engage in activities together. In addition, using a train-the-trainer model, we will train parents as co-facilitators to assist in providing early literacy training for families.

III. Building Block; Ongoing formative and summative assessments.
A. Action: Establish the infrastructure for the use of screening and diagnostic assessments.

The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program (The "Why," p. 27). Georgia's Literacy Plan includes a deliberate, comprehensive plan for the use of diagnostic assessments (The "Why," p. 94). A comprehensive literacy program includes assessments and interventions. Currently, teachers use collaborative planning to review data, discuss and plan further interventions. Pre-K teachers provide interventions based on students' needs using personal classroom resources. Teachers share these resources and discuss ways to intervene when students are struggling; however, there is a need for a systematic school-wide intervention plan. The development of grade-level intervention "tool-kits" will address this issue and improve students' literacy achievement. SRCLG funds will be utilized to address the needs in this area.

A variety of diagnostic tools are used to balance literacy instruction and to identify achievement levels of all students. FES and SGES use Work Sampling System online, informal phonics inventory and Running Records. In addition, teachers engage in professional dialogue concerning areas of weakness based on the assessment results. Teachers share instructional strategies and brainstorm more effective practices for improvement in specific areas. Through this collaborative process, teachers collect and analyze data regularly to ensure effective grouping of students for intervention or enrichment.

Students who are not making expected progress receive more intense intervention and are placed at a higher tier in the RTI process if needed. The gifted learners are provided with opportunities for accelerated learning through differentiated instruction.

Currently, many teachers are in our Formative Instructional Practices (FIP) Professional Learning Community. All Pre-K teachers will be trained and private preschool teachers will be invited to participate in the staff development as well. Our teachers need additional PL in screening and effectively using diagnostic assessments (The How, p. 9). The SRCLG will provide funding to support additional training and the purchase of the required screeners as mandated by the SRCL project. This initiative will benefit by helping teachers identify the achievement levels of all students, advanced as well as struggling.

The Coalition will read and discuss statements from National Association for the Education of Young Children. CCSS will research screening and diagnostic instruments used to monitor growth and development and choose appropriate tools (The How p. 9). We will share results of screening and diagnostic assessments with parents and caregivers to inform decisions about instruction and interventions. We will ensure that screening and diagnostic assessments occur regularly to inform parents and families of children's progress and to comply with programmatic

regulations. Pre-K teachers will recognize and celebrate children's incremental improvements toward reaching goals with parents and caregivers individually. We will work collaboratively with other pre-k and early child learning centers to develop and establish a system to ensure that children receive appropriate screening and diagnostic assessments in all settings.

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

Class-based assessments are utilized to document student progress in Georgia Prekindergarten Programs and Head Start. Prior to the implementation of the online assessment systems, teachers received formal training from governing agencies both face-to-face and online. The first phase of implementation was the paper and pencil version of the systems in orders for teachers to grasp an understanding of how the information gained could be reported to shows strengths and areas of need in instruction and student learning. The Work Sampling System is now online. Pre-K teachers have the opportunity to upload authentic work samples in which students demonstrate the learning standards outlined by their early learning programs. These assessments are administered according to a timeline outlined by the governing agencies of the programs. To ensure the timeline is adhered to in Pre-K classrooms checklists are used and signed off on by the teachers..

Pre- teachers provide formal Progress Reports to families twice annually – Fall and Spring. Parent conferences are required. In the event that a parent is unable to attend, teachers are required to have a telephone conference to discuss the report. CCSS will continue to provide ongoing professional development on the administration of consistent data collection, analysis, and accurate recording (the How, p. 10). We will investigate using multiple means to communicate with parents about their children's progress and provide them way to build on identified strengths.

C. Use summative assessment to determine effectiveness of instructional program

CCSS follows the Pre-K Operating Guidelines issued by Georgia's Bright from the Start: Department of Early Care and Learning (DECAL) in determining program effectiveness. The guidelines are issued each July and serve as a point of reference on how to ensure efficacy of the program and ensure effectiveness. Bright from the Start plans professional learning opportunities based on the compilation of results in the state.

We will select an assessment tool or a curriculum "fidelity-of-implementation" checklist aligned to program goals to measure the quality of the early literacy environment and classroom interactions (The How, p. 11). Use approved trainers to provide professional development for all staff, including principals, and /or directors, on the program evaluation tools and methods of administration, and interpretation of results (The How, p. 12). Include community-based Pre-K and Head Start program staff in professional development sessions. The result of summative assessments will be used to plan professional learning for the upcoming year, and we will make programmatic changes based on data from various student and classroom assessments.

D. Use literacy screening to assess readiness of individual children for reading and writing

A list of current assessment can be found in the Assessment/Data Analysis Plan.

Pre-K teachers and other Georgia Pre-Ks employ the Work Sampling Online system to collect data and monitor the progress of students within the Pre-K setting (The What, p. 7). Instruction is planned based on students' needs. The ongoing assessment measures students' progress in the following domains: language and literacy development, mathematical development, science development, social studies development and health. Data is gathered and entered into the Work Sampling Online program daily. WSO performance indicator checklists are updated weekly to be used for the planning of and implementation of flexible grouping and differentiated instruction. Parents and teachers have a minimum of two required conferences to discuss their child's progress within this setting. The Language and Literacy domain is broken down into four (4) components – listening, speaking, reading, and writing. Each component is divided into multiple performance indicators as follows: listening (3), speaking (2), reading (4), and writing (3). Teachers were trained in utilizing the accompanying resource Omnibus Guidelines: Preschool through Third Grade to find examples of age appropriate examples of grade specific performance indicators.

The following SRLCG required literacy screening assessments will be added to the Pre-K program assessment protocol: DP-3 (three year olds in preschool special education) -2 x per year; PALS-Pre-k (3x per year) and PPVT 4 Form A/B (2 x per year).We will use literacy screening data to determine the need for further professional learning for individuals and for groups (p. 12, The How). We will also use the results to solicit funding and volunteer efforts from the community.

IV. Building Block: Best Practice in Literacy Instruction

A. Action: Ensure that instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.

The national literacy landscape reflects the need for education communities to develop and implement a comprehensive literacy program (The "Why," p.27). Although most teachers are confident in providing literacy instruction to all students, there is a need for a direct, explicit core literacy program so that all literacy components are tied together. The SRCLG will support the funding of this type of core program.

The Standards are divided into seven domains with language and literacy being one. Early literacy experiences are incorporated through the instructional day in prekindergarten classrooms. Daily requirements include large group literacy activity, phonological awareness, and a minimum of three books read aloud by an adult with a follow-up activity for each.To ensure alignment, teachers must utilize one of the five instructional planning (lesson plan) templates designed by Bright from the Start. The weekly lesson plan templates require teachers to align all planned activities to the standards.

Our Pre-k teachers collaboratively examine student achievement data to determine areas of weakness and strengths to make plans for improvement. As discussed on Building Block 3, Action B, classroom teachers collect and examine formative assessment data at specific times throughout the school year as defined by district and program requirements. After analyzing these data, teachers identify the areas of greatest need to improve the essential literacy components (The "Why," p. 64). By taking into consideration the individual needs and strengths of all students, teachers build a foundation for the implementation of appropriate strategies that lead to academic success (The "Why," p.41).

To ensure our instructional design and implementation are clearly and consistently aligned to the appropriate programmatic standards and frameworks, we will provide professional learning for Pre-K faculty and paraprofessionals in age-level standards (the How, p. 13). Other Pre-K providers and Head Start teachers will be invited to participate in the staff development. Furthermore, we will ensure that GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten are used as the foundation for instruction by requiring that the standards are referenced in all lesson plans and differentiation is clearly evident. Administrators will ensure they document use of standards through the TKES documentation process. To ensure sustainability, new teachers and parapros will participate in professional learning in standards-based instruction and differentiation. Our Coalition will encourage all community Early Childcare providers to familiarize themselves with and implement the GELDS for their birth-to-five students.

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

Pre-K teachers receive extensive training on best practices for the development of phonological awareness, concepts to print (print awareness), alphabet knowledge, writing, and oral language (The How, p. 13).

We will develop and use monitoring tools to collect data on fidelity of implementation. The district's Pre-K Literacy Leadership Team will review its current professional learning to ensure that it embeds the evidence-based practices relating to language and literacy that are discussed in the Why document. Should gaps be evident, professional development will be offered in those specific areas. Community-based Early Childcare providers will be invited to participate. DECAL-approved training offered to all providers in the community will help ensure that other stakeholders also implement developmentally appropriate practices in this area.

C. Action: Ensure high expectation, developmentally appropriate practice and focus on student interest for all learners are consistently evident.

High expectations can only be achieved if early learning providers have a clear understanding of and access to the learning standards pertinent to the age group they serve.

With the implementation of the new learning standard for Pre-K in 2014, birth-to-five providers will have the opportunity to participate in webinars and training as available by DECAL.

The Pre-K Early Literacy Leadership Team will review current curricular resources to ensure that they align to all standards and developmentally appropriate practice, including pacing (The What, p. 8).

The Pre-K print resources in classrooms and the media center will be expanded to include more developmentally- appropriate, high interest, culturally relevant books. The inventory will include technology applications that feature developmentally appropriate, high interest children's books and print-related games. The Summer Transition Literacy pack selections will be evaluated to ensure they include developmentally-appropriate, high interest children's books. Adapted books will be included for children with special needs.

V. Building Block: System of Tiered Intervention

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

For K-8 a systematic approach is in place. CSS RTI coordinators and our District RTI Team monitor the RTI process to stay abreast of the percentage of students at each tier level. At the present time, we are within the suggested percentages at each tier level (tier 1-80%. tier 2-15% and tier 3 -5%) indicating that interventions are effectively being implemented. Based upon data from various sources such as, formative assessments, unit data, benchmark data and students needing interventions are identified. Teachers analyze progress monitoring data to determine if the interventions are effective. Using the Evidence-Based Decision-Making Cycle (The "Why," p. 130), the intervention and progress monitoring are shared with the RTI team to discuss its effectiveness. These interventions are provided by classroom teachers during recess and/or before school.

Pre-K is currently in the planning stage on the RTI process. Bright from the Start has not supported a tiered intervention system for Pre-K; however, the Special Needs Preschool documents interventions for students with IEPs.

"ALL students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs", as stated by the Georgia Pre-K Literacy Task Force (The Why, page 31). With this in mind, CCSS will explore the possibility of initiating a tiered intervention model in Head Start and GA Pre-K classrooms (p. 15, the How) that addresses all domains. CCSS is currently auditing its RTI process to strengthen strategies and interventions to meet the needs of all students. We will enhance materials in our parent resource rooms to establish a family literacy center to provide texts and guidance for parents.

VI. Building Block: Professional Learning and Resources

A. Action: Develop professional learning for community partners.

"Effective PL is linked to higher student achievement." (The Why, p. 141). "Professional learning is paramount to the success of our students. CCSS and the Coalition recognize the need for professional learning to include community partner if we truly wish to achieve our vision of every Charlton County child reading on grade-level by age 5. To address this building block, CCSS and the Coalition will

- model best practices for early literacy with families in a variety of setting that families can access (library, churches, school, 4-H center etc.)
- provide opportunities and access to early care and education providers to earn continuing education credits
- provide early literacy training through community-based partners with early care and education providers that models developmentally appropriate practice (the How, p. 16).
- reinforce our efforts through a sustained public awareness campaign regarding GELS, Head Start Child Development and Early Learning Standards for GA Pre-K.

B: Action: Provide Professional learning for in-service personnel

Substantiated academic growth will occur only when professionals receive ongoing, targeted PL" (The Why, p. 141). Professional Learning is critical to the success of our students. CCSS administration and teachers realize that without professional development, they cannot be successful. Pre-K teachers and assistant teachers receive annual professional development via a combination of in person and online provided by Bright from the Start. Additionally, the faculty meets to plan collaboratively, examine student work, and assessment.

As identified in our NA, the following PL needs are necessary for effective and successful project implementation:

- All Pre-K teachers will need to be trained in the administration of any assessment given.
- All Pre-K teachers are receiving ongoing training in Work Sampling Online
- Additional training for integrating technology into classroom instruction
- Training will be needed for implementation of the Georgia Early Learning and Development Standards (GELDS) (2014-2015)

Guided by the How Document, pp. 17- 18, our PL for in-service personnel will be a systematic, data-driven approach to meet the needs of our children and our teachers. Throughout the SRCLG project, we will continue to collect and analyze a variety of data to determine needs for professional development. We will continue to meet in collaborative teams to study data and plan curriculum and literacy strategies effectively. Moreover, we will provide opportunities for teachers and caregivers to practice techniques in non-threatening situations. We will revisit and revise the content of professional learning based on children's progress toward early learning standards and guidelines. We will partner with higher education as well as our Head Start, and

private Pre-Ks and early child learning centers to create a seamless curriculum of research based strategies in childhood literacy practices.

Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessments (NA) are a consistent practice in Charlton County Schools. Collecting and analyzing data provide the opportunity to improve teacher effectiveness and increase student achievement. Allowing for a more comprehensive view, all stakeholders participate in various data collections.

Data are collected annually in multiple forms: NA include the Georgia Literacy Observation checklist, student achievement data, surveys, and data discussions in collaborative meetings. Student achievement data are collected through universal screenings, progress monitoring, formative and summative assessments, and benchmarks. These data are analyzed to determine student achievement needs and program/instructional effectiveness. Surveys are also used to determine the needs of our school and to collect perception data.

Data from all NA are disaggregated and analyzed by the school leadership teams, literacy teams, and grade level teams. Once data are analyzed, they are shared with all stakeholders, including parent involvement committees, school councils, and our District Effectiveness Team. Data are also shared with the Family Connection's Georgia Grade-level Reading Initiative Team. Collaborative data discussions lead to a focus on instructional improvements, which serve as the avenue for increased student achievement. We recognize that our use of data has focused almost entirely on Grades K-12 and understand the urgency in collecting and analyzing data from birth-to-five in order to create appropriate interventions in early literacy, to foster academic success from the moment a child enters Pre-K, and to successfully implement a Birth-to-Five Literacy Plan.

To undertake the work of creating a viable district-wide early literacy program, an Early Literacy Team (ELT) was formed. The team is led by the Director of Curriculum and Instruction, and team members include 3 Pre-K teachers, 3 Kindergarten teachers, 2 special education teachers, and the Family Connections Director. The ELT administered the Georgia Literacy Plan Needs Assessment for Birth-to-Five to our Pre-K and kindergarten teachers, special education teachers, lead instructional teachers, building principals, district leadership, parents, other childcare providers and members of our Georgia Grade-level Reading Initiative Team (n=34).

In order to determine the focus of our Birth-to-Five Literacy Plan, data from the NA were analyzed and disaggregated based on the six literacy building blocks:

Building Block 1. Engaged Leadership

Engaged Leadership is a Building Block needing improvement: 60% of respondents rated the Engaged Leadership component as "Emergent" and an additional 20% rated the category as "Not Addressed." Clearly, the need exists for administrators to create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.

Root Cause Analysis
FES and SGES Leadership Teams operate as separate entities, with a focus on student performance data from grades K-6 and an emphasis on the gateway grades of 3 and 5. As the state and district move to a student growth model of teacher, leader, school, and district effectiveness, the transition to a wider focus of student performance is essential. The ELT recognizes without a significant and dedicated focus on early literacy, closing the achievement gap is unlikely—if not impossible.

BuildingBlock 2. Continuity of Care and Instruction

Eighty percent of respondents rated "An early childhood coalition is convened where professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another" as Emergent. Twenty percent of respondents rated "A plan is in place to connect families to schools and childcare entities" as Not Addressed, while 60% rated this category as Operational. Eighty percent of respondents rated "A plan is in place to connect communities to schools" as Emergent.

Root Cause Analysis
The ELT noted that the Family Connection's Georgia Grade-level Reading Initiative is in its beginning phases, so many are not aware of the organization or its goal of ensuring all children enter school reading on grade-level. A need to communicate the work of the reading initiative to all stakeholders and the community at large is needed. A shared vision of the development of early literacy across community settings is needed as are plans to connect families to schools and childcare entities and communities to our schools. The ELT believes the discrepancy between the ratings for "a plan is in place to connect families to schools and childcare entities" is based on the fact that school personnel's perceptions are grounded on what is happening in their own buildings rather than from a district or community perspective. The ELT recognizes the need for an early childhood coalition in order to sustain an effective community-based approach to literacy.

Building Block 3. Ongoing Formative and Summative Assessments

Sixty percent of respondents rated "the infrastructure was in place for full implementation of screening and diagnostic assessment" as Emergent. Twenty percent of respondents rated "summative assessments are used to determine effectiveness of interventions or instructional programs" as Not Addressed. Eighty percent of respondents rated "literacy screenings are used to assess readiness of individual children for reading and writing" as Operational or Fully Operational. While screening to assess readiness of individual children for reading and writing appears to be a strength, improvement is needed in ongoing formative and summative assessments.

Root Cause Analysis
The ELT determined that an infrastructure is in place for screening and diagnostic assessment within the CCSS Pre-K Program and Head Start; however, a formalized process does not exist for those children in daycare centers or at home. In addition, the ELT again noted that a focus

on student performance data for grades K-6, without a focus on early literacy, makes closing the achievement gap unlikely if not impossible

Building Block 4. Best Practices in Literacy Instruction

Best Practices in Literacy Instruction appears to be an overall strength according to the NA. Sixty percent of respondents rated "Instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development, and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten" as Emergent. Eighty percent of respondents ranked "Research-based instruction is standard practice in the development of phonological awareness, concepts of print, (print awareness), and alphabet knowledge, writing, and oral language" as Operational. One hundred percent of respondents rated "High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident" as Operational (80%) or Fully Operational (20%).

Root Cause Analysis

The ELT determined that best practices in literacy instruction are in place within the school settings; however, a gap exists with children not enrolled in early childhood settings that implement GADOE's quality learning standards, and transitions between each set of standards may be weak. The ELT believes this explains the Emergent ranking for instructional design being clearly and consistently aligned with early literacy standard and frameworks; consequently, establishing professional learning communities for early childhood learning providers would address this need and improve transitions. The ELT further determined that within the CCSS setting, children in the Preschool Special Needs program receive instruction based on their IEP goals and the Georgia Early Learning and Development Standards (GELDS). The ELT noted that on-going professional development is needed in transitioning to GELDS.

Building Block 5. System of Tiered Intervention

Eighty percent of respondents ranked "Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place" as Emergent (20%), Operational (60%) or Fully Operational (20%).

Root Cause Analysis

CCSS has implemented a Response to Intervention (RTI) process. The ELT determined (a) a tiered instruction infrastructure is evident in the Special Needs Preschool and (b) assessing children in the Pre-K program using the online Work Sampling System will enhance our early literacy RTI process for screening, progress monitoring, and tiered instruction.

Building Block 6. Professional Learning and Resources

Eighty percent of respondents indicated "Community partners receive professional learning in the development of early literacy" as Emergent (40%) or Not Addressed (40%). Eighty percent of respondents indicated "In-service personnel receive professional learning in the

development of early literacy" as Operational (60%) or Fully Operational (20%).

Root Cause Analysis

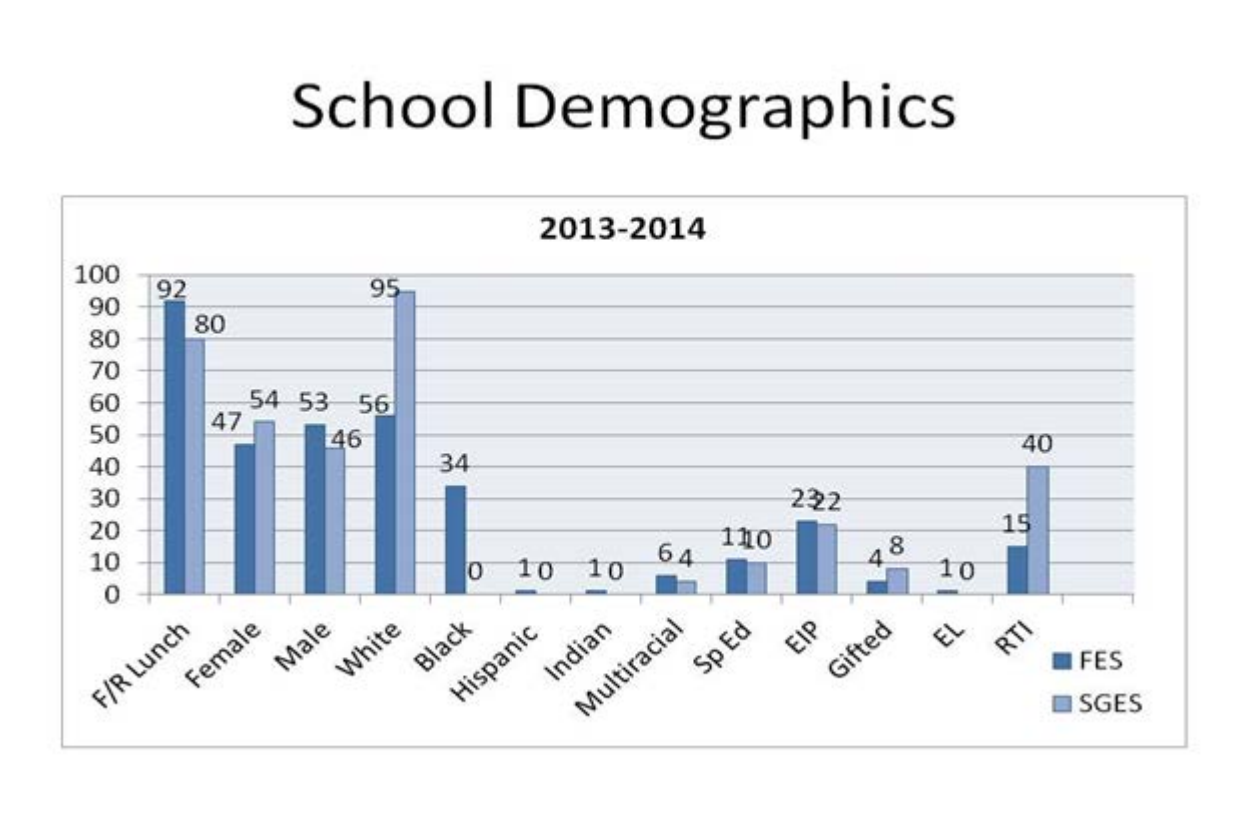
The ELT determined that perceptions may vary depending on setting, and a lack of communication/knowledge among early childhood agencies likely accounts for the variation. CCSS Pre-K teachers have participated in PL from the DECAL. However, there is a need for more PL for all providers as well as the community.

Summary

The ELT analyzed results of the NA and determined the following areas of need to addressed in order to ensure Charlton County's youngest learners receive access to high quality early literacy development:

- Build upon the Georgia's Grade-level Reading Initiative Team to establish a fully functioning early childhood coalition in order to sustain an effective community-based approach to literacy
- Increase parents' knowledge of developmentally appropriate language and literacy practices
- Increase the literacy resources available to early childhood learning providers and to parents to support their child's language and literacy development
- Create and implement a plan for shared leadership that supports an effective approach to literacy across all early childhood settings
- Establish PL communities to facilitate knowledge and practice exchanges among all early childhood providers
- Provide PL opportunities on early literacy development for all birth to five providers and stakeholders

Student and Community Demographics



Charlton County's children from birth-to-five are served by

- CCSS Pre-K program
- one private Georgia Pre-K Program
- Head Start
- three day care facilities

According to 2010 U.S. Census data, Charlton County's Birth-to-Five population consisted of 728 (6%) children. The *Georgia Kids Count* Profile for Charlton indicates 80 children were enrolled in the Georgia Pre-K program in 2012 (a rate of 54.1%, which is lower than state enrollment of 60.2%).

Fifteen percent of Charlton families live below the poverty rate (U.S. Census American Community Survey, 2008-2012). In 2012, 10.4% of families had incomes the past 12 months below the poverty level for all families. The statistics are far more troubling for families with related children under 5 (41.1%) and for families with female householders, no husband present, with children under 5 (95.7%). This poverty level is reflected in the high percentage (64%) of Pre-K students receiving free/reduced lunch.

Analysis and Identification of Student and Teacher Data

Administrators and teachers have a dual responsibility to collect and prepare a variety of data about student learning, interpret data and develop hypotheses about how to improve student learning and modify instruction to test hypotheses and increase student learning (The "Why" p. 121). The data reported in this section pertains to school level data only. The Early Childhood Literacy Coalition will be tasked with collecting and analyzing data for a countywide view of the birth-to-five providers as described in the Literacy Plan.

Grade-level Assessment data tables and Student Achievement Needs

CCSS collects and analyzes data by classroom, grade level, and school to identify strengths and areas for improvement in order to plan instructional strategies that will meet the needs of all learners. Instructional plans based upon data are then shared with all stakeholders.

In 2012 and 2013, FES and SGES administered a regionally developed Instructional Assessment to monitor student achievement in Grades 1 and 2 reading and ELA. These data provided useful information, indicating a deficiency in the reading standards specific to craft and structure, as well as text complexity.

CCSS piloted the new Teacher and Leader Effectiveness System for two years. As part of the pilot for 2013-2014, Student Learning Objectives (SLO) were administered to all Pre-K through Grade 6 students in ELA. SLOs are aligned to the CCGPS and indicate what a student should know and be able to do at the end of a course or grade. Current data reporting for Pre-K SLO pre-assessments require all student scores be recorded as zero; consequently, Pre-K SLO pre-assesment data will not be reported here. Post assessment data and the percentage of students meeting target growth is not yet available; however, pre-assessment for kindergarten ELA/Reading data is reported as an indication of the amount of growth to be demonstrated by kindergarten students. The following growth targets have been set by the school district:

- Students who score between a 0% - 35% will increase to 54%
- Students who score between 36% - 53% will increase to 64%
- Students who score between 54%-64% will increase to 75%
- Students scoring at or above 65% will improve by grow by at least ½ of what would be required to improve to 100 on a 100-point post assessment scale.

In August 2013, 158 students completed the Kindergarten SLO for ELA. The range of scores on the SLO was 0 to 52.5, with an average score of 12. The ELT believes the low pre-assessment scores are indicative of a need for an Early Literacy Coalition, a systematic approach to early literacy development by all childhood learning providers, and a comprehensive approach to early literacy PL for all birth-to-five learning providers.

Baseline data on the Grade 1 ELA SLO was collected during the 2012 - 2013 pilot. Fifteen students completed the SLO pre and post assessments for Grade 1 ELA SLO. The mean score on the pre assessment was 25.33% and the mean score on the post assessment was 76.33%. The scores on the post assessment ranged from 50% to 98%. Target growth was achieved by 100% of the students on the Grade 1 ELA post assessment; 86% of students exceeded their growth targets.

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a data collection tool to assess kindergarten CCGPS. GKIDS data are collected and reported to the state four times a year. The chart below denotes end of year reports. Highlighted areas indicate areas of literacy weaknesses. Disaggregated student group data are not available.

GKIDS		2012	2013
Content Area	Strand	Mean % Meets/Exceeds	Mean % Meets/Exceeds
ELA	Reading	89.5	76.6
	Writing	77.2	59.9
	Listening/Speaking/Viewing	91.5	85
	ELA Total	87.7	73.6
Mathematics	Numbers and Operations	87	66.7
	Measurement	91.1	85.6 (Measurement & Data)
	Geometry	92.3	85.9
	Data Analysis	86.2	85.6 (Measurement & Data)
	Operations & Algebraic Thinking	N/A	79.6
	MATH Total	89.7	84.6
Approaches to Learning	Curiosity and Initiative	88.7	88.6
	Creativity and Problem Solving	74.4	75.4

	Attention/Engagement	83.3	66.2
	APPROACHES Total	82.2	75.7
Personal/Social Development	Personal	83.3	82.0
	Social	79.4	80.9
	PERSONAL/SD Total	80.9	81.3

GRASP is a universal screener used to determine levels of intervention at all tiers. Beginning in Kindergarten, GRASP is administered three times a year to identify instructional needs as well as measure growth over time. At the beginning of the year, Kindergarten scores for letter sounds and phonemic awareness are historically very low: If the cut score is 16, approximately 95% of our Kindergarten students will score below the cut score. Again, the ELT believes the low scores on the initial GRASP screener are indicative of a need for an Early Literacy Coalition, a systematic approach to early literacy development by all childhood learning providers, and a comprehensive approach to early literacy PL for all birth-to-five stakeholders.

Teacher Retention Data

FES and SGES historically have a very low turnover rate. The teacher retention rate for 2013 was 94%: three teachers retired and one moved out of state. In 2012 the retention rate was 91%: two teachers retired and one moved out of state. The following chart indicates the years of experience and degree levels for our current Pre-K and Kindergarten teachers:

Teacher Data

Years of Experience	Number of Teachers	Staff Degrees	Number of Teachers
0-5	4	T-4	5
6-10	0	T-5, PBT-5	5
11-15	1	T-6	2
16-20	4		
21+	3		

The ELT finds the teaching force for Pre-K and Kindergarten to be at two extremes: those just entering the profession and those nearing the end of their careers. Teacher-tenure demographics demonstrate the on-going need for high quality PL in effective early literacy instruction as teachers retire in order to successfully sustain our birth-to-five program.

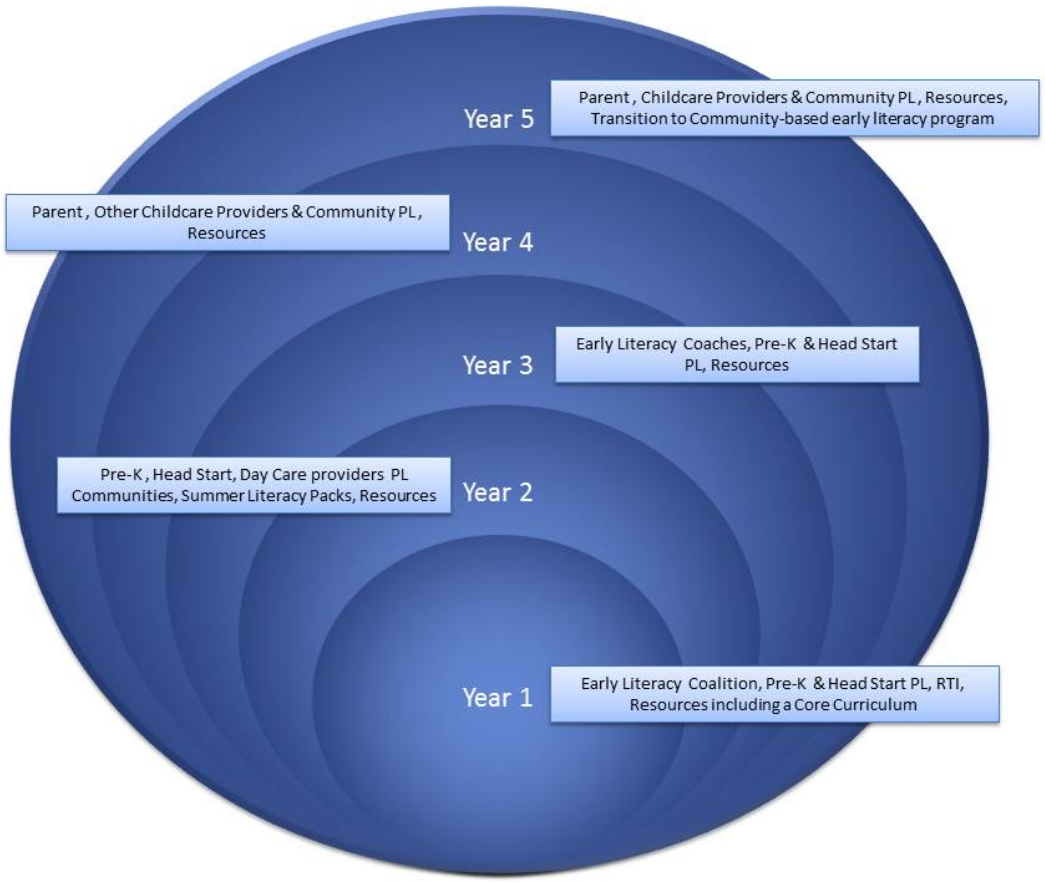
Our Literacy Plan is informed by our NA and Root Cause Analysis. Using the 6 Building Blocks and GADOE Literacy Task Force documents, our Literacy Plan identifies current strategies and programs, aligns action steps to best practices, and directly addresses literacy needs of Pre-K students as well as professional development and resource needs of Pre-K teachers, early childhood learning providers, and parents. SRCLG project goals include:

Goal	Objective	Current Practices	Support
Build upon the Georgia's Grade-level Reading Initiative Team to establish a fully functioning early childhood coalition in order to sustain an effective community-based approach to literacy Create and implement a plan for shared leadership that supports an effective approach to literacy across all early childhood settings	• To create a comprehensive early literacy plan that integrates standards and practices to be implemented in all community birth-to-five sites • To implement and sustain an effective community-based approach to literacy	Bi-monthly meetings of GG-LRIT	SRCLG GG-LRIT
Increase parents' knowledge of developmentally appropriate language and literacy practices	• Develop and implement needs-based parent education workshops using hands-on high interest language and literacy materials, including books	School-based Parent Nights	SRCLG PTO
Increase the literacy resources available to all early childhood learning providers and to parents to support their child's language and literacy development	• Purchase hands-on high interest language and literacy materials, including tablets, laptops, books, and Summer Transition Reading Packs	NA	SRCLG GG-LRT
Establish PL communities to facilitate knowledge and practice exchanges among all early childhood providers	• Establish book studies for Pre-K, Head Start, and other early child learning providers • Provide high quality PL for Pre-K, Head Start, and other early child learning providers	NA	SRCLG
Provide PL opportunities on early literacy development for all birth to five providers and stakeholders	• Provide high quality PL for all birth-to-five learning providers, parents, and the community	NA	SRCLG

To achieve project goals and objectives, CCSS will put into action a 5-year tiered SRCLG proposal. At the end of each project year, Pre-K faculty and our Early Literacy Coalition will provide feedback on literacy initiatives, analyze project data, and work with feeder programs to identify incoming struggling readers for beginning of school interventions.

Our Implementation Plans begins with a primary focus on Pre-K programs and enhancing student resources, broadens the focus to other early child learning providers, widens to parents

and the community, and then transitions to a truly community-based early literacy program. The following chart diagrams our "Ripple Effect" implementation Plan:



Year 1

Year 1 priorities include working with the Georgia's Grade-level Reading Initiative Team to fully implement an Early Literacy Coalition and creating a district level Pre-K Literacy Leadership Team. Year 1 will also focus on

- professional development for Pre-K and Head Start teachers
- researching, identifying, and implementing a research-based a core curriculum
- enhancing existing literacy resources in Pre-K classrooms
- providing access to literacy resources to Pre-K and Head Start parents.

Year 1 implementation is based on the results from our NA and root cause analysis, which identified three significant issues:

- lack of an Early Literacy Coalition and Pre-K Literacy Leadership Team
- lack of expertise, proficiency, and confidence with early literacy instruction/best practices
- lack of literacy resources available to parents to support their child's language and literacy development

Our root cause analysis determined Pre-K staff needs on-going professional development in effective, research-based literacy instruction as well as in using formative and summative assessments. The 2009 Georgia Literacy Task Force recommended districts "provide professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking." Therefore, professional development in early literacy best practices is fundamental to our plan. National and regional experts in literacy will provide professional development for Pre-K teachers and paraprofessionals; we anticipate bringing in experts for on-site staff development as well as providing registration/travel for Pre-K teachers to participate in state/national conferences.

Year 1 will address Pre-K teachers' lack of consistent and district-wide use of formative and summative data to drive instruction. We acknowledge "the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning" (Stiggins, 2007). Working with our GADOE School Improvement Specialist and our Director of Curriculum and Instruction, we will establish PL communities and provide professional development to ensure Pre-K teachers develop effective formative and summative assessments, accurately interpret results, and adjust instruction accordingly.

The NA identified implementation of RTI was as an area of concern. CCSS currently uses GADOE's four-tiered Pyramid of Interventions. Tier 1 is the lowest level of support, taking place within the classroom through differentiation; Tier II includes interventions such as computer-based remediation or tutoring 2-3 days per week using research-based strategies. For all students in Tiers II-IV, progress monitoring is conducted biweekly to determine intervention effectiveness.

Lewis et al. (2007) noted "interventions designed to provide support to teachers can have impacts at two levels: teacher practices and student outcomes." Consequently, researching, identifying, and implementing a core program to enhance classroom instruction and Tier 1 and Tier 2 RTI Interventions will occur during Year 1.

In Year 1, enhancing Pre-K resources will include purchasing print material, tablets, laptops, and charging carts to enrich literacy instruction; to support implementation of GELDs, and to address the identified need to increase literacy resources available to early childhood learning providers.

Year 2

Regularly scheduled, district-wide collaborative planning for Pre-K teachers will be establish in order for teachers to focus on research-based literacy strategies as well as to continue to develop and refine formative and summative assessments. Our NA identified the need to create PL Communities for early literacy providers; consequently, in Year 2 PL Communities will be established among Pre-K, Head Start, and early learning providers. Our goal is to provide our Birth-to-Five population with seamless early child literacy programs. SRCLG project funding will provide resources for early literacy instruction/best practices book studies. This action step aligns with the 2009 Georgia Literacy Task Force to "promote professional collaboration among primary…educators in order to develop an increased understanding of literacy instruction--with an emphasis on reading and writing." In Year Two, project funding will provide literacy resources to Pre-K, Head Start, and Babies Can't Wait parents.

We anticipate providing developmentally appropriate Summer Literacy Packs to Head Start and Pre-K students in order to reinforce literacy skills acquired during the year.

Year 3

At the beginning of Year 3, two Pre-K teachers who excel in early literacy instruction will be identified and trained to be early literacy coaches in order to

- support monitoring of literacy instructional effectiveness
- ensure district-wide accountability
- Foster seamless transitions in literacy instruction between Pre-K and Kindergarten
- create sustainability

Our early literacy coaches will be able to provide consistent, timely feedback and professional development and will, therefore, have a greater impact on instruction (Bean & Isler, 2008). This objective creates sustainability of Georgia's Grade-level Reading Initiative and fosters attaining the project goal: closing the literacy gap in our community.

NA will be conducted at the beginning of Year 3 to determine our literacy professional learning needs for our PL Communities and respond accordingly. Project funding will provide for registration/travel for Pre-K teachers to participate in state/national conferences.

Year 3 will continue to focus on enhancing literacy resources for Pre-K and Head Start classrooms and print resources for Birth-to-Three parents as by community agencies. Project funding will be used to secure substitutes for release time for literacy coaching. We anticipate providing developmentally appropriate Summer Literacy Packs to Head Start and Pre-K students.

Year 4

Year 4 will be a significant transition from Pre-K teacher and early learning providers professional learning to increasing the parents,' other early child caregivers,' and community members knowledge of developmentally appropriate language and literacy practices. We anticipate bringing in experts for this on-site professional learning. We will provide literacy resources for Birth-to-Three parents as identified through community agencies. Project funding will also be used to secure substitutes for release time for literacy coaching. We will continue to provide developmentally appropriate Summer Literacy Packs to our Head Start and Pre-K students. Beginning in Year 4, we will begin seeking community businesses and organizations to assume responsibility for providing literacy resources to our birth-to-three population.

Year 5

Year 5 will include PL for parents,' other early child caregivers,' and community members to increase their knowledge of developmentally appropriate language and literacy practices. We anticipate working with SRCLG technical support for this on-site PL. We will provide literacy resources for Birth-to-Three parents as identified through community agencies. Project funding will be used to secure substitutes for release time for literacy coaching. We will continue to provide developmentally appropriate Summer Literacy Packs to Head Start and Pre-K students. We will work with our Early Literacy Coalition to ensure community businesses and organizations have assumed responsibility for providing literacy resources to our birth-to-three population.

We anticipate our SRCLG "Ripple Effect" implementation plan will create an effective, sustainable, community-based early literacy program.

CCSS Pre-K utilizes Work Sampling Online System to gather information to allow for monitoring of the strengths and progress of students ("The Why", page 100). SRCLG funding will assist with the purchase of assessments we are not currently administering to our Pre-K (4 year-olds) and preschool special needs children (3-4 year olds) but will be required by the project. These include DP-3; PALS, PPVT4 Form A/B, and CLASS.

Detailed listing of current Pre-K assessment protocol

Assessments for Literacy	Purposes	Properties	Test Frequency
Work Sampling System Online	Progress Monitoring and Outcome	Social-Emotional, Adaptive, Communication, Motor and Adaptive	Ongoing
Student Learning Objective (SLO)	Measure Literacy Growth	Reading/ELA	2 times a year
DP-3	Dev. & function		Tier 3 Screening RTI

Comparison between current and SRCL assessment plan

The Work Sampling System Online will continue under SRCL project. The district's programs will add the following assessments as required by the SRCL: DP-3 (3 year olds with special needs), PALS-Pre-k, PPVT4 Form A/B, and CLASS (4 year-olds).

How new assessment will be incorporated into the current assessment schedule

All new assessments will be incorporated into the Pre-K Center's assessment schedule and administered as required. The Pre-K Director will coordinate with the Testing and Assessment Coordinator regarding the new assessments to reflect them in the district's testing schedule.

Discontinued Assessments

None

Professional Learning Needs

Teachers and administrators will need professional learning in DP-3; PALS, PPVT4 Form A/B, and CLASS to ensure assessment validity and to effectively utilize the results from the mandated assessments to ensure literacy is improved for all learners.

How data is presented to parents

Data are presented to all stakeholders in a variety of ways. A Title 1 parent involvement meeting is held at the beginning of each year. In this meeting student achievement data are presented. Data are also shared with the school council, parent involvement committee, parent teacher organization, board members, and faculty. In parent teacher meetings, as well as RTI meetings, individual student data are shared with parents. Non-identifiable student data will be shared with the Early Literacy Leadership Team and the Early Literacy Coalition in order to determine program effectiveness and to assess progress towards project goals.

How data will be used to develop instructional strategies and determine needs

Teachers will use data from the previously mentioned assessments to meet the needs of all early literacy learners as well as to identify and select materials and resources to support instruction. The project would benefit from a data collection system in order to better determine the literacy needs of the students and improve instructional strategies, and we will request technical assistance from SRCLG specialists in order to effective collect, analyze, and store project data.

Who will perform the assessments and how the plan will be accomplished

Classroom teachers and school volunteers (retired teachers) will administer the required assessments. FES and SGES have testing coordinators who will work with the grant administrator, building principals, and teachers to plan and monitor all testing procedures.

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

CCSS will use SRCLG project funding to support and enhance the strategies and resources outlined below. All strategies and resources directly align with the Needs Assessment results, data, and Root Cause analyses. All directly impact literacy, access to print, instructional engagement, and teacher support. All directly support our project goals:

- Build upon the Georgia's Grade-level Reading Initiative Team to establish a fully functioning early childhood coalition in order to sustain an effective community-based approach to literacy
- Increase parents' knowledge of developmentally appropriate language and literacy practices
- Increase the literacy resources available to early childhood learning providers and to parents to support their child's language and literacy development
- Create and implement a plan for shared leadership that supports an effective approach to literacy across all early childhood settings
- Establish PL communities to facilitate knowledge and practice exchanges among all early childhood providers
- Provide PL opportunities on early literacy development for all birth to five providers and stakeholders

Resources Needed:

- Universal screener materials and professional learning
- Progress monitoring tool/technology to support progress monitoring tool
- DECAL approved literacy PL for birth-to-five providers
- Literacy consultants' fees for professional learning
- Stipends, travel expenses, fees and materials for professional learning
- Literacy Resources for Birth-to-five Parents
- Variety of high quality books (including eBooks) on different reading levels
- Instructional Technology to support student engagement (such as tablets, laptops, software, and interactive apps)
- Transitional Summer Reading Packs for Pre-K and Head Start
- High quality educational supplies for literacy interventions (such as hands-on materials and teacher resources)

List of activities that support literacy intervention programs

- Professional learning in early literacy instruction, including strategies to address large group, modeled writing, and large group and small group literacy activities
- Professional learning in administering screeners and using data to address developmental delays
- Professional Learning Communities for Pre-K and Head Start Teachers
- Professional learning in providing literacy interventions
- Literacy Coaches
- Daily phonological awareness instruction
- Screening for EIP
- Parent Literacy Workshops/Nights
- Community wide literacy PL for families with children ages birth-to-five and early childcare providers
- Inclusion of students with IEPs

List of shared resources available at each building

- Print and Technology resources in each media center
- 1 Computer lab
- Computer software
- Leveled readers

A general list of library resources

The media center at FES houses over 12,700 fiction, nonfiction, and reference books available for student check out. Teachers also have resources available for their use, such as educational books, educational videos, and professional learning books. We utilize 30 computers in the computer lab and also have 7 Netbooks for student use. The media center also has Destiny Library Manager, which allows teachers to remotely access the availability of books in the media center.

The media center at SGES houses mainly print resources. The media center has extensive VHS instructional videos; however, classroomsdo not have VCR's to accommodate these videos. A limited number of instructional DVDs (10) exist and are utilized for instructional purposes.

A list of activities that support classroom practices

- Use of Georgia Early Learning Standards
- Large group instruction
- Small group instruction
- Professional Learning through DECAL
- Center Time
- Music and Movement
- Story Time
- Individualized/differentiated instruction

A list of additional strategies needed to support student success

- Implementation of a core curriculum
- Professional learning in developmentally appropriate literacy strategies.
- Professional learning and purchase of diagnostic tools (e.g. PALS-Pre-K, PPVT4 for A/B, Dp-3) to apply appropriate interventions.
- Pre-K Literacy Leadership Team will include parent and community stakeholders as members and collaborate with them in setting a vision for making early language and literacy a major priority in the early years
- Collaborative planning is needed between FES and SGES Pre-K
- Use of additional, high quality, diverse, interactive technology tools, media, and software applications to engage and support all students,
- Use of high quality, high interest developmentally-appropriate children's books in a variety of formats (e.g., adapted books, e- readers, IPads, etc.) to engage and support all students
- Use screeners and diagnostic tools to assess and pinpoint developmental needs
- Provide parents and early childcare providers with a variety of evidence-based literacy strategies and practices that they can use to promote children's language and literacy skills.

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

- Basic classroom materials needed to implement GELDS
- Basic classroom materials as required by Bright from the Start
- SmartBoards and document cameras in every classroom
- Teacher Computer
- Student Computer (1 to 3 in each classroom)
- Classroom Library
- iPad
- listening station
- props that promote language and literacy in each of the other learning areas

A clear alignment plan for SRCL and all funding

CCSS receives funds for Pre-K classroom resources and partial payment of personnel from Bright from the Start. Local funds supplement Pre-K personnel salaries. Special education Part B funds are used to provide personnel and material resources for children served in the special needs preschool program. We will continue to use Georgia Pre-K Lottery, Part B, and local funds to support personnel and materials already covered by these sources. Funds from the SRCL grant will be used for unfunded items listed below:

- A core curriculum
- Universal screener materials and training
- Developmentally appropriate children's book collection for and classrooms
- Professional training for teachers in all areas of literacy including any new programs
- Technology and software purchases to support student engagement and motivation in early language and literacy instruction
- Literacy programs and materials for parents to assist them in fostering language and literacy development with their children at home
- Evidence-based literacy programs and materials to improve classroom instruction and literacy interventions

- Resources to increase administrators', literacy coaches', and teachers 'expertise in implementing and monitoring classroom literacy practices.

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

- Teachers will have access to reports from diagnostic assessments to review and be able to generate reports to assist in monitoring student progress. Such technology directly impacts the teachers' ability to implement tiered interventions to support struggling or developmentally delayed students.
- Students will have increased opportunities to use technology for literacy activities and instruction. Students will be more motivated and engaged as a result of having access to more varied technology tools, media and software.

Professional Learning Strategies Identified on the Basis of Documented Needs
Professional Learning Process

Professional Learning is critical to the success of our students. CCSS administration and teachers realize that without professional development, they cannot be successful. Pre-K teachers and assistant teachers receive annual professional development via a combination of in person and online provided by Bright from the Start. Additionally, the faculty meets to plan collaboratively, examine student work, and assessment.

Below is a table outlining the process of identifying professional learning needs and their effectiveness.

	Description	**Person(s) Responsible**
Step 1	Assess needs: • Planning meetings to analyze data o Administrative Team o Leadership Team o District Leadership Team o Better Seeking Team o Stakeholder meetings (Student Council, Parent Involvement Committee, PTO) • Parent Surveys (Title I) • Teacher Surveys (Technology, Literacy, Curriculum)	• Principal, Assistant Principal, Staff • Superintendent, Director of Curriculum & Instruction, Principals, Assistant Principals • Parents • Parents, Parent Involvement Coordinator • Teachers
Step 2	Determine areas of concern: • Planning meetings	

	o Administrative Team o Grade-level Teams o Better Seeking Team (BST) o Faculty	• All Staff • Administration
Step 3	Set Goals • Based on areas of concern, SMART goals are set	• All Staff
Step 4	Prioritize Goals	• All Staff
Step 5	Identify professional learning need(s) to address SMART goals	• All Staff
Step 6	Secure professional learning	• Principal • Curriculum Director
Step 7	Participate in Professional Learning	• All Staff
Step 8	Redeliver Professional Learning to staff	• Teacher, Administration, Director of Curriculum & Instruction
Step 9	Implement Professional Learning in classroom	• Teachers
Step 10	Share effectiveness of Professional Learning in reaching SMART goal(s) during staff meeting Determine fidelity of implementation of PL	• All Staff • Administration • Director of Curriculum & Instruction
Step 11	Continue implementation of professional learning if deemed effective	• Teachers

a. The table below indicates professional learning activities that staff has attended in the past year.

b. The percent of staff attending professional learning is included in the chart below

a. Professional Learning	**b. % of Staff Attending**
Differentiated Instruction	• 100% of faculty • 100% of administration
Common Core GPS Unit Development for grade level teams	• 100% of homeroom teachers
Guided Reading and Running Record Training	• 25% of homeroom teachers
Response to Intervention	• 100% faculty
District Leadership Training	• 100% of administration
Longitudinal Data System	• 100% of faculty
Thinking Maps for new teachers	• 100% of new teachers
Teacher Keys Effectiveness System (TKES) Leader Keys Effectiveness System (LKES)	• 100% of teachers and administration
Work Sampling System on-line	• 100% of Pre-K teachers
Apple Learning Tour	• 20% of homeroom teachers
Gifted Endorsement	• 12% of teachers
Page Leadership Training	• 20% teachers

	• 100% administration
SPED Co-teaching Training	• 10% of teachers • 100% of administration
Standards for Mathematical Practice	• 15% of teachers
Math Vertical Alignment	• 100% of K- 8 math teachers • 66% administration

c. A detailed list of ongoing professional learning

Proposed Course/Activity	**Attending**	**Percent to Attend**	**In System**	**Out of System**
Math Vertical Alignment	Teachers	100% of K-8 math teachers	X	
ELA Vertical Alignment	Teachers	100% of K-8 ELA/Reading teachers	X	
Curriculum Alignment	Teachers Administration	100% teachers & administration	X	
TKES & LKES	Teachers Administration	100% teachers & administration	X	
Differentiation (RESA)	Teachers Administration	12% teachers 50% administration		X
Differentiation (CCSS)	Teachers Administration	100% teachers 100% administration	X	

Student Engagement Training (PAGE)	Teachers Administration	20% teachers 100% administration		X
Gifted Endorsed Training	Teachers	12% teachers		
Sp. Ed. Co-Teacher Training	Teachers	10% of teachers 100% of administration	X	X
PreK Georgia Early Learning and Development Standards (GELDS)	PreK Teachers	100% of PreK teachers		
Standards for Mathematical Practice	Teachers	12% of teachers		X
Student Learning Objective Training (SLO)	Teachers	25% of teachers		X

d.e.f.g. Programmatic Professional Learning Needs and Process for Determination of Effectiveness Tied to Goals

Professional learning is the cornerstone of our SRCLG project. The programmatic professional learning needs tied to project goals are listed below.

Professional Learning Needs

The following PL needs are necessary for effective and successful project implementation:

- All Pre-K teachers will need to be trained in the administration of any assessment given.
- All Pre-K teachers are receiving ongoing training in Work Sampling Online
- Additional training for integrating technology into classroom instruction
- Training will be needed for implementation of the Georgia Early Learning and Development Standards (GELDS) (2014-2015)

- Staff will participate in additional professional learning activities related to literacy instruction as needed based on assessment data
- Grade and school transitions
- Home based literacy skills for parents and caregivers
- Assessment planning, implementation and interpretation
- Early literacy resources and referrals
- Interpreting assessments from prior grades and care settings
- Expectations for school readiness for birth-to-five providers, parents, and caregivers

Additional programmatic PL needs tied to project goals include:

Goal #1: Build upon the Georgia's Grade-level Reading Initiative Team to establish a fully functioning early childhood coalition in order to sustain an effective community-based approach to literacy

Table A

Professional Learning Objectives	**Person(s) Responsible**	**Evaluation**
Provide PL as needed to develop a fully functioning Early Childhood Coalition	Director, Curriculum & Instruction, Pre-K Director	• Stakeholder Perception Data (Surveys) • Meeting agendas

Goal #2: Increase parents' knowledge of developmentally appropriate language and literacy practices

Table B

Professional Learning Objectives	**Person(s) Responsible**	**Evaluation**
Provide PL opportunities for Birth-to-Five parents in developmentally appropriate language and literacy strategies	Early Childhood Coalition subcommittee Director, C & I Pre-K teachers	• Stakeholder Perception Data • Screeners/assessment data from Years 3-5 • SLO pre/post assessment data • Achievement gains on the CRCT

Goal #3: Establish PL communities to facilitate knowledge and practice exchanges among all early childhood providers

Table C

Professional Learning Objectives	**Person(s) Responsible**	**Evaluation**
Establish PL communities to engage om professional learning activities related to literacy instruction	Director, Pre-K Director, C & I	• Administrative Observations • Lessons Plans • Stakeholder perception data • Screeners/assessment data from Years 3-5

		• SLO pre/post assessment data • Achievement gains on the CRCT

Goal #4: Provide PL opportunities on early literacy development for all birth to five providers and stakeholders

Table D

Objectives	**Person(s) Responsible**	**Evaluation**
PL for the use of effective technology to increase student engagement	Pre-K teacher District Technology Specialist	Administrative Observations Stakeholder perception surveys
Provide PL opportunities for Birth-to-Five early learning providers and community stakeholders in developmentally appropriate language and literacy strategies	Early Childhood Coalition subcommittee Director, C & I Pre-K teachers	• Stakeholder Perception Data • Screeners/assessment data from Years 3-5 • SLO pre/post assessment data • Achievement gains on the CRCT

Sustainability Plan

A clear plan for extending the assessments protocol beyond the grant period

Charlton County School System and our Pre-K program will continue a shared commitment for providing a high quality early literacy program after the project funding concludes. We will use state and local budgets, as appropriate and permissible under program guidelines, to sustain our literacy activities and implement the following sustainability plans as well as secure local businesses and organizations to assume financial responsibility for continuing project activities.

FES, SGES, and district administration will monitor the use of assessments as outlined in the Assessment/Data Analysis. Current assessments will be extended to include required SRCLG assessments and usage with minimal funding required beyond the grant period. Purchase of licenses, assessment protocols and replacement materials will be included in annual budgets. Additional items needed to continue the literacy initiative will be sustained through various funding sources such as QBE/Title monies or local business/organization support.

b. Developing community partnerships to assist with funding

Community support is critical: “In a global community where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity, it is a prerequisite. The countries that out-teach us today will out-compete us tomorrow” (2009, the “Why” document, p. 26).

CCSS will enlist the help of the Early Literacy Coalition, School Councils, Parent Teacher Organizations, Parent Involvement Committee, Charlton County Family Connections, Georgia’s Grade-level Reading Initiative Team, the local library advisory board, and local businesses to generate financial support. These funds will sustain the implementation of the CCSS early literacy plan beyond the life of the grant.

c. Clear Detailed Plan for Sustainability

Sustainability is addressed in elements a, b, d, e, f, and g.

d. Replacement of Print Materials

Print material replacement funding will be available from QBE, Title 1, and fundraising efforts at FES and SGES.

e. Extending Professional Learning

Professional learning is an integral CCSS protocol. Adjustments in funding will be necessary beyond the grant period, utilizing Title 1 or QBE funds. OKRESA will continue to be a PL provider for CCSS.

CCSS holds a monthly district leadership meeting to discuss concerns involving instruction, curriculum, and assessment data. PL needs are evaluated and provided as necessary schools in our district.

Pre-K Collaborative planning as well as vertical planning with Head Start and Kindergarten teachers will be established and funding will be absorbed through Title or QBE funds. As funding allows, Pre-K teachers will attend PL and re-deliver to fellow teachers. New teachers will receive support from grade level teachers and administration in the implementation of the literacy plan through the "train the trainer" model.

Training needed to continue the implementation of the literacy plan will be funded by staff development monies. The Charlton County Board of Education, FES and SGES are committed to carrying out effective practices within the schools to the best of our financial ability.

f. Sustaining technology

Equipment and software purchased through the grant will be maintained by the school principal and school media specialist. Replacement and repair of equipment will be maintained with Title I, QBE funds, school fund raisers, PTO fund raisers, and E-SPLOST (when available).

g. Expanding the training

New teachers on staff will receive support from grade level teachers and administration in the implementation of the literacy plan through the "train the trainer" model. Staff development funds will also be used to provide needed training. Our schools maintain an open-door policy and welcome observations from other educators within our system and surrounding districts in order to share lessons learned from the SRCL project.

Budget Summary

CCSS desires to support Georgia's literacy goal that all students become self-sustaining, lifelong learners, and contributors to the community in which they live (Why, p. 31). This goal can only be attained if our early literacy instruction is improved in Pre-K and other early childhood programs. According to *A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade* (October 2013), starting to focus on language and literacy development at kindergarten is too late. We believe that the SRCL grant, coupled with our partnership with Family Connections, Babies Can't Wait, Head Start, the Charlton County Health Department, Concerted Services, the GEO Group and Okefenokee Technical College, places us in a unique position to significantly enhance and transform early literacy in Charlton County by including community-based early childhood program directors, teachers and assistants, and parents in learning about effective early literacy practices, strategies and expectations for our birth-to-five population. Funding will enable us to close the literacy gap in our community by providing access to much needed early literacy PL, classroom resources, and transitional summer reading materials not currently available from DECAL.

Budget Items	
Item	**Quantity**
Core Curriculum	TBD
21st Century Technology (software and hardware)	TBD
High quality, high interest early childhood literature	TBD
Screening/Progress Monitoring/Diagnostic Tools	TBD
RTI (intervention programs/materials)	TBD
Materials and supplies to support literacy instruction	TBD
Home Support Literacy Materials	TBD
Summer Transitional Literacy Packs for Pre-K and Head Start students	TBD
Professional Learning	
Item	**Quantity**
Research Based Strategies/Best Practices in Literacy Instruction	TBD

Work Sampling System Online	TBD
Formative, summative, and diagnostic assessment training	TBD
Professional learning communities	TBD
RTI process and protocol	TBD
Literacy Coaching training	
Use of classroom technologies	TBD
Planning/Professional learning days for Pre-K, Head Start, Kindergarten and Sp. Ed. to collaborate and align instruction	TBD
Stipends and/or substitute pay for professional learning	TBD
Stipends and/or substitute pay for Literacy Coaching	TBD