School Profile

Created Tuesday, April 01, 2014
Updated Thursday, April 10, 2014

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School Information

District Name:	Clarke County School District/School System Pre-K Competition
School or Center Name:	Early Learning Center 3

Level of School

Early Learning (Birth to Five)

Principal

Name:	Shelley Goodman
Position:	Director
Phone:	706-357-5239
Email:	goodmans@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Angie Moon de Avila
Position:	Coordinataor Education Family Engagement Coordinator
Phone:	706-357-5239
Email:	moona@clarke.k12.ga.us

Grades represented in the building

 example pre-k to 6

Pre-K

Number of Teachers in School

15

FTE Enrollment

308

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 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.

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

                1. Disqualify the Applicant, or

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

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

    b. **Employee Relationships**

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

                1. The names of all Subject Individuals who:

                        a. Participated in preparation of proposals for award; or

                        b. Are planned to be used during performance; or

                        c. Are used during performance; and

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

                1. The award; or

                2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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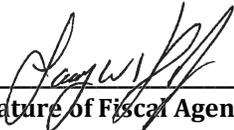
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

___**Larry Hammel, Chief Financial Officer**_____
Typed Name of Fiscal Agency Head and Position Title

___**December 13, 2013**_____
Date
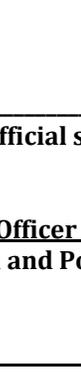
_____
Signature of Applicant's Authorized Agency Head (required)

___**Philip D. Lanoue, Superintendent**_____
Typed Name of Applicant's Authorized Agency Head and Position Title

___**December 13, 2013**_____
Date

___**N/A**_____
Signature of Co-applicant's Authorized Agency Head (if applicable)

___**N/A**_____
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

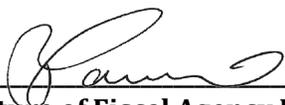Name of **Fiscal Agent's** Contact Person: _____Philip D. Lanoue, Ph.D._____

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

Address: _____240 Mitchell Bridge Road_____

City: _____Athens, GA_____ Zip: ___30606_____

Telephone: (706) 546-7721_____ Fax: (706)___208-9124_____

E-mail: ____lanouep@clarke.k12.ga.us_____

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

____Philip D. Lanoue, Ph.D._____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____December 13, 2013_____
Date (required)

Clarke County School District (CCSD) Narrative

A. Brief History:
 The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, Classic City High School, and a Career Academy. Named as a Title I Distinguished District in 2011 for being the top large school district in Georgia for closing the achievement gap, CCSD continues to gain in graduation rate (70% in 2013, up 4% from 2012). In 2013, 92% of grades 3-8 students met or exceeded the state standard on the Reading CRCT, and 86% met or exceeded on the Language Arts CRCT. CCSD is a data-rich district, targeting needs through school and district data team processes, monitoring student progress, and continuous communication with stakeholders.

B. System Demographics:
 Currently, CCSD has 13,327 students in grades pre-K through grade 12. Our student population is 54% African American, 23% Hispanic, 20% white, and 2% Asian. Nearly 13% of students are English Language Learners, and 13% are special needs students.
 Per capita income in Clarke County was $15,000 below the state average in 2011, and the poverty rate of 35% was more than double that of Georgia (Table 1). The child poverty rate was double that of Georgia at 16%, and 82% of students received free or reduced lunches.

Table 1. Clarke County Demographic Indicators		
	Clarke County	**Georgia**
ECONOMIC		
Per Capita Income (2011)	$49,736	$34,151
Poverty Rate (2011)	35%	17%
Child Poverty (2011)	38%	27%
Free or Reduced Lunch Eligibility (2013)	82%	60%
EDUCATION		
Adult Illiteracy Rate (2003)	16%	17%
Teen High School Dropouts (2011)	2%	8%
Students Graduating from High School on Time (2012)	70%	70%
FAMILY & COMMUNITY		
2011 Children Living with Single Parent	44%	33%
HEALTH		
2011 Babies Born to Mothers with Less than 12 Years of Education	20%	18%
Source: *KIDS COUNT, US Census Bureau, National Center for Education Statistics*		

C. System Literacy Priorities:
 CCSD is committed to: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes.

CCSD Literacy Needs and Objectives	
Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy.	*GOAL 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.* Objectives: 1.1: All students will receive explicit vocabulary instruction and reading strategy instruction. 1.2: All students will receive writing strategies for CCGPS literacy. 1.3: Quarterly research- based writing required in all content areas.
Professional learning related to formative, summative, and screening processes for birth- 12th grade for effective RTI monitoring.	*GOAL 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.* Objectives: 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1and interventions in tiers 2-4. 2.2: Teachers will identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.
Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.	*GOAL 3: To articulate vertically and horizontally K-12 CCGPS strategies, and text complexity.* Objectives: 3.1: Teachers will participate in professional learning communities for CCGPS literacy. 3.2: During years 1-2, develop vertical and horizontal documents regarding text complexity and CCGPS strategies.

D. Strategic Planning:

Schools conduct root cause analyses and develop school improvement plans based on data provided by district summarizing student and school performance. School literacy teams examined literacy data to: 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE's "What" document; 4) identify needs in each school's plan; and 5) develop action steps to inform goals/objectives of the plan.

CCSD SR Implementation Plan:
- Year 1:
  - Provide professional learning in literacy to all schools in Cohort 3
  - Implement reading and writing across the curriculum
  - Develop reading growth charts from screeners and other assessments
  - Implement RTI for students according to instructional needs

- o Purchase instructional and diverse texts
- o Implement technology to foster student engagement.
- Year 2:
  - o Develop CCGPS units and focus on scope and sequence of reading and writing instruction
- Years 3-5:
  - o Collect and report on data in order to implement the SR Plan

E. Current Management Structure:

Dr. Noris Price, Deputy Superintendent, will oversee all management of the SR grant. Dr. Mark Tavernier, Director of Teaching and Learning, serves as Project Director. Mrs. Deborah Haney will serve as Striving Readers Support Specialist, providing technical support to all awarded schools. All schools in Cohort 3 will implement their own SR grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

F. Past Instructional Initiatives:

Over the past seven years, two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early Learning Center has successfully implemented two Early Reading First Grants, which include Pre-K programs at all14 elementary schools. Three elementary schools are currently part of the Governor's Office of Student Achievement's "Read across Georgia". SR (Cohorts 1 and 2) grants are implemented in six elementary schools, three middle schools, one high school, and the Office of Early learning. Interventions such as Voyager, SuccessMaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

G. Literacy Curriculum:

CCSD Present Literacy Curriculum
Pre-K/Early learning literacy, Georgia Pre-K Content Standards, and Georgia Early Learning Standards Materials: Birth-2 yrs: 1,2,3 READ 3s: Scholastic Early Childhood Program 4s: Opening the World of learning
CCGPS in grades K-12 Materials: K-2: Rigby Literacy, Phonic Lessons 3-5: Storytown, Rigby Literacy, Writers Express 6-8: Language of Literacy
Ongoing formative and summative assessments targeting literacy Performance

· Data team process in grades PreK-12 · Classroom walkthroughs to inform instructional next steps · Data summits to analyze concerns/target next steps in planning	
Tiered Intervention Systems · Systematic data to target students in tiers 1-4 · Using non-fiction texts with specific reading strategies and academic vocabulary instruction	
Targeted Professional Learning based on the following: · Classroom walkthrough data/district walkthrough data · Focused walkthrough data from coaches · School Improvement surveys to target needs	
Utilizing technology literacies · All K-12 schools utilize 2:1 technology for digital literacy and research strategies	

H. Literacy Assessments Used District-wide:

Grade	Current Assessment Plan
Birth to Age 5	Ages and Stages Questionnaire (ASQ-111}; Developmental Profile (DP); Early Head Start/Head Start; GELS checklist; Peabody Picture Vocabulary (PPVT-JV); Phonological Awareness literacy Screening (PALS Pre-k); Work Sampling System
K	GKIDS
K-8	Quarterly diagnostic literacy assessments; Scored writing samples
1-5	Voyager Oral Reading Fluency
1-8	ACCESS for EL students
1&2	Phonics and sight word *tests,* Fluency assessments, Informal running record, Scantron norm-referenced tests
1-8	Benchmark assessments every 6 weeks; CRCT or CRCT-M
3, 5, 8 & 11	State Writing tests
6-8	Voyager, Steep/Maze screener; quarterly writing samples
9-12	Read 180; Benchmark assessments every 6 weeks; STEEP/Maze Comprehension screeners

I. Need for SR Project:

Poverty has effects on education, and in Clarke County educational impediments include suppressed academic progress, health problems, low literacy rates, emotional and behavioral problems, and lower measures of verbal ability, reading readiness, and problem solving skills. However, CCSD has progressed in recent years toward mitigating the effects of poverty. CCSD is committed to developing powerful literacy and 21st century literacy skills in our students. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

A. Plan for Striving Readers' (SR) Grant Implementation:

With years of experience successfully administering federal grants, CCSD is prepared to implement the SR Grant. Dr. Mark Tavernier, Project Director, supervises personnel leading and supporting Striving Readers Program. The SR Support Specialist is tasked with providing assistance related to fidelity of implementation, budget, resources, educational technology, and professional learning. SR's principals will oversee grant-focused activities as part of their daily duties. CCSD's Business Office will process SR grant funds.

B. Individuals Responsible for Day-to-Day Grant Operations:

- Dr. Noris Price, Deputy Superintendent
- Dr. Mark Tavernier, Director of Teaching and Learning and Project Director
- Dr. Shelley Goodman, Office of Early Learning Director
- Deborah Haney, Striving Readers Support Specialist
- James Barlament, Grants and Research Coordinator
- Carlyn Maddox, District Literacy Coach
- School-based Literacy Coaches
- Principals
- Assistant Principals
- Larry Hammel, Chief Financial Officer
- Accounts Payable Coordinator
- Budget Administrative Assistant

C. & D. Responsibilities with Grant Implementation Goals/Objectives

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs 3-5
Grant Activities (Persons Responsible)	1	2	3	4	1	2	3	4	
Orientation of SR's objectives based on DOE's "What", "Why", and "How" of K-12 Literacy Plans (All Striving Readers' grant recipients)	X	X			X	X			X
Convene District Literacy Team for planning (Project Director, Striving Readers Support Specialist)	X		X		X		X		X
Convene school Literacy Teams for overview and implementation (Principal, Literacy Coaches, School Literacy Team)	X	X	X		X	X	X		X
Purchase and distribute instructional materials and instructional technology (Project Director, Budget Assistant)	X				X				X
Plan and implement professional learning focused on CCGPS and Grant Literacy Objectives (Project Director, Striving Readers Support Specialist, Literacy Coaches)	X	X	X	X	X	X	X	X	X
Teachers begin Reading Endorsements (Project Director, Striving Readers Support Specialist)	X	X	X	X	X	X	X	X	X
Extend Literacy Time (afterschool/summer) (Project Director, Striving Readers Support Specialist, Principals, Literacy Coaches)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Business Officer)	X	X	X	X	X	X	X	X	X
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principals, Literacy Coaches, School Literacy Teams, Striving Readers Support Specialist)	X	X	X	X	X	X	X	X	X
Submit quarterly/yearly reports (Principals, Literacy Coaches, School Literacy Teams, Striving Readers Support Specialist)				X				X	X

E. Implementation of Goals and Objectives:

Administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE's "What", "Why", and "How" documents. Mrs. Haney will assist with implementation and technical assistance throughout the grant period. CCSD personnel will sign a statement pledging to meet the project's objectives and grant activities.

F. Involving Grant Recipients in Budget and Performance Plans:

Grant recipients will meet with Dr. Tavernier, Mrs. Haney, coaches, and District Literacy Team in order to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign in sheets.

G. Evidence of Meetings:

Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report on grant implementation and meetings will be documented with agendas and sign in sheets. In addition, Mrs. Haney serves as Striving Readers Support Specialist, and provides technical assistance with fidelity of implementation, budget, resources, educational technology, and professional learning. She is available for meetings throughout the grant year.

Experience of the Applicant

A. & B. Other Initiatives and State Audit Results:

Other CCSD Initiatives
CCSD partners with GaDOE and UGA College of Education to develop new model-learning environments with an emphasis on the use of technology embedded into curriculum development, instruction, and assessment of Common Core standards. The GaCASH/CASH EQUIVALENTS DOE provides technology consultants and access to Georgia Virtual online content. UGA assists our schools with teacher preparation, professional learning, and research related to instructional design, student learning, and teaching practices.
CCSD partners with UGA's College of Education to develop and implement the Professional Development School District (PDS).
CCSD partners with Athens Technical College to provide curriculum at Athens Community Career Academy.
CCSD partners with the UGA College of Education and Franklin College of Arts and Sciences to implement Math and Science partnership grants.

Five Years of State Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY 2012	None audit findings for FY 12	None reported
FY 2011	FS-6291-11-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness	FA-6291-11-01 Allowable costs/cost principal Material weakness Material noncompliance US Department of Education through Georgia Department of Education Special education Cluster (CFDA 84.027, 84.173, 84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY 2010	FS-6291-10-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness FS-6291-10-02 Failure to adequately maintain capital assets Material weakness FS-6291-10-03 Inadequate controls over	FA-6291-10-01 Failure to meet maintenance of effort Material weakness Material noncompliance US Department of Education through Georgia Department of Education Special education Cluster (CFDA 84.027 and 84.391)

	financial reporting Material weakness	
FY 2009	FS-6291-09-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness FS-6291-09-02 Failure to adequately maintain capital assets Material weakness FS-6291-09-03 Inadequate controls over financial reporting Material weakness	None reported
FY 2008	FS-6291-08-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness FS-6291-08-02 Failure to adequately maintain capital assets Material weakness FS-6291-08-03 Deficiencies in financial statement preparation Significant deficiency	None reported

C. LEA's Capacity to Coordinate Resources:

Under the direction of Dr. Noris Price, Deputy Superintendent, and CCSD directors, many formula and competitive grants are coordinated and managed such as Title I, Title II, Title III, Title IV, Title VIB, Head/Early Head Start, 21st Century Community Learning Centers, Striving Readers (Cohorts 1 and 2), and State Race to the Top Innovation, Foreign Language Assistance Program (FLAP), and Math and Science Partnerships. Several grants have been awarded to the district's Early Learning Center including an Early Reading First grant.

D. Sustainability of LEA's Past Initiatives:

Following the implementation of several Math/Science Partnership grants and Striving Readers grants (Cohorts 1 and 2), many instructional practices have been implemented and sustained in

CCSD schools. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center grants. The Athens Community Career Academy (ACCA) was established with a Career Academy Charter grant in partnership with Athens Technical College in 2009 with a focus on sustainable practices and curriculum. The Professional Development School District (PDS), which places UGA professors in residence at CCSD schools, has provided a sustainable model for on-going professional learning and teacher induction.

E. Initiatives Implemented Internally with No Outside Funding:

- Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS.
- The International Baccalaureate Middle Years Program is implemented in grades 6-10.
- The Advanced Placement Fee Program pays for on AP exam for all students and second exam for those on Free/Reduced Meals.
- SPLOST funds have provided upgrades to technology infrastructure, new laptops for all certified staff, and student netbooks at a 3:1 (K-3) and 2:1 (4-12) ratio in all schools.

I. SCHOOL NARRATIVE (UNSCORED 1250 WORD LIMIT)
(A) School History

EARLY LEARNING CENTER (ELC): In 1992 the Athens-Clarke Family Connection and the Clarke County School District (CCSD) Office of Early Learning (OEL) applied for Georgia Pre-Kindergarten (Pre-K) Lottery funding for 40 four-year-old children and became a model program for the state. In October of 2000, Clarke County Schools received the Early Head Start grant and began serving children ages birth through three. That same year CCSD entered into a partnership with Little Ones Academy, a privately owned and operated childcare center to provide space, supervision, and support to the Early Head Start classrooms.

The CCSD Early Learning division expanded further reaching children ages three-to-five with the acquisition of the Head Start grant in 2007 that included center and home based programs. The Pre-School Special Education program joined the Office of Early Learning division in 2008 providing services to students with disabilities as required by IDEA.

Today we serve over 1,133 children in 57 classrooms through Pre-K, Head Start, Early Head Start and Preschool Special Education.

(B) Administrative and Teacher Leadership Team
The OEL Administrative Leadership organizational structure includes the following leaders:
- OEL Director
- OEL Fiscal Specialist
- Pre-K Coordinator
- Preschool Special Education Coordinator
- EHS/HS Coordinator, Assistant Coordinator, Education Manager
- UGA Professor-in-Residence
- Pre-K Registrar
- Instructional Leadership Team/Classroom Teacher Representative

Table 2: Members of the ELC Teacher Leadership Team

Pre-K Coordinator	Pre-K/HS SPED Inclusion Teacher
EHS/HS Education Manager	Early Head Start Teacher
Pre-K/HS Teacher	Director of Office of Early Learning
HS Three Year Old Paraprofessional	Pre- K Teacher

(C) Past Instructional Initiatives
In 2007 and in 2009, the Office of Early Learning (OEL) was awarded Early Reading First (ERF) Grants which led to an increased emphasis on children's acquisition of early literacy

concepts and skills in the areas of oral language, print awareness, alphabet knowledge, phonological awareness and writing development. Extensive professional learning based on empirical research and side-by-side coaching from ERF Literacy Coaches supported teachers in improving their instructional practice in these areas. Following research, OEL began implementing Standards Based Instruction using the Georgia Early Learning Standards in every classroom. Of the 7 schools that this project proposes to support, 5 have previously been served by Early Reading First grants. OEL leaders and teachers have worked to develop an evidence-based Literacy Plan that focuses on the 5 areas of language and literacy development.

(D) Current Instructional Initiatives
In 2012, the CCSD was awarded a SRCL Cohort I grant which supports OEL classrooms at the Early Learning Center, HB Stroud, JJ Harris, Fowler Drive, and Winterville elementary schools. In 2013, CCSD was awarded the SRCL Cohort II grant which supports classrooms at Oglethorpe, Whitehead, Alps elementary school and Little Ones Academy. Currently, the focus of PL includes embedding literacy and language skills across all domains in birth through five classrooms. Teachers are supported in this learning through coaching, focused walkthroughs, data digs and data teams professional discussions and educational training consultants. Ongoing curriculum renewal is a part of the OEL programs' work to maintain high expectations for research-based best practices in all preschool classrooms. Curricular resources and supports are posted on the CCSD website under preschool programs so that access is available to all staff with an internet connection. This website is updated regularly to reflect curriculum renewal, additional resources and instructional strategies.
OEL's Striving Readers grant implementation plan conflicts with no other OEL, state, or federal initiative that the department is currently implementing or plans to implement. The department's key Programs (Pre-K, EHS/HS, PSPED, SRCL I, SRCL II, PDS, (cradle to career) will be supported by a Striving Readers grant, providing the same level of rigor, focus, and high expectations for teacher and student success.

(E) Professional Learning Needs
The reduction in the salary schedule for pre-K teachers initiated in the 2011-2012 school year has negatively impacted teacher retention in our preschool programs. This salary reduction has led many highly trained early learning teachers to accept positions in K-5 classrooms and requires retraining and redelivery of professional learning for new teachers and staff. The retention rate for birth-to-five teachers in the SRCL 2 early learning cluster is 14% over the past 3 years.
Due to this high turnover rate, the need for PL and individual coaching remains high.
Once the ERF grants came to an end the amount of PL and coaching provided over the last 5 years has been drastically reduced despite an increasing need. In an effort to ensure that all teachers in the OEL programs supported by the SRCL 2 grant continue to receive training in best practices based on the latest evidence-based research, a comprehensive PL plan is necessary. This training will take place within the framework of a tiered process for new teacher induction and a process of differentiated PL for meeting the needs of veteran teachers.

The tiered teacher induction system will front-load PL at the beginning of the school year with foundations for embedding emergent literacy instruction as well as best practices for addressing

language and literacy in all content areas and domains. The Summer Institute held in July of 2014 will provide 16 hours of PL for new and veteran teachers as well as the two new home educators served by SRCL three with breakout sessions to provide for differentiation according to the age-band taught and the experience level of the teacher. In alignment with CCSD's tiered evaluation system, the tiered induction system will provide teachers with leadership opportunities as teacher leaders and peer coaches. Two teachers will be offered the opportunity to earn a reading endorsement using grant funding.

(F) Need for Striving Readers Project
There is a district need for Striving Readers Cohort III for consistency and cohesiveness across all OEL classrooms. There is a great need for continued professional learning due to high staff turn over.
 Additionally, both formative and summative assessments show lower scores in the cognitive and communication domains in all schools for those students with disabilities, dual language learners and economically disadvantaged.
Finally, Clarke County has a disproportionate number of young children growing up in poverty. These families often don't have access to print, technology or materials for literacy development. Research tells us that children need early exposure to literacy materials in order to become proficient life long readers.
SRCL funds would be utilized to provide continued high quality professional learning, assessing at risk student growth and providing literacy and language building resources to the community.

II. SCHOOL LITERACY PLAN

The following pages contain the Clarke County School District Office of Early Learning (OEL) School Literacy Plan. The title of OEL's School Literacy Plan is: *The Athens Community Plan for Children: Building Blocks for Early Literacy* (BBEL). References made to OEL's School Literacy Plan in the grant application narrative for Striving Readers Cohort Three (SRCL3) will be made using the acronym "*BBEL*" which stands for Building Blocks for Early Literacy.

Each section of OEL's School Literacy Plan or "*BBEL*" contains a description of current practices, or in other words how CCSD OEL is *currently taking steps* to implement each of the six Building Blocks for Literacy from Georgia's Literacy Plan: The "*Why*", The "*What*", and The "*How*".

The SRCL3 Needs Assessment for Literacy as well as analysis of student and teacher data was used to develop Areas of Concern. The "How" document was used to identify *steps* that OEL has *not taken* to address the Areas of Concern which is described in the "*Needs Assessment, Concerns and Root Cause Analysis*" section of the grant narrative. Strategies for sustaining literacy goals and initiatives are described for each Building Block in the "*Sustainability Plan*" grant narrative. An implementation plan for literacy goals and initiatives is summarized under Building Block I and corresponds to "*Project Plan-Procedures, Goals, Objectives, and Support*" grant narrative.

BUILDING BLOCK I: ENGAGED LEADERSHIP

The Clarke County School District Office of Early Learning (OEL) has created a mechanism for shared leadership and has implementation plans for organizing, implementing, and sustaining an effective approach to literacy across each of the six Striving Readers Building Blocks for Literacy (I. Engaged Leadership, II. Continuity of Care and Instruction, III. Ongoing Formative and Summative Assessments, IV. Best Practices in Literacy Instruction, V. System of Tiered Intervention, and VI. Professional Learning and Resources. Building Block I involves a diverse group of stakeholders working together to provide children, families, and teachers access to sustainable experiences that prepares them for the increased language and literacy demands of the Kindergarten Common Core. The OEL to meet the Shared Leadership action steps from the "How" document:.

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

According to *The Why* document there are 15 research-based program elements linked to high quality literacy programming, one of which is shared leadership. It is important to have a "*comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community*", (The Why, P. 6). In addition, the role of the leader in literacy in the "Why" document is referred to as the "*Linchpin*". In order to successfully develop children's language and literacy skills, it is important to have "*principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools*", p. 156, The Why (Biancorsa & Snow, 2004). Leadership at every level (from the classroom to the Governor) is catalyst needed to reform and improve literacy instruction, The Why, p, 156-157.

Shared leadership within the OEL includes the Board of Education, personnel, parents, and community stakeholders. Currently, there are multiple teams / committees that promote and support learning, growth, and development in young children, family involvement, and school effectiveness. Each team has unique members (home visitors, family engagement staff, teachers, managers, coaches, coordinators, directors, executive leadership, and local committees with staff, parent, community members). These teams and committees are specialized to not only support the implementation and sustainability of practices needed for each of the Building Blocks for Literacy, but also supports the school system and early learning school accreditation requirements under the AdvancEd Standards for Quality. Currently, the Clarke County School District Office of Early Learning has implemented the following shared leadership practices and has identified areas of needed improvements.

Current Practices	Needed Improvements
Instructional Services Team: The IS Team is comprised of all CCSD level directors Office of Assessment and Accountability, Office of Early Learning, English to Speakers of Other Languages (ESOL) and Gifted Education, Office of Student Achievement and Educational Equity, Office of Teaching and Learning, Special Education	Continue
OEL Managers:	Continue

Grant program coordinators and managers meet weekly as a leadership team to coordinate operations, school improvement, professional learning, family engagement, continuous improvement. The director of the OEL ensures that the district vision, mission, and goals are communicated and understood. The director also ensures that program leaders devise program goals and action steps that align with the district and department goals. The director sets the direction for the development of personal goals for each staff member, meeting with them three times per year to discuss progress. It is also the director's responsibility to ensure compliance with state, federal, and local policies and procedures through continuous monitoring practices.	
Instructional Leadership Team (ILT): Chaired by a teacher at the ELC, the Instructional Leadership Team (ILT) is the liaison between the Early Learning Center staff and the OEL. The OEL director and the Pre-K coordinator are team members, but do not chair the committee. Building leadership capacity of the teachers to sustain the program initiatives is imperative according to the "Why" document (P. . The information gleaned from the committee is shared as updates during the OEL Leadership Team, as appropriate. The ILT removes barriers that interfere with instruction and learning. At least two members of the ILT attend CCSD's data summit. During the data summit, the district's goals are reviewed and new goals are presented. The ILT and the OEL LT review data from the birth-to-five programs and conduct the "5 Whys" data analysis on the areas of weakness. The goals are developed in alignment with the district's goals and targets are set. Some of the ILT members are Data Team Leaders. This ensures the alignment between the district, office, and Early Learning Center goals during the data team process. The ILT also plans training for parents during Parent and Child Together time. These activities are face-to-face two times per month and take-home materials are sent home the other two weeks of the month. The activities help parents support their children's learning. These materials are presented in English and Spanish to support our dual language learners.	Continue

School Improvement Leadership Team (SILT): Each school also has a School Improvement Leadership Team (SILT) which is data-driven, acquiring, analyzing, and displaying current data and data patterns to discern student achievement and potential organizational productivity issues that need to be addressed. Periodic school Impact Checks analyze student progress and review School Improvement Plan SIP) goals. This process ensures that the SIP is fully operational and reinforces a sustained process of continuous improvement. The Pre-K teachers in the elementary schools participate in the SILT at their school and they are active participants in the OIPT. The data collected by the OEL is disaggregated and shared with the schools.	Continue
Data Teams: Teachers and home educators of children birth through Pre-K meet monthly to monitor student progress toward meeting widely held expectations review results of formative assessment, identify patterns in achievement gaps, determine why growth has not occurred in a particular area, and discuss strategies, and adjust and individualize instructional plans for students and the class.	Continue
Response to Intervention Team: RTI team members develop interventions to meet individual learning goals. RTI strategies provide layers of intervention for students needing support	Expand bank of research based RTI strategies and hyperlink to RTI planning documents.
Parent Leadership Committee: The Parent Leadership Committee promotes and supports parents in leadership / advocacy roles and provides actual opportunities for parents to develop their skills and have real opportunities to plans and implements EHS/HS parent training events. The committee recruits other parents for school leadership and volunteer opportunities and links them to OEL committees, EHS/HS committees, and community-wide strategic planning committees organized by Whatever It Takes. The Parent Leadership Committee provides professional learning to parents and community leaders on topics such as how to: Identify needs, solve problems, prioritize, develop attainable goals and performance targets, establish action steps that will lead to meeting goals; Co-facilitate program meetings, and use community demographic data and child assessment data to plan events based on need to plan program events	Provide explicit early literacy training to parent leaders.

Recruitment Committee: A group of staff and parents who meet quarterly to recruit families for the Early Head Start / Head Start program. Using a social validation model, parents are trained as lay resource coordinators / information and referral specialists. The parents go into their neighborhoods and reach out to their neighbors, family members and friends and	Provide explicit early literacy training to parent leaders.
Family Connection / Communities in Schools Strategic Action Teams: OEL staff and parent representatives to serve on action teams to identify and address communitywide needs and engage in strategic planning: • Early Care and Learning • Safety and Community Stability • Health • K-12 • Neighborhood Engagement	Engage stakeholders with explicit expertise in early literacy and partner with those resources to more specifically address literacy needs Continue to have OEL representatives that attend meetings.

SUMMARY OF SCHOOL LITERACY IMPLEMENTATION PLANS: Because OEL management is responsible for **organizing, implementing, and sustaining** its School Literacy Plan and shares leadership and accountability with multiple stakeholders regarding implementation plans, the implementation plans for each Literacy Plan Building Block is listed below.

BB I Goal (The What, p.5) A diverse group of stakeholders work together to provide children, families, and teachers access to sustainable experiences that prepares them for the increased language and literacy demands of the Kindergarten Common Core.	**Who**	**When**	**"WHY" document references**
Objectives (How) 1. Continue to convene the existing Early Care and Learning Strategic Action Team (ECL SAT), conduct a data review, and assign _committees_ to implement SRCL Georgia's Literacy Plan Building Blocks. 2. Disseminate the literacy materials during major program events (program recruitment and registration, parent teacher conferences, parent meetings, community events); 3. Braid SRCL Cohort One, Two, and Three goals and objectives into OEL Office Improvement Plans as appropriate; 4. Use technology such as the CCSD Infinite Campus student information system and CCSD website to send automated telephone and email notices to families and communicate other information to stakeholders.	OEL Director; WIT Family Connection / CIS Executive Director	Yr1-5	**p.23; 26; 91; 156**

Resources	Existing grant programs and community partners from Family Connection
Performance Target	The SRCL needs assessment results will indicate that Building Block I is "_operational_" or "_fully operational_" by the end of the grant.
Artifacts	Annual Needs Assessment for Literacy Survey results; child assessment data

BB II Goal: (The What, p.5) Resources and research based practices for advancing young children's language and literacy skills are accessible, communicated and utilized by a diverse array of birth-to-five stakeholders across each of Georgia's Six Building Blocks for Literacy.	Who	When	"Why" Document References
Objectives (How) Use SRCL self assessment for literacy _tool_ to annually and communicate results	SRCL Coord	Yr 1-5	**p.18,26,27,33,56,91,92,144**
Continue participating on the Athens-Family Connection / Communities in Schools collaborative	OEL Mgrs	Yr 1-5	" ..."
Align Pre-K Peek transition event with the school district Open House and invite waiting list families not enrolled in OEL	OEL Pre-K Coordinator	Yr 1-5	
Utilize neighborhood engagement model to disseminate literacy information / materials to parents of children on the OEL waiting lists for use in the home in identifying literacy or screening _resources,_ early childhood system of care _points of contact_, and _social service resources_ during OEL literacy fair and community events (EX: Back Pack Buddies, Books in Barbershops and Beauty Salons)	Contractor	Yr 1-2	" ..."
Continue to invite child care providers to OEL PL sessions	PIR	Yr 1-5	" ..."
Work with Wee Read to expand numbers of families enrolled	Recruitment Committee	Yr 1-2	" ..."
Disseminate literacy materials and information to families with child welfare involvement	Contractor	Yr 1-2	" ..."
Continue serving as an official COMPASS site for DFCS. Any person in the community can utilize computers in the Media Center to apply for public benefits such as child care subsidies, Food Stamps (SNAP), TANF at the OEL.	OEL	Yr 1-5	" ..."

Performance Target BBII D-E	The SRCL needs assessment results will indicate that Building Block II is "_operational_" or "_fully operational_" by the end of the grant.

Artifacts	Annual Needs Assessment for Literacy Survey results; Map of community strengths and literacy resources; Early Care and Learning Strategic Action Team evaluation
Resources	SRCL Cohort Three funding is requested to pay for books, literacy materials, printing, postage, contractor to disseminate materials, take home books

BB III Goal: (The What, p.6) Teachers track students' growth in language and literacy emergent concepts and skills and social competencies using federally approved benchmarks and locally developed assessments.	Who	When	Why Document References
Objectives (How) Develop and distribute brochure regarding developmental milestones and screenings to community partners.	Recruitment Committee	Year 1	**p.100**
Provide teachers with PL annually on administering formative and summative assessments	PIR	Annually	**p.94-122**
Provide PL and administrative support for formative and summative data teams	PIR	Ongoing	**p.120-121**
Convene groups of teachers and OEL staff at each age band to carry out ongoing curriculum renewal.	OEL Mgrs	Ongoing	**p.91-92**
Develop a sustainable progress monitoring plan for grant evaluation.	OEL Mgrs	Year 2	**p.97**
Disaggregate data into subgroups (DLL, SES, SWD)	Grant Evaluator	Yr 1-5	**p.97**

Performance Target BBIII A-D	The SRCL needs assessment results will indicate that Building Block III is "*operational*" or "*fully operational*" by the end of the grant. Increase % of students meeting benchmarks on the DP-3, PPVT, and PALS.
Artifacts	Annual Needs Assessment for Literacy Survey results; Child assessment data; agendas; Data Team Minutes; PL agendas / sign in sheets
Resources	SRCL Cohort Three funding is requested to pay for substitute teachers, testers, testing protocols, contractor to organize / disseminate protocols, SRCL Coordinator Stipend, Contract for grant evaluation / data analysis, stipends for teachers and staff for retreats / curriculum renewal, computer compatible with testing software, audit costs

BB IV Goal: (The What, p.7) Teachers will deliver evidence-based, developmentally appropriate literacy instruction in all content areas and address the necessary skill development in emergent readers and writers in the birth-to-five years emphasizing student interest with high expectations for all learners .	Who	When	"Why" Document References p.83
Objectives (How) Ensure that administrators document use of standards as the foundation for instruction and that standards are referenced and differentiation is evident in all lesson plans (How document pg. 13)	OEL Mgrs	Monthly	**p.77**
Provide PL for all teachers in standards-based instruction, developmentally appropriate practice, and differentiation	PIR	40 hours/year	**p.132**
Use monitoring tools to collect data on fidelity of implementation	Pre-K Coord	Monthly	**p.132**
Use data to plan PL based on teacher needs	PIR	Monthly	**p.120**

Resources	Early Head Start, Head Start, Pre-K, Preschool Special Education program budgets
Performance Target	The SRCL needs assessment results will indicate that Building Block IV is "*operational*" or "*fully operational*" by the end of the grant.
Artifacts	Annual Needs Assessment for Literacy Survey results; Walk-through data, PL Committee Meeting Minutes, teacher observations

BB V Goal: (The What, p.) Teachers use data to inform instructional decisions on a <u>child-by-child</u> basis that address the necessary skill development in emergent readers and writers in the birth-to-five years.	Who	When	"Why" Document References p.129-130
Objectives (How) Update and add to the RTI strategies' bank on the website so that it includes the physical, social & emotional, language & literacy, and cognitive domains	RTI Coordinator	Yr1-5	**p.125-126**
Provide RTI overview for all stakeholders that includes the process, policies and protocols for tiered intervention	RTI Coordinator	Yr1-5	**p.126-128**
Provide PL opportunities for teachers in the use of intervention strategies and supports	RTI Coordinator	Yr1-5	**p126;129;135-137**
Develop tools for monitoring RTI implementation	RTI Coordinator	Yr1-5	**123-124;129-130**
Use data to plan for PL based on teacher needs	RTI Coordinator	Yr1-5	

Resources	Early Head Start, Head Start, Pre-K, Preschool Special Education program budgets
Performance Target	The SRCL needs assessment results will indicate that Building Block V is "*operational*" or "*fully operational*" by the end of the grant.
Artifacts	Annual Needs Assessment for Literacy Survey results; Intervention strategies posted on the website; PL Committee Meeting Minutes; Tools for monitoring RTI implementation; PL plans

BB VI GOAL: (The What, p. 8) Teachers, parents and community members have access to literacy materials and a system of professional learning that prepares teachers to deliver developmentally appropriate, scientifically based instruction, while supporting parents and other stakeholders who assist students in a variety of community-based settings.	Who	When	The "Why" References p.21; 23;141-144
Objectives (How) Develop a system to publicize upcoming and previous PL sessions	PIR	Yr 1-5	**p.161**
Provide access to teachers, parents and other stakeholders to website resources and PL sessions	PIR	Yr 1-5	**p.150;161-162**
Develop a system with the PIR for all participants in PL to receive credit for coursework	PIR	Yr 1-2	**p.93;150-151;163**
Develop targeted PL sessions for teachers (based on data) with the PIR, PL Committee, SRCL web resources	PIR	Yr1-5	**p.97;120;143**
Post PL information and literacy resources on OEL website	Contractor	Yr1-5	**p.150;158**

Resources	SRCL 3 funding is requested to pay for out-of-town travel to conferences, professional periodicals, media center resources, classroom libraries, PL libraries, Replace student technology, instructional technology software, classroom supplies, printing of literacy materials, materials for book distribution to community, Professor-In-Residence to facilitate PL, to develop Tiered Teacher Induction and PL plans, consultants to deliver PL, local travel, dues and fees, conference registrations, costs associated with providing PL to community members
Performance Target	The SRCL needs assessment results will indicate that Building Block V is "*operational*" or "*fully operational*" by the end of the grant.
Artifacts	Annual Needs Assessment for Literacy Survey results; Intervention strategies posted on the website; PL Committee Meeting Minutes; Tools for monitoring RTI implementation; PL plans, PL Agendas . Sign-In Sheets, Community Literacy Fair Agendas

BUILDING BLOCK II: CONTINUITY OF CARE

Strong and meaningful parent, family, and community engagement plays a critical role in the full implementation of Building Block II, Continuity of Care and Instruction. Building Block II includes building partnerships, using technology solutions and distributing literacy materials to the community to meet each of the following five action steps from the "How" document:

Action II.A	Convene birth-to-five service providers and community representatives to serve on an Early Childhood Coalition
Action II.B	Ensure planning at each age and stage of development for smooth transitions
Action II.C	Prepare families for their child's next learning environment, connecting them to the services, and advancing their knowledge of literacy development
Action II.D	Coordinate community services and resources
Action II.E	Remove barriers to parents' participation in parent trainings and access to literacy resources

The Clarke County School District Office of Early Learning (OEL) has developed systems for engaging service providers and community representatives, planning for transitions, preparing families for the next learning environment, coordinating services / resources, and removing barriers.

In order to have functional systems for Continuity of Care and Instruction *"a common understanding that literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members" (p.26, The Why)* in order for stakeholders to build a strong infrastructure of cross institutional procedures that parents and staff can follow to understand how to engage, what to expect, what options they have, and where to find assistance for accessing information and services. Furthermore, community members and parents need opportunities to *"link and develop the knowledge necessary to serve as advocates for high quality professional learning (The Why, p. 144).* The system should include written procedures with a schedule of transition activities, a schedule of times when teachers should meet, training for new teachers on goals and expectations for smooth transitions, *(P. 91-92, The "Why")*. Parents and community members need easily accessible information with points of contact for other early learning programs *(P. 33, The "Why")* and guidance for parents on how to support their child's early literacy development, *(P. 161, The Why).* Being able to *"clearly and quickly communicate information has never been more important" (P. 27, The Why).*

Currently, the Clarke County School District Office of Early Learning has implemented the following Continuity of Care practices and has identified areas of needed improvements:

Practices	Needed Improvements
II.A Early Childhood Coalition: ● The OEL participates in the <u>Athens-Clarke Family Connection / Communities in Schools</u> collaborative which is made up of parents, members of the community at large, and representatives from more than 90 agencies that provide a wide range of civic, public, private, and health and human services. This coalition has a continuum of solutions for all children birth through grade 12 to ensure all children are healthy, safe, involved in the community, and on course to graduate from a post-secondary education with the overarching goal that at 1 p.m. on Wednesday July 1st, 2020 every child in Athens will be on course to graduate from a post-secondary education." ● "<u>Get Georgia Reading - Campaign for Grade Level Reading</u>": A state-level public-private initiative through the Annie Casey Foundation to provide integrated and coherent support and education to children with the goal that every child under the age of eight living in Georgia progresses on track to reading proficiency by the end of third grade. The CCSD Superintendent, Dr. Phillip Lanoue, serves on the Campaign Steering Committee.	Continue participating
II.B Smooth Transitions ● <u>Pre-K Peek</u>: Families of children who are transitioning into Pre-K to visit their child's school, classroom and Pre-K teacher for the purpose of helping families support and prepare their child for a smooth transition into Pre-K. This event allows all families to develop contacts and begin to build relationships with appropriate personnel. Families are given an opportunity to preview the Georgia Early Learning and Development Standards to identify what children are expected to know and be able to do in the areas of language and literacy, mathematics, scientific development, social studies, creative development, social and emotional development, and health and physical development. During this time they are also given an opportunity to preview curricular resources and materials. ● <u>Pre-K to K Transition Day</u>: Pre-K students, including those in the RTI process and students with disabilities, visit and participate in a Kindergarten classroom at their school site. In the spring,	Align this event with District Open House (See II. C)

Pre-K teachers work collaboratively with Kindergarten teachers to schedule classroom visits at an appropriate time of the day to allow their Pre-K students to sit with kindergarten students to engage in a language and literacy lesson. Students are given an opportunity to experience the pace, structure and the academic expectations of Kindergarten. ● Transitions for Students with Disabilities: For students in a Pre-K self-contained setting, a representative from the receiving school is asked to participate in the IEP planning and is asked to observe the student in their classroom setting. The parents of students with disabilities are asked to observe the kindergarten classroom and are given any materials or strategies necessary to assist their child with a smooth transition. The first week of school, the PSPED team provides transition support for the student as well as the receiving Kindergarten teacher. ● Pre-K Teacher Visits to K Classrooms: Pre-K teachers visit Kindergarten classrooms for a half day. This visit enables Pre-K teachers to have a clear understanding of the Kindergarten curriculum and expectations so they can develop a coherent plan for care and instruction and include appropriate transition lessons to gradually prepare students. ● Data Teams: During OEL professional learning and monthly Data Teams, opportunities for vertical and horizontal teaming allow leaders, teachers and other staff to analyze student data and plan collaboratively.	
II.C Connect Families to Schools Next Learning Environment ● Curriculum Nights / Parent Breakfasts: Each school hosts curriculum nights where parents of children Pre-K - 5 learn about expectations and how to support their child's learning and development	Continue
● Parent and Child Together Time (PACT): Teachers plan transition lessons in the spring and adjust the pace and structure of their day to prepare students for their next learning environment. In the spring, the PACT activities focus on sharing school readiness strategies with parents.	Continue
● Recruitment Committee / Parent Leadership Committee: Early Head Start / Head Start parents, agency representatives and community volunteers develop recruitment materials and plan EHS/HS events for families. The Recruitment Committee is currently working with Community	Continue

Connection to develop an electronic listing of early learning resources and websites to disseminate to families.	
● District-wide Open House: any family or member of the community is welcomed to visit schools in CCSD ● Annual Literacy / Transition Fair: OEL teachers and staff set up booths that addresses each age and stage of literacy development across each content area to prepare parents for learning expectations for their child's next learning environment.	Invite waiting list families not enrolled in OEL programs to Open House and Literacy Fair; Disseminate literacy materials and information to waiting list families of children birth-Pre-K not enrolled in OEL programs (EX: Back Pack Buddies, Books in Barbershops and Beauty Salons)
II.D Connect Communities to Schools (Services and Resources) ● Neighborhood Engagement Leaders: Parents are trained to distribute refurbished computers to families on children enrolled in CCSD. ● Transfer of Student Records: At the end of the year, student data is uploaded to CAMPUS, the district student information system, which enables us to transfer summative data to the next grade level. Teachers are then able to analyze their new students' data from the previous year. ● Professional Learning: Birth to five teachers (Infant-Kindergarten) study the Georgia Early Learning and Develop Standards for the next grade level and identify the experiences that children need in their classroom to be prepared for the next grade level.	Utilize neighborhood engagement model to expand dissemination of literacy materials and information to families not enrolled in OEL Continue to invite child care providers to OEL PL sessions
II E Barriers ● Athens-Clarke Family Connection Early Care and Learning Strategic Action Team: coordinates resources and integrates services so that expectant families and families of children birth-to-five	Continue

can directly access parent support /education, high quality early childhood care and education, social supports, and health services. Quality Care for Children (the entity under the Georgia Department of Early Care and Learning responsible for implementing the Quality Rating Improvement System providing training and technical assistance to early childhood providers) is a member.	
● Wee Read Books (Ferst Foundation): Each time a parent completes an application for OEL services, they also complete an application to receive Ferst Foundation books. OEL staff submit application forms directly to the Wee Read representative.	Work with Wee Read to expand numbers of families enrolled
● Operation Permanency Meetings: OEL collaborates with the Department of Family and Children Services (DFCS) to support families with child welfare involvement. The OEL currently attends DFCS staffings for children birth-to-five in foster care or who are involved in child abuse or neglect cases in order to obtain referrals for those families. The OEL recruits families involved in the child welfare system and provides them with home visitation or center based services through its grant programs.	Disseminate literacy materials and information to families with child welfare involvement
● COMPASS Site: OEL is an official COMPASS site for DFCS. Any person in the community can utilize computers in the Media Center to apply for public benefits such as child care subsidies, Food Stamps (SNAP), TANF at the OEL.	Continue

BUILDING BLOCK III: ONGOING FORMATIVE AND SUMMATIVE ASSESSMENT

Building Block III includes the establishment of an infrastructure for screenings and diagnostic assessments, the use of formative and summative assessment and literacy screenings to meet each of the following four action steps from the "How" document:

Action III A	Establish the infrastructure for the use of screening and diagnostic assessments
Action III B	Use formative assessments to inform instruction to meet the needs of children and students
Action III C	Use summative assessment to determine effectiveness of instructional program
Action III D	Use literacy screenings to assess readiness of individual children for reading and writing

The Clarke County School District Office of Early Learning (OEL) has a system for ongoing formative and summative assessment for children birth - Pre-K. According to Georgia's Literacy Plan: *The "Why"*, "effective reading and writing instruction requires both summative and formative assessments, p. 97.

Currently, the Clarke County School District Office of Early Learning implements the following ongoing formative and summative assessments as described in Table 1 and Table 2:

Table 1: CCSD Office of Early Learning Child Assessments

Assessment	Purposes	Ages	Skills/Domains	Frequency	Programs
ASQ-III	S	0-4	Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social	1x/year, within 45 days of entry	EHS/HS B-4
DP-III	PM, O	0-4	Physical, Adaptive Behavior, Social-emotional, Cognitive, Communication	2x/year Pre-K, EHS/HS	PK, EHS/HS,
TS GOLD	PM	0-3	Language/Literacy, Motor, Social-Emotional, Approaches to Learning, Adaptive Behavior	Ongoing	EHS/HS 3s/ PSPED
PPVT-IV	S, PM, O	3-4	Receptive Vocabulary	2x/year (3x if below benchmark of 85)	PK, HS, PSPED, SRCL

| PALS Pre-K | PM, O | 4 | Name Writing, Alphabet Knowledge, Beginning Sound Awareness, Print and Word Awareness, Rhyme Awareness, Nursery Rhyme Awareness | 3x/year | PK, HS, SRCL |
| WSO | S, PM, O | 4 | Personal/Social, Language/Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Health/Physical | Ongoing | PK, HS (PK only) |

Key: S=screening; PM=progress monitoring; O=outcome; EHS=Early Head Start; HS=Head Start; PK=Prekindergarten; SRCL= Striving Readers Comprehensive Literacy Grant
ASQ-III= Ages and Stages Questionnaire III; DP-III= Developmental Profile III; GELS Checklist= locally developed checklist for monitoring student progress on the Georgia Early Learning Development Standards; (Preschool IGDIs); PPVT-IV= Peabody Picture Vocabulary Test IV; PALS Pre-K= Phonological Awareness Literacy Screening for Pre-K; WSS/WSO= Work Sampling System/ Work Sampling Online;

CCSD provides office improvement plan training at the beginning of each school year. Departments participate in data teams to support student learning and the Office Improvement Plan. Mid-year, the district supports each school, office or department with an impact check to analyze student progress and review data from the Office Improvement Plan. These impact checks are an opportunity for leadership teams to share the work they are doing through the data team process.

Table 2: Current practices

Practices	Needed Improvements
A. Screening and Diagnostic Assessment Infrastructure ● Teachers were trained in administration of PPVT and on administering the DP3 electronically (see Needs Assessment Timeline in Narrative section III for testing windows) ● Screening and assessment scores are reviewed throughout the year and referrals are made to appropriate support agency ● Data is used by teacher peer groups (locally known as Data Teams) to adjust instruction and programming The Clarke County School District Office of Early Learning has established an infrastructure for using screening and diagnostic assessments and analyzing ongoing formative and summative data to determine student needs. Program effectiveness is the	● Resources to contract with trained testers to ensure assessments are completed within testing windows and that all data are valid and reliable for Cohort III schools ● Grant evaluator to ensure that data entry is accurate and timely for Cohort III schools

primary focus of Building Block III sections A, B, C, and D. For the development of this part of the literacy plan, OEL compared the SRCL Needs Assessment results for Building Block III with the AdvancED Standards for Quality (SQ) Early Learning Schools (ELS) to align assessment practices proven to ensure teacher effectiveness and student learning birth-to-five from both sources. Each of the four sections in Building Block III have basic characteristics in common with AdvancED SQ ELS:

- child screening and assessment is developmentally appropriate and routine;
- data is analyzed and shared in a timely manner and in sync with parent-teacher conference schedules;
- data is used by teacher peer groups (locally known as Data Teams) to adjust instruction and programming;
- data is used to set student and program level goals; that data is used to generate appropriate referrals for early intervention and preschool special education services;
- data is used to choose interventions and professional learning for and in partnership with teachers, parents, and other stakeholders; and
- data is shared from one learning environment to the next

CCSD has established a district wide assessment plan which is built on the assessment standards included in Georgia School Keys to Quality literacy screening and assessments for children three and four. Similar operational definitions and descriptions of exemplary assessment practices contained in Georgia's Literacy Plan Building Blocks and AvancED SACS CASI Early Learning Assessment Standards also makeup the assessment standards in the Georgia School Keys.

OEL's key strategy for aligning Georgia's Literacy Plan Building Blocks to accreditation quality standards provides a stable infrastructure known and understood by K-12 educators and administrators. Using standards recognizable and aligned with Georgia's Literacy Plan helps to build sustainable birth-to-five assessment practices into CCSD's district-wide assessment plan. The district's assessment plan is implemented by all schools and supported by other CCSD resources and established management systems (technology infrastructure, response to intervention, referral procedures, communication protocols, and continuous improvement).

Children enrolled in CCSD Office of Early Learning programs participate in a system of comprehensive progress monitoring designed to track development in all domains. Using a variety of formative and summative measures, children's progress is evaluated on an ongoing basis to ensure that their needs are met through appropriate daily differentiated instruction as well as any additional needed interventions or services. Screening instruments are administered on a regular basis to track growth along a continuum of developmental milestones and flag students for further assessment using diagnostic instruments when needed. One of the primary screening instruments in use by OEL programs is the Ages and Stages Questionnaire (ASQ), completed by teachers of children in EHS and HS within 45 days of program entry. The Developmental Profile 3 (DP-3), completed by teachers in the fall and spring for children in all OEL programs, and also at mid-year for children in EHS and HS. Both of these tools measure children's development in all developmental domains. These assessments were chosen as a result of a series of meetings between staff representing the University of Georgia (Dr. Stacey Neuharth-Pritchett), Babies Can't Wait, Public Health Children First, Preschool Special Education, Early Head Start, Head Start, and Pre-K.

The Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4), is used additionally as both a screening and a progress monitoring measure for 3- and 4-year-old children. Administered in the fall and spring, it is used as a general gauge of language development and growth, and also serves as a "red flag" for children scoring below the benchmark of 85. Children who score below 85 at the fall administration are retested at mid-year to see if they have made significant gains (at least a 4-point gain on PPVT). Children who have not made significant gains are targeted for additional intervention in the classroom, and children who are not dual-language learners but who still scored below 70 on PPVT at mid-year are referred to the RTI committee at their site for additional intervention recommendations.

The CCSD Office of Early Learning also serves as a central intake and services hub for Clarke County preschoolers and their families needing screening and diagnostic services in order to assess children's development in all domains, and to determine any need for intervention and, if necessary, eligibility for special education services. Clarke County

preschool children not enrolled in OEL programs can be brought to OEL for screening through Child Find.	

B. Formative Assessment
  • Teachers are trained in careful observation and documentation of children's learning in order to determine next steps in their instruction
  • TS Gold and Work Sampling Online are online systems used for formative assessment.
  • Twice a year, Pre-K teachers complete the student checklist and a narrative report for parents describing children's growth in all domains. Teachers share this information in parent/teacher conferences held in December and May and throughout the year as deemed necessary by teacher and/or parent.
	• Continue practice

Formative data collection and analysis serves as the foundation for instruction based on student need in OEL early learning classrooms. The assessments used are aligned with the early learning standards for each age range. See Table 1: Child Assessment Chart, for a complete list of birth-to-five student screenings and assessments. For infants through three-year-olds, TS GOLD is implemented, and teachers are trained in careful observation and documentation of children's development in order to determine next steps in their instruction. TS GOLD is an online system of formative assessment which is aligned with the Early Head Start and Head Start Child Development and Early Learning Framework. Documentation in the form of observational notes and photographs is collected and entered daily in TS GOLD.

In the Preschool Special Education and in all Pre-K classrooms, Work Sampling Online (WSO) is the platform used for documenting children's growth. Bright from the Start has aligned WSO with the current Pre-K Content Standards, and is working with the publisher of WSO to create a version which will be aligned with the new birth through Pre-K Georgia Early Learning and Development Standards (GELDS). Teachers use checklists, work samples, photographs, and observational notes to document student progress, and this data is entered online.

The CCSD Data Team process is the vehicle for guiding teachers in using the formative data collected to inform daily instruction. Teachers observe children on a daily and weekly

basis and after small chunks of instruction and assess for learning based on children's work samples and responses to materials and concepts. During formative data team meetings, teachers serving children birth-to-five gather in age-appropriate cluster groups from several sites. In an ongoing cycle, they select a standard on which to focus instruction and data collection for the next month. They select common research-based instructional strategies and develop a common assessment. In subsequent meetings, they share their student data, discuss the effectiveness of their instruction, and determine interventions to use with students who are still struggling.

C. Summative Assessment ● Teachers meet to analyze student data to inform instruction OEL uses a variety of classroom monitoring instruments in order to ensure that classrooms meet the highest standards for early care and learning. OEL coordinators and education specialists conduct regular monitoring to measure key indicators of high-quality learning environments and instruction, such as basic health and safety, standards-based instruction, literacy environment, adult-child interactions, etc. Please see below for a complete list and description of classroom monitoring tools for each age band.	● Continue practice ● Analysis of disaggregated data to monitor progress of Cohort III student subgroups

Four-year-old Classroom Monitoring Protocols	Description of Tools
IQ- Instructional Quality Guides	Evaluate Pre-K classrooms, identifying program strengths and areas in need of improvement.
CCSD Standards-Based Walk-through	Examines the fidelity of implementation of standards-based instruction.
ELLCO - Early Language and Literacy Classroom Observation Tool	Environmental assessment to assess the quality of the classroom literacy environment and teachers' practices
CLASS – Classroom Assessment Scoring System	Examines the child/adult relationship indicators and the language interaction between the teacher and the young child

OEL coordinators and education specialists are trained to administer these assessments. In order to maintain a high level of fidelity, assessors often conduct an observation or assessment at the same time and afterwards check for inter-rater reliability. Certain

instruments, like CLASS, require assessors to be tested regularly for reliability before they are recertified. The results of these assessments are reviewed at both OEL Assessment Committee meetings, OEL Managers' meetings, and OEL Professional Learning Committee meetings. Professional learning is frequently planned using this data. The OEL Office Improvement Plan incorporates this data and sets targets based on outcomes from several tools, particularly standards-based walkthroughs and CLASS. In addition to collecting data about teachers, their practices and other perceptions, children are assessed during scheduled testing windows using the DP-3, PPVT-4, PALS. Additional details regarding summative assessments are contained section A and D of Building Block III.	
D. Literacy Screenings ● Literacy screenings are used to assess children's readiness for reading and writing using the ASQ and Work Sampling Online. ● Screening instruments are administered on a regular basis to track growth along a continuum of developmental milestones and flag students for further assessment using diagnostic instruments when needed.	● Continue practice

BUILDING BLOCK IV: BEST PRACTICES IN LITERACY INSTRUCTION

Action IV A	Ensure that instructional design and implementation are clearly and consistently aligned with GELDS
Action IV B	Ensure that research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language
Action IV C	Ensure high expectations, developmentally appropriate practice and a focus on student interest for all learners are consistently evident

The Clarke County School District has established best practices in literacy instruction across all of its early learning programs birth - Pre-K. It is critical to implement these best practices since a large study carried out by the National Institute of Children Health and Human Development Early Child Care Research Network (2005) discovered that preschool oral language skills helped children to later learn code related skills as well as reading comprehension. Code-related skills include skills such as learning the letters of the alphabet, phonological awareness, and phonics rules. Children who have these code-related skills prior to formal instruction in reading are considerably more likely to do better on assessments of early reading than those without them."

Currently, the Clarke County School District Office of Early Learning has implemented the following best practices in literacy instruction and has identified areas of needed improvements as identified in Table 1:

Table 1: Current Practices

Practices	Needed Improvements
A. Alignment of Instructional Design and Implementation with State Standards ● Curriculum Maps ● Professional Learning ● Standards Based Walkthroughs In accordance with CCSD's statement of Non-Negotiable Practices for High Student Performance, instruction in early learning classrooms is aligned with the GELDS. Standards are highly visible and referenced during instruction in developmentally appropriate ways. Formative assessment is used to guide instruction. Teachers meet collaboratively in monthly data teams to analyze aggregated data and select research based strategies for instruction.	Resources to support ongoing curriculum map revision and professional learning

Curriculum maps align available classroom resources with standards and guide teachers in determining when specific standards should be introduced, practiced, extended, and maintained. Ideas for research based strategies are included. Curriculum map revision is an ongoing process as new resources are added and/or research-based best practices change. Implementation of standards-based instruction is maintained through professional learning provided to teachers and ongoing, bi-monthly monitoring of classrooms using CCSD's Standards-Based Walkthrough. Observers are encouraged to provide feedback to teachers on the results. During new teacher orientation and ongoing new teacher support sessions, teachers learn the expectations for implementing standards-based instruction, view models of exemplary practice, and discuss strategies for addressing implementation challenges.	
B. Research Based Practices for Developing Early Literacy Skills ● Curriculum Maps ● Professional Learning ● Walkthroughs ● Research Based instruction Because oral language development is foundational for the development of early literacy skills' and concepts, it is emphasized throughout OEL instructional sessions. Teachers are provided PL that addresses strategies for promoting student language growth. The OEL continues to include instruction in the components of phonological awareness, concepts of print, alphabet knowledge, writing, and oral language development daily and these literacy skills are integrated throughout the content areas. Literacy instruction is differentiated based on student data. Curriculum Maps offer teachers a tool to support them in the selection of research based literacy lessons and administrators use classroom walkthroughs to provide support and feedback to teachers in the support of research based instruction.	Resources to support staff retention Resources to support professional learning
C. High Expectations, Developmentally Appropriate Practice, and Student Interest ● Curriculum Maps ● Professional Learning	Resources to support staff retention

● Walkthroughs ● Data Teams To ensure that high expectations, developmentally appropriate practice and student interest are consistently evident in instruction, the OEL employs a variety of strategies. CCSD Bi-monthly walkthroughs ensure that teachers use the developmentally appropriate GELDS as well as data collection in planning instruction. When using data, teachers are able to draw from data sources that inform them of student achievement and interest, so that engaging, appropriate, individualized instruction can be planned.	Resources to support data teams

BUILDING BLOCK V: TIERED INTERVENTION

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

The Clarke County School District Office of Early Learning has developed and implemented a tiered system of intervention for children served in these programs, or of this age group, approximately seven years ago. At that time, most of the emphasis revolved around the child who was not meeting with success in the classroom. Researched based methods, materials and curriculum were compiled into banks of strategies for teachers to access electronically and procedures for referral to preschool special education were put into place. Most of the mindset during this time was that this process was the "road to special education."

Over the years, research has taught us that the tiered intervention process is one which has the best success of closing educational and developmental gaps and actually preventing or reducing future referral to special education (Tam and Heng 2005; Truscott et al. 2005). Knowledge in the area of tiered intervention for preschool children, toddlers and babies is still in its infancy however, with a very limited body of actual research available to professionals (IES report from the National Early Learning Panel). Our current model incorporates what we know about typical child development as well as atypical child development, along with proven strategies and interventions. As we grow and learn, the process itself changes to accommodate what the data shows us is working and what we need to discard or modify.

Currently, the Clarke County School District Office of Early Learning has implemented the following Tiered invention practices and has identified areas of needed improvements:

Current Practices	Needed Improvements (if applicable)
Action V.A Tier 1 ● Classrooms use only curricular resources which are evidence based and supported by research. ● State Early Learning Standards and "widely held expectations" for child development are the benchmarks for each child served.	● continue ● continue

● Teachers receive hours of <u>professional learning</u> in critical areas of need such as the five areas of literacy, language acquisition, the social emotional impact on learning, identifying at risk children, differentiating lessons and instruction, collecting and interpreting data and using that data to change the type or quantity of instruction that children receive. ● All children in our program are served by our "data teams" process which is an integral part of the tiered intervention system. Within this process, teams of teachers serving children birth through Pre-K meet approximately every 4 weeks to review data collected within that month. This collection and discussion of formative data is part of our ongoing assessment and progress <u>monitoring</u>. Student progress toward the standards or benchmarks is charted and classroom and individual trends are noted. Teachers plan common lessons based on these observations and discussions. These are implemented for one month and then the team pulls back together again to note the results and identify new areas to target. Additionally, individual students may be identified during these team meetings as being in need of a different type of instruction. Scores from assessment tools which are more summative in nature can be considered during this process and recommendations made based on that information. Many times the fidelity of implementation of this process is maintained by the presence of an education coach, specialist or supervisor.	● Use of developed tiered induction system for individualized PL. ● Continue data teams with subs to cover classrooms as needed.
Tier Two: ● In Tier two, both the formative and summative data process is used to identify children at risk ● Target areas of need are identified and strategies are developed for the teacher to implement and collect data on for a short amount of time, usually 6-8 weeks. Strategies may include participation in <u>small group</u> differentiated lessons, identifying areas of the day or schedule to deliver targeted instruction, or modifying existing large group lessons. At the end of that data collection process, a team of professionals meet to review progress and make recommendations. ● At the tier three level of intervention instruction becomes much more individualized. Mentors or interventionists may be assigned to help these students during identified times of the day. Other professionals such as speech therapists	Continue

or occupational therapists may be consulted or may conduct more formal screenings.	
Tier Three ● The tier three intervention team now includes the <u>parent</u> or other family member or caregiver. Their input is used to establish strategies to be used both at school and at <u>home</u>. ● A common formative data collection format is implemented with explicit instruction on how it is used. Data is collected for a shorter period of time before it is reviewed and recommendations are made for either a <u>referral</u> for a formal evaluation, remaining at tier three or dropping back to tier two.	● Continue ● Maintain all data electronically. ● Consider developing a common bank of strategies. ● Continue ● Continue ● Continue

All tiers of intervention are considered to be fluid. Typically developing children move easily between tiers one and two throughout the school year. A child who is consistently unsuccessful at a tier three level of intervention may be a child who is in need of additional supports such as special education services.

BUILDING BLOCK VI: PROFESSIONAL LEARNING AND RESOURCES

VI.A	Develop professional learning for community partners
VI.B	Provide professional learning for in-service personnel

The Clarke County School District Office of Early Learning has a comprehensive professional learning (PL) plan that was developed using data collected through District Walkthroughs, CLASS assessments, Needs Assessments, and student data. The OEL has offered portions of this PL to a variety of partners, including LOAW, other child care providers, and WIT Promise Neighborhood – Neighborhood Leaders (WIT PN-NL), during the last 5 years. The SRCL 3 grant will provide resources that will allow us to continue this level of collaboration and increase access to PL opportunities through a web based system developed to consistently inform community partners of upcoming PL sessions and track attendance and participation.

Teachers currently receive over 40 hours of PL each year in topics related to early literacy development and and developmentally appropriate approaches to instruction. SRCL 3 will provide funding to allow continuation and expansion of current PL practices. CCSD Pre-K data indicates that a significant number of students enter Pre-K with low percentages of proficiency in age appropriate skills for oral language and literacy tasks. This indicates a need for further support through the SCRL 3 Grant to provide resources to parents that support early literacy development.

It is critical to have PL for in-service personnel because research shows that "the professional development of teachers holds the greatest potential to improve… literacy achievement." (Greenwald et al., 1996). The Georgia Literacy Task Force, 2010-2011, recommends "on-going purposeful, differentiated PL for teachers" to increase student literacy. In addition, the Task Force recommends including a language/literacy component to PL linked to licensing for child-care providers, along with information on how to work with dual language learners and children with disabilities. In addition, a large body of research indicates the critical importance of early language and literacy exposure in the home and it's link to future academic success.

Currently, the Clarke County School District Office of Early Learning has implemented the following professional learning and resource practices and has identified areas of needed improvements:

Action	Practices	Needed Improvements (if applicable)
VI.A	The community partners receive professional learning in the development of early literacy. ● The knowledge and skills of community partners to contribute to family literacy have been evaluated through the WIT-ECL SAT. ● Currently all programs use the GELDS to guide curricular planning and decisions. Hosted REED Seminar Series Seminar on the GELDS, including community partners from various child care and EHS providers. ● Providers from LOAW are invited to participate in PL at the OEL	● Continue community survey practices to gather information ● Provide more PL opportunities for community members on GELDS and specific strategies to increase early literacy development. ● There is no system in place to publicize PL sessions that are offered through the OEL to community partners. There is no system for registering participants outside the OEL for these PL sessions or for tracking their participation. There is also limited access for parents and child care providers to training sessions that provide strategies and resources for developing children's early literacy skills and concepts. The OEL will continue to open PL sessions to all interested parties from the community including child care providers. The OEL will develop a system to publicize PL sessions through WIT and other networks. ● The OEL will host a Community Literacy Fair during the school year. Community agencies who offer literacy-based activities for young children will be invited to share information with families and

			child care providers about their services and programs. In addition, workshops/training sessions and take-home activities will be provided to educate attendees about early literacy development and resources. The OEL will also distribute literacy materials and resource information throughout the community with the assistance of various community partners.

VI.B	In-service personnel receive PL in the development of early literacy.
	● Data collected through District Walkthroughs, CLASS assessments, Needs Assessments, and student data is used to determine PL needs for In-service personnel.
	
	● All PL content is aligned to the GELDS to prepare in-service personnel for implementation.
	
	   ● Teachers meet monthly in Cluster Data Teams to collaboratively analyze formative and summative data. Data is used to make instructional decisions and differentiate instruction.
	
	   ● OEL Leadership Team members participate in on-going training on literacy practices and curriculum development.
	
	   ● A Tiered Teacher Induction System (TTIS), as outlined in SRCL2, has been developed to provide administrators with the opportunities to evaluate teacher effectiveness and use data collected from
			● Ongoing assessment for continuous improvement
			
			● Continued PL on implementation and curriculum development with the GELDS and early literacy development across content areas.
			
			● Substitute teachers and release time for Cluster Data Team meetings to allow for deeper examination of the data and further instructional development.
			
			● Continued ongoing professional learning and study of literacy practices and curriculum development.
			
			● In order to sustain the effective approach to literacy as outlined in the "How" document, aTTIS that was developed through SRCL2 will be implemented in Year 1 of SRCL3, giving all

	these observations to plan targeted PL. The TTIS allows teachers to take on leadership roles where they can choose to become peer coaches and deliver PL based on their areas of expertise.	teachers the opportunity to lead literacy initiatives which will lead to self-efficacy and sustainability of the department's research-based literacy program. The need for the TTIS is based on a review of the teacher level data showing 10 of the 15 teachers or 33% employed in the proposed SRCL 3 schools less than three years of experience.

A comprehensive explanation of the TTIS follows:

Tier 1 will include teachers with 0-3 years of experience. The PL will include a delivery of standards-based instruction, lesson design, curriculum maps, and differentiated instruction for diverse learners. PL will be delivered both face-to-face and in a web-based platform. PL will be data driven and delivered by OEL staff, in consultation with the UGA Professor in Residence (PIR) as needed. The PIR will be contracted as part of the University of Georgia Professional Development School housed in OEL. The OEL director, staff, teacher leaders, and child care center directors, with consult from PIR as needed, will develop courses for online PL.

Tier 2 will include teachers with 3-7 years experience as determined by the Georgia Teacher Keys Evaluation System (TKES) to be at Tier 2 level. PL topics will be determined by the results of the OEL Improvement Plan data in literacy and content areas. Tier 2 teachers will participate in face-to-face or web-based training with a focus on early literacy development across content areas, conducted by OEL management, consulting with the PIR as needed. Additionally, teachers will participate in a Professional Learning Community.

Tier 3 teacher induction will be provided for teachers with more than 7 years experience and who are on Tier 3 of the TKES. This tier focuses on building teacher leaders. Courses taught by OEL staff and/or other consultants will include: effective coaching skills, using district and school improvement information to be leaders of change, and group facilitation skills. Tier 3 teachers will become mentor teachers for Tier 1 teachers using the coaching and facilitation skills taught during PL, along with leading professional leadership communities. Professional Learning Communities will provide a check and balance utilizing data in the areas of: standards based instruction, instructional strategies, and student achievement.

III. NEEDS ASSESSMENT, CONCERNS, ROOT CAUSE ANALYSIS

(A). A description of the needs assessment process.

As shown in the Needs Assessment Process Timeline (Table 1), needs assessment is ongoing. Teachers receive professional learning from the beginning of school. Children receive Ear, Eye, Dental (EED) screens in the first quarter. Children are assessed three times per year with the PALS and twice per year using the PPVT and DP-3. Children who did not meet the PPVT benchmark are re-assessed during the midpoint window. Formative data collection occurs daily and is entered into Work Sampling Online (WSO) Teachers conduct root cause analyses during data teams to identify concerns at the individual student level, class level, and school level.

Table 1: Needs Assessment Process Timeline

TASK (RESPONSIBLE)	J	A	S	O	N	D	J	F	M	A	M	J
Begin school (All)		X										
Weekly / Biweekly Meetings (OEL Leadership, Management)	X	X	X	X	X	X	X	X	X	X	X	X
Data collection (Teachers): Standards based instruction walkthroughs (OEL managers) Meetings: Data Teams; RTI; OEL Assessment Committee, Parent/Community Meetings-Family Connection	X	X	X	X	X	X	X	X	X	X	X	X
Professional Learning / Planning Days	X	X	X	X	X		X	X		X	X	
Summative Assessments:												
DP-3 Testing Windows				X						X		
PPVT and PALS Testing Windows			X			X				X		
EED			X									
Data analysis:												
SRCL 0-5 Needs Assessment for Literacy; Teacher Retention Data Analysis		X						X				
OEL Improvement Plan Impact checks and School Improvement Leadership Team Data Summit (District Leadership and OEL Leadership)								X				X
Present year end summative data at department wide meetings to teachers (Root cause analysis; Obtain input on solutions for issues)									X			X
Develop PL plan and proposals for programmatic change based on data		X				X			X			
Obtain approval for instructional design /budget changes										X		
Curriculum Renewal: update maps, guides, inventory resources	X										X	X

The self assessment process is driven by monthly data teams and leadership meetings. These meetings provide time for stakeholders to plan, monitor, and analyze implementation of literacy instruction. Monthly, the OEL Manager Team conducts classroom *"walkthroughs"* measuring the fidelity of standards-based instruction.

Yearly, the OEL Managers Team disaggregates the previous year's summative data and forms teams to analyze data and conduct root cause analysis. Data results are shared during a series of meetings with community members, parents, teachers, home educators, and other staff. Retreats are scheduled for the purpose of program planning and vertical alignment. The information gained from analyzing the data is used to create the OEL Office Improvement Plan which includes the OEL goals which are aligned with the Clarke County School District goals.

(B) A description of the types or styles of surveys used in the needs assessment process.

Survey participants were asked to rate OEL's implementation of the six Building Blocks for Literacy using SRCL Birth-to-Five Needs Assessment for Literacy (0-5 NAFL) as "Fully Operational", "Operational", "Emergent", and "Not Addressed" which was distributed and collected electronically.

(C) Define the root or underlying causes of the area of concern found in the needs assessment.

Table 2: Birth to Five Needs Assessment for Literacy

	Fully Operational	Operational	Emergent	Not Addressed
Building Block 2: Continuity of Care and Instruction				
A Early Childhood	44%	38%	6%	12%
B. B-5 Literacy	35%	59%	6%	0%
C. Plan for Families	35%	47%	12%	6%
D. Plan for Communities	11%	59%	24%	6%
E. Plan for Home	22%	53%	13%	12%
Block 3: Ongoing Formative and Summative Assessments				
A. Assessment	58%	42%	0%	0%
B. Formative	74%	26%	0%	0%
C. Summative	72%	28%	0%	0%
D. Screenings	78%	22%	0%	0%
Block 6: Professional Learning and Resources				
A. Community Partners	50%	17%	6%	27%
B. In-service Personnel	65%	35%	0%	0%

SRCL Literacy Needs Assessment data indicate the following needs:

- Map of community resources and points-of-contact;
- Easily accessible system of communication: multi-media to create public awareness, share information / results, event dates, resources, exemplar lessons, and job embedded PL
- Fully established system for providing PL to staff and parents
- PL library and early literacy materials for preparing children for Kindergarten Common Core
- A sustainable plan for literacy assessment, professional learning, and tiered teacher induction
- Fully operational partnership with higher education to support application and implementation of best early childhood literacy practices

(D) The needs assessment process included all content and ancillary teachers including: CTAE, special education, EL, media, and paraprofessionals.

Teachers, special education personnel, paraprofessionals, principals, the OEL Director and the Pre-K Coordinator from the 7 schools in the SCRL 3 Grant, as well as staff from the SRCL 1 and 2 schools completed the Needs Assessment for Literacy.

(E) Data are disaggregated and identify the specific age, grade levels, or content areas in which the concern originates.

At the end of each testing window, children's summative assessment scores (DP-3, PPVT, PALS) are disaggregated and analyzed. OEL managers review the data and identify trends in each domain within classrooms, by location, by program, by subgroups (Students with Disabilities, Dual Language Learners, Economically Disabled, Gender, Age). Disaggregated data is addressed in narrative section IV. The results of literacy assessments show the need for continuity of care and instruction within our community, on-going support with formative and summative assessments, and a need for on-going professional learning and access literacy resources with our community partners. While the data from the Literacy Needs Assessment indicate that we are operational or fully operational in all areas of assessment, this skill is critical to meet the needs of our subgroups (Low SES, DLL, SWD). Additionally, we have a high teacher turnover which requires ongoing support in understanding formative and summative assessment to drive instruction.

(F) The application identifies areas of concern as they relate to the research-based practices found in the "What" document with steps the school has or has not taken to address the problem(s).

AREAS OF CONCERN

OEL detailed the steps it has taken in its literacy plan (Building Blocks for Early Literacy, BBEL) in each of the six areas based on Georgia's Literacy Plan SRCL Needs Assessment results and root cause analysis have been conducted. The results are discussed in this section of the narrative.

Given the results of the SRCL Needs Assessment Survey, analysis of student data, gaps in achievement among at-risk subgroups and the rate of teacher turnover, the OEL Leadership Team also determined that it would need SRCL Cohort Three resources to take the following actions to sustain its best literacy practices and become "fully operational" across all six building blocks for literacy. The primary steps to be taken include:

1. Use the Birth-to-Five Needs Assessment annually to monitor the implementation of the plan
2. Extend services from UGA "Professor in Residence" to proposed SRCL 3 schools to sustain PL literacy practices
3. Continue developing a system of tiered teacher induction aligned to the extent possible with CCSD's evaluation system.
4. Provide stakeholders sustainable access to technology, information, resources, and PL.

IV. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

(A) Applicant grade levels (EARLY LEARNING READINESS)

The Striving Readers Cohort 3 grant will provide support to 15 Pre-K classrooms.

Site	GA Pre-K Classrooms
Barrow Elementary	2
Chase Elementary	2
Timothy Elementary	2
Whit Davies Elementary	2
Gaines Elementary	3
Cleveland Road Elementary	2
Barnett Shoals Elementary	2
Total Classrooms	**15**

(B) Disaggregation of data in subgroups

The chart below indicates that low percentages of students in the seven target schools listed above entered Pre-K in 2013-2014 meeting age appropriate benchmarks for oral language and literacy tasks. This indicates a need for further support through the SCRL 3 Grant for these schools.

PPVT AND PALS DATA FOR SCRL 3 PROPOSED CLASSROOMS

Assessment	Fall 2012 Percentage of Students Meeting End of Year Benchmark
PPVT IV	66.6%
PALS Uppercase Letters	29.8%
PALS Print and Word Awareness	27.4%

The chart on the following page indicates differences in oral language proficiency among subgroups when entering Pre-K at the SCRL 3 schools. As shown , only 58% of students with economic disadvantages, (EDS), 45% of students with disabilities, and 38% of students who are dual language learners were meeting age appropriate oral language benchmarks at the beginning of the school year, as compared to 100% of students who did not have any of these risk factors.

PPVT Scores- Fall 2013
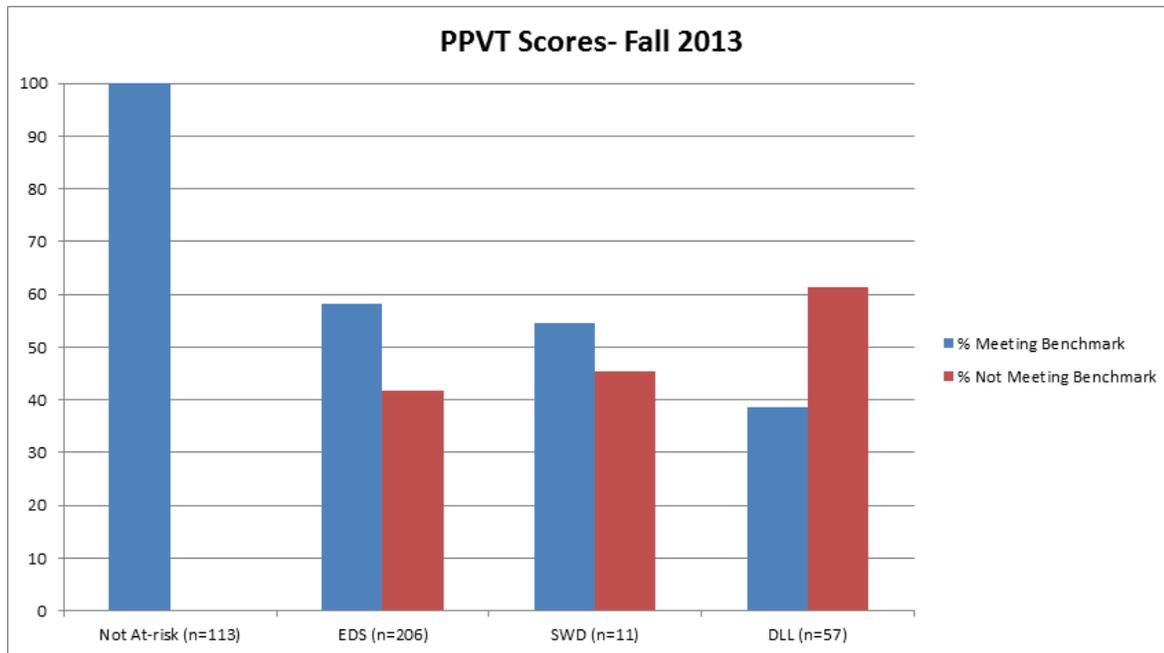
The SCRL 3 grant will allow CCSD to increase community literacy outreach initiatives, so that students with at risk demographics will have better access to literacy resources that parents can utilize to increase oral language proficiency before students enter Pre-K. Additionally, the SCRL 3 grant will allow access to resources that will support students with at risk demographics including PL for teachers on best practices in teaching dual language learners, economically disadvantaged students and students with disabilities. Resources to support data analysis will assist us determining the needs of at risk students and guide differentiated instruction for all students.

(C) Identifies strengths and weaknesses based on prescribed assessments.

Many of our students, particularly those with at risk demographics, enter Pre-K without age appropriate skills in oral language and literacy. The community outreach initiatives in the grant would help students gain many of the necessary early literacy skills before entering Pre-K. PL data analysis and other teacher support would also help teachers target and support students with at risk demographics. The SCRL 3 funds are needed to sustain this support, especially due to our large teacher turnover rate.

(D) Data for all teachers including CTAE, Spec. Ed, & media

SRCL 3 Teacher Data

Teacher	School	Degree Level	Years of Experience
1	Barnett Shoals	T-5	9
2		T- 4	0
1	Barrow	T-5	0
2		T-5	2
1	Chase	T-5	0
2		T-4	0
1	Cleveland	T-5	20
2		T-6	3
1	Gaines	T-5	0
2		T-5	21
3		T-5	6
1	Timothy	T-4	5
2		T-4	9
1	Whit Davis	T-4	1
2		T-4	1

All CCSD Pre-K teachers are certified with many having master level degrees. However, ongoing professional learning is essential in maintaining a quality Pre-K program that utilizes the most current research based approaches to instruction. Targeted professional learning is also very important in maintaining a quality systematic approach to instruction due to our high teacher turnover rate. The SRCL 3 grant will provide resources to continue this level of professional learning as well as provide material to support instruction in the classroom.

(E) Teacher Retention Data

Site	# of Pre-K Teachers	# The number Remaining Since 2010	% Teacher Turnover since 2010
Barnett Shoals	2	1	50%
Barrow	2	0	100%
Chase	2	0	100%
Cleveland Road	2	1	100%
Gaines	3	0	50%
Timothy	2	1	50%
Whit Davis	2	0	100%

As shown in the table above, teacher retention data shows a need for continued, intensive professional learning because of the high turnover rate.

(F) Develops goals and objectives based on formative and summative assessments.

An Office Improvement Plan is developed each year by the the OEL Management Team based on student data. Goals are created on this plan to address needs identified through trends in data from recent years. Our current Office Improvement Plan literacy goals for the 2013-2014 school year are included in the three charts below. The charts below show our goals which include measures to target specific groups of students with at risk demographics. The OEL management team meets quarterly to analyze formative and summative data, then adjusts plans for professional learning and teacher support based on findings. The team also reviews plans for supporting children not meeting standards and those exceeding standards to determine what additional support or resources are needed for teachers to meet these students' instructional needs. Additionally, teachers meet monthly in data teams to analyze formative data to plan instruction towards meeting goals from the OEL Office Improvement Plan.

Performance Measure(s)	Actual End of Year 2011-2012	End of Year (Target) 2012-2013	Actual End of Year 012-2013	End of Year (Target) 2013- 2014	Fall 2013-2014
Increase % of PreK Ss meeting the federal benchmarks on the PPVT –IV	82	85	83	88	62.6
Increase % of PreK **EDS** Ss meeting the federal benchmarks on the PPVT –IV	78	82	77	85	54.2
Increase % of PreK **SWD's** Ss meeting the federal benchmarks on the PPVT –IV	48	53	30	57	21.9
WRT 1 Increase % of Ss "Proficient" as measured by **WSO** Language and Literacy, D3 (Understands purposes for writing)	82	90	73	80	N/A
Increase % of Pre-K Ss meeting or exceeding EOY benchmarks using print and word awareness subtasks / skills	74	80	73	83	26
Increase % of Pre-K **EDS Ss** meeting or exceeding EOY benchmarks using print and word awareness subtasks / skills	71	77	70	80	20
Increase % of Pre-K **SWD's** tested meeting or exceeding EOY benchmarks on print and word awareness subtasks / skills	20	25	42	30	18.5

To create high levels of year end achievement we must continue to utilize effective PL for teachers and parents, especially due to our large turnover rate, as will be discussed in section E below. The program must also continue support for data analysis and differentiated instruction with research based strategies. The funding provided through the SRCL 3 grant will help the seven target schools develop sustainable practices through the services provided by the Professor in Residence and the data analysis consultant, as well as provide PL and resources to teachers and families.

(G) Includes additional district prescribed data such as universal screeners, formative and summative benchmark information as well as diagnostic literacy assessment

Additional Assessments are in the chart below:

Assessment	Purposes	Skills/Domains	Frequency	Administered By
Developmental Profile-III	Screening, Outcome	Physical, Adaptive Behavior, Social-emotional, Cognitive, Communication	2x/year Pre-K	Teacher
Work Sampling Online	Outcome, Progress Monitoring	Personal/Social, Language/Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Health/Physical	Ongoing	Teacher and Parapro

(H) Teacher participation in professional learning communities or on-going professional learning at school

From 2007–2011, teachers and other support staff in the OEL attended more than 650 hours of PL designed to promote effective implementation of essential emergent literacy skills and concepts. Participation at professional learning events will be easily sustained throughout the grant period and beyond, via the CCSD mandatory professional learning calendar.

V. PROJECT PLANS, PROCEDURES, GOALS, OBJECTIVES, SUPPORT

(A) Project goals are directly related to identified needs. Based on identified areas of concern described in "*Needs Assessment, Concerns, and Root Causes*" grant narrative, CCSD OEL has developed the following goals and objectives:

BB II Goal: (The What, p.5) Resources and research based practices for advancing young children's language and literacy skills are accessible, communicated and utilized by a diverse array of birth-to-five stakeholders across each of Georgia's Six Building Blocks for Literacy.	Who	When	"Why" Document References
Objectives (How) Use SRCL self assessment for literacy <u>tool</u> to annually and communicate results	SRCL Coord	Yr 1-5	**p.18,26,27,3 3,56,91,92,1 44**
Continue participating on Athens-Family Connection collaborative	OEL Mgrs	Yr 1-5	" ..."
Align Pre-K Peek transition event with the school district Open House and invite waiting list families not enrolled in OEL	OEL Pre-K Coordinator	Yr 1-5	
Utilize neighborhood engagement model to disseminate literacy information / materials to parents of children on OEL waiting lists during OEL literacy fair / community events (Back Pack Buddies, Books in Barbershops, Beauty Salons)	Contractor	Yr 1-2	" ..."
Continue to invite child care providers to OEL PL sessions	PIR	Yr 1-5	" ..."
Work with Wee Read to expand numbers of families enrolled	Recruitment Com	Yr 1-2	" ..."
Disseminate literacy materials and information to families with child welfare involvement	Contractor	Yr 1-2	" ..."
Serve as COMPASS site for DFCS for parents to apply for public benefits such as child care subsidies, Food Stamps (SNAP), TANF at the OEL.	OEL	Yr 1-5	" ..."

Performance Target BBII D-E	SRCL needs assessment results will indicate that Building Block II is "*operational*" or "*fully operational*" by the end of the grant.
Artifacts	Annual Needs Assessment for Literacy Survey results; Map of community strengths and literacy resources

Resources	SRCL Cohort3 funding is requested to pay for books, literacy materials, printing, postage, contractor to disseminate materials, take home books

BB III Goal: (The What, p.6) Teachers track students' growth in language and literacy emergent concepts and skills and social competencies using federally approved benchmarks and locally developed assessments.	Who	When	Why Document References
Objectives (How) Develop and distribute brochure regarding developmental milestones and screenings to community partners.	Recruitment Committee	Year 1	**p.100**
Provide teachers with PL annually on administering formative and summative assessments	PIR	Annually	**p.94-122**
Provide PL and administrative support for formative and summative data teams	PIR	Ongoing	**p.120-121**
Convene groups of teachers and OEL staff at each age band to carry out ongoing curriculum renewal.	OEL Mgrs	Ongoing	**p.91-92**
Develop a sustainable progress monitoring plan for grant evaluation.	OEL Mgrs	Year 2	**p.97**
Disaggregate data into subgroups (DLL, SES, SWD)	Grant Evaluator	Yr 1-5	**p.97**

Performance Target BBIII A-D	The SRCL needs assessment results will indicate that Building Block III is "*operational*" or "*fully operational*" by the end of the grant. Increase % of students meeting benchmarks on the DP-3, PPVT, and PALS.
Artifacts	Annual Needs Assessment for Literacy Survey results; Child assessment data; agendas; Data Team Minutes; PL agendas / sign in sheets
Resources	SRCL Cohort Three funding is requested to pay for substitute teachers, testers, testing protocols, contractor to organize and disseminate protocols, SRCL Coordinator Stipend, Contract for grant evaluation / data analysis, stipends for teachers and staff for retreats / curriculum renewal, computer compatible with testing software, audit costs

BB VI GOAL: (The What, p. 8) Teachers, parents and community members have access to literacy materials and a system of professional learning that prepares teachers to deliver developmentally appropriate, scientifically based instruction, while supporting parents and other stakeholders who assist students in a variety of community-based settings.	Who	When	The "Why" References p.21; 23;141-144
Objectives (How) Develop a system to publicize upcoming and previous PL sessions	PIR	Yr 1-5	**p.161**
Provide access to teachers, parents and other stakeholders to website resources and PL sessions	PIR	Yr 1-5	**p.150;161-162**
Develop a system with the PIR for all participants in PL to receive credit for coursework	PIR	Yr 1-2	**p.93;150-151;163**
Develop targeted PL sessions for teachers (based on data) with the PIR, PL Committee, SRCL web resources	PIR	Yr1-5	**p.97;120;143**
Post PL information and literacy resources on OEL website	Contractor	Yr1-5	**p.150;158**

Resources	SRCL 3 funding is requested to pay for out-of-town travel to conferences, professional periodicals, media center resources, classroom libraries, PL libraries, Replace student technology, instructional technology software, classroom supplies, printing of literacy materials, materials for book distribution to community, Professor-In-Residence to facilitate PL, to develop Tiered Teacher Induction and PL plans, consultants to deliver PL, local travel, dues and fees, conference registrations, costs associated with providing PL to community members
Performance Target	The SRCL needs assessment results will indicate that Building Block V is "*operational*" or "*fully operational*" by the end of the grant.
Artifacts	Annual Needs Assessment for Literacy Survey results; Intervention strategies posted on the website; PL Committee Meeting Minutes; Tools for monitoring RTI implementation; PL plans, PL Agendas . Sign-In Sheets, Community Literacy Fair Agendas

(B) Project objectives relate to implementing the goals identified.

Data from the following was used to develop the goals and objectives above:

- Student Outcomes
- Teacher retention
- Walkthroughs
- Community needs assessment
- Parent surveys
- Georgia's Literacy Plan Birth-to-Five Needs Assessment for Literacy Survey Results

(C) Goals and objectives are measurable either formatively or summatively

Table 2 above identifies the formative and summative assessments used to measure goals and objectives.

(D) N/A

(E) The application provides an RTI model: We use the RTI model developed by Georgia Department of Education.

(F) The application is inclusive of all teachers and students (where relevant) in the school. All teachers and children served at the schools will benefit from the SRCL3 funding, as professional learning opportunities will have open registration. Materials purchased will be available in the classrooms at these sites and additional materials are available in the ELC media center on a checkout basis.

(G) Considers practices already in place when determining goals and objectives: Each CCSD school and department develops and implements an improvement plan annually, based on data. Root cause analyses are conducted when needs are found. Goals are revised accordingly. The plan is shared with teachers during pre-planning and reviewed monthly. Mid term impact checks are conducted with the superintendent.

(H) Specifies goals to be funded with other sources: The OEL has developed a methodology for each program to contribute resources through cost allocation. By the conclusion of Striving Readers grant funding, through using technology solutions and Tiered Teacher Induction, best practices in literacy instruction will be sustained by the remaining program funding sources (Pre-K,

Early Head Start, Head Start, and Preschool Special Education). SRCL Cohort Three funding is requested for goals proposed for Building Blocks II, III, and VI for the SCRL 3 schools described in Section IV.

(I) Details a sample schedule by grade level, indicating a tiered instructional schedule with appropriate interventions

 Pre- K Sample Schedule:

- Arrival Activities (includes differentiated support for students requiring interventions)
- Morning Meeting
- Literacy Small Groups (based on formative student data)
- Breakfast
- 1st Read Aloud
- Music and Movement
- Outside Time
- 2nd Read Aloud
- Literacy Whole Group
- Content Small Group (based on formative student data)
- Content Whole Group
- BTL or Shared Writing
- Lunch
- Rest
- Planning for Work Time
- Work Time (individual interventions based on formative student data)
- Recall
- Closing Circle/3rd Read Aloud
- Dismissal

(J) References researched-based practices in the "what" and "why" document as a guide for establishing goals and objectives.

See the "Why" and the "What" references in Table 1

VI. ASSESSMENT/DATA ANALYSIS PLAN

A. Current Assessment and Data Analysis Protocol:

Ongoing progress monitoring with analysis of data to inform both student instruction and programmatic decisions is an integral part of all OEL programs. Data is collected by teachers, teacher assistants, independent testers, program coordinators, and education specialists (See the OEL Child Assessment Chart below in Table 1 for a detailed list of assessments, their purpose, and use by individual programs). The OEL Progress Monitoring Timeline details when assessments are administered. Data for PPVT and PALS are entered in fall, mid-year, and spring into a Google database. Teachers and administrators have access to data after each assessment window closes.

Teachers of children birth through Pre-K also implement formative progress monitoring using non-standard measures. For children birth through three, teachers collect data on 38 indicators using the TS GOLD online platform. Pre-K teachers use Work Sampling Online (WSO), a portfolio-based system for organizing student work, photos, anecdotal notes, and checklists. WSO is aligned with the Georgia Early Learning and Development Standards. Both TS GOLD and WSO measure children's progress in all developmental domains.

OEL coordinators and education specialists also conduct regular monitoring of OEL classrooms in order to measure key indicators of high-quality learning environments and instruction, such as basic health and safety, standards-based instruction, literacy environment, adult-child interactions, etc.

Teachers meet in monthly data teams to review student progress toward benchmarks and/or developmental milestones using formative data (TS GOLD and WSO). Areas of greatest need are identified, and teachers develop common lessons and assessments to address target areas. Student progress on PPVT-IV and PALS Pre-K is reviewed in quarterly summative data teams which follow a structured protocol resulting in an action plan. The OEL Assessment Committee meets quarterly to review student progress monitoring data, classroom monitoring data, and progress toward OEL Office Improvement Plan goals.

Table 1: CCSD Office of Early Learning Child Assessments

Assessment	Purposes	Ages	Skills/Domains	Frequency	Programs
DP-III	PM, O	0-4	Physical, Adaptive Behavior, Social-emotional, Cognitive, Communication	2x/year Pre-K, EHS	PK, EHS/HS, SRCL B-3
TS GOLD	PM	0-3	Language/Literacy, Motor, Social-Emotional, Approaches to Learning, Adaptive Behavior	Ongoing	EHS/HS 3s/PSPED

PPVT-IV	S, PM, O	3-4	Receptive Vocabulary	2x/year (3x if below benchmark of 85)	PK, HS, PSPED, SRCL
PALS Pre-K	PM, O	4	Name Writing, Alphabet Knowledge, Beginning Sound Awareness, Print and Word Awareness, Rhyme Awareness, Nursery Rhyme Awareness	3x/year	PK, HS, SRCL
WSO	PM, O	4	Personal/Social, Language/Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Health/Physical	Ongoing	PK, HS (PK only)

Key: S=screening; PM=progress monitoring; O=outcome; EHS=Early Head Start; HS=Head Start; PK=Prekindergarten; SRCL= Striving Readers Comprehensive Literacy Grant

DP-III= Developmental Profile III; (Preschool IGDIs); PPVT-IV= Peabody Picture Vocabulary Test IV; PALS Pre-K= Phonological Awareness Literacy Screening for Pre-K; WSS/WSO= Work Sampling System/ Work Sampling Online

B. Comparison of the Current Protocol with the Striving Readers Assessment Plan:
Currently, SRCL cohort III teachers are trained to administer PPVT-IV and a locally developed literacy skills assessment. Teachers cross-test students in each other's classrooms. With the addition of Striving Readers funds, all classrooms in cohorts I, II, and III will have outside assessors to increase reliability and validity of data. An additional benefit of using outside assessors is that it increases the amount of instructional time for teachers and students. OEL staff maintain their certification to administer the CLASS observation instrument, and new administrators will be trained as reliable raters of CLASS. Under SRCL, OEL program data will be included in the district assessment plan. The OEL worked with the CCSD's Director of Assessment to facilitate the transfer of early learning student data, including the addition of three-year-old and Pre-K literacy assessment scores to Campus (CCSD's student information system).

C. How Assessments Will Be Implemented in the Current Assessment Schedule:
The schedule of ongoing progress monitoring using formative data and the quarterly analysis of standardized benchmark data will continue as in the current assessment plan.

D. Current Assessments That Might Be Discontinued as a Result of the Implementation of Striving Readers:

No current assessments will be discontinued as a result of the implementation of this phase of Striving Readers.

E. Listing of Training That Teachers Will Need to Implement Any New Assessments:

Staff	Assessment PL Needed
Teachers/TAs of 4s	DP3, PPVT-IV, PALS, WSO
Coordinators/Education Specialists	DP3, PPVT-IV, PALS, TS GOLD, WSO, CLASS

While these assessments are not new, we have found that ongoing training in the use of data from these assessment tools is vital to inform instruction. All new teachers will be trained to administer and use the data from each of the student assessments. Reciprocal PL on formative and summative measures used in each program will be a priority for the purpose of vertical alignment: Infant-Toddler/HS Threes teachers; HS Threes/Pre-K teachers; Pre-K/Kindergarten teachers. Ongoing training and facilitation for monthly data teams will be provided for all staff by OEL coordinators, data team leaders, and education specialists.

F. How Data Is Presented to Parents and Stakeholders:

Program wide data is presented to the entire Office of Early Learning staff during the annual Summer Institute. This data will be aggregated and disaggregated by an outside data consultant. OEL program data is presented to CCSD administrators in our Office Improvement Plan annual review. A summary of OEL data is included at CCSD's annual data summit, which includes principals and staff from all schools. Elementary principals receive quarterly data summaries and review action plans from quarterly summative data team meetings. Kindergarten teachers receive a summary of each student's Pre-K data upon entry to kindergarten.

Parents are informed about their child's growth in all domains during quarterly parent-teacher conferences. HS/EHS program data is reported to the HS/EHS Policy Council and HS/EHS Parent Committee. The data is also presented at the annual HS/EHS Retreat. Program data will be presented annually to the Whatever It Takes Early Care and Learning Team.

G. How Data Will Be Used to Develop Instructional Strategies and Determine Materials and Need:

During monthly formative data team meetings, teachers gather in cluster groups from several sites. In an ongoing cycle, they select a standard on which to focus instruction and data collection for the next month. They select common research-based instructional strategies and develop a common assessment. In subsequent meetings, they share their student data, discuss the effectiveness of their instruction, and determine interventions to use with students who are still struggling. When data from standardized assessments (PPVT, PALS) is entered and sent to teachers, summative data team meetings are held. During these meetings, the data are organized and analyzed in the following steps: 1) Organize data; 2) Identify trends and

generalities; 3) Develop problem statement; 4) Conduct root cause analysis; 5) Write SMART goals; 6) Develop an action plan. Teachers share their quarterly data and action plans with their principals.

H. Who Will Perform Assessments and How It Will Be Accomplished:
In 2013-2014, some student assessments (PALS, PPVT) are being administered by independent testers funded by SRCL. Beginning in fall 2014, independent assessors will administer assessments in all classrooms. See above CCSD Office of Early Learning Child Assessment chart.

VII. Resources, Strategies, and Materials (EXISTING & PROPOSED)

A. List of Resources Needed to Implement the Literacy Plan Including Student Engagement

Big Books; Books in Spanish and English; Nonfiction books to support content area standards; Books with puppets and props; Read Together, Talk Together; Books and materials to integrate literacy in science and math; Fridge Phonics; Nursery Rhyme Charts; Charts in English/Spanish; CDs for Songs, WordPlay, Music and Movement, Songs from around the World; CD players, Listening centers and headphones; 1 laptop computer per teacher, Student computers; Literacy materials for community outreach; Books for barbershop and Wee Read distribution; Take-home books to enhance home literacy environments; Student software and apps.

B. List of Activities That Support Literacy Intervention Programs

Data teams; Differentiated literacy small group instruction; Individualization strategies for struggling students; Professional learning; Outreach literacy materials distributed to community agencies; Curriculum/literacy fairs; Parent and Child Together activities

C. and D. General List of Shared Resources and Library Resources

Preschool	Families	Teachers
554 – Children's Titles 53 – Big Book Collections 158 – Kaplan Learning Activities 82 – Dramatic Play Sets **Leveled Readers:** 256 – Reading level K-3.0 304 – Reading level 3.0-6.0 6 – Reading level 5.0-8.0 18 – Pre-k – Kindergarten/ Pearson 20 – Mid Kindergarten/ Pearson	105 – Parenting Titles 75 – Adult Fiction 23 – Adult Nonfiction 15 – Children's DVDs 43– Children's VHS 3– Onsite Computers 1– Onsite Smartboard 1– Onsite CD Player 40 – Take Home Activity Packs-ERF 76 – Take Home Activity Packs-Pre-K	336– Teacher Resources Titles 50 – Hand Puppets 53 – Big Book Sets 100 – VHS Tapes 40 – DVDs 3 – Onsite Computers 1 – Onsite Smartboard 1 – Onsite CD Player

E. List of Activities That Support Classroom Practices

Explicit, intentional daily instruction focused on: oral language development, phonological awareness, alphabet knowledge, and concepts of print (print awareness); 3X daily read-alouds

using structured questioning strategies to promote higher-order thinking skills (Read Aloud/Think Aloud) and develop comprehension and vocabulary including reading in the content areas; Daily modeled and shared writing using Think Aloud strategies; Multiple opportunities for student writing; Student choice time which includes individual student opportunities to access literacy apps and software for improved literacy achievement

F. List of Additional Strategies Needed to Support Student Success
Acquiring consultants to lead professional learning; Funding opportunities for collaboration in data collection and analysis; PL in working with Dual Language Learners and Children with Disabilities; PL on integration of literacy in the content areas; RTI process; Contractual service for the organization and distribution of community literacy materials

G. General list of current classroom resources for each classroom in the school
All Pre-K classrooms are supplied with furniture, materials, and equipment from the BFTS Basic Equipment, Materials, and Supplies Inventory List. CCSD Pre-K classes have the following additional literacy resources:
Opening the World of Learning classroom set; Breakthrough to Literacy classroom set and consumables, BTL computer program; Read Together, Talk Together: Dialogic Reading Training for Parents; Classroom libraries; ipads

H. A clear alignment plan for SRCL and all other funding.
In order to implement activities in the literacy plan, OEL has developed a methodology for each program to contribute resources. Striving Readers Cohort Three funding will be used as the seed for start-up and development costs of proposed activities. Through the use of developed online modules and Tiered Teacher Induction, by the final year of the Striving Readers Cohort Three grant, best practices in literacy instruction will be sustained by the remaining funding sources (Pre-K, Early Head Start, Head Start, and Preschool Special Education).

I. A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.
 DP-3 scoring software will allow teachers to access student data reports immediately to provide information to inform differentiated instruction and to inform parents on children's literacy development. Additionally, the DP3 is used in RTI to get a picture of how children are functioning in all domains and serves as a standardized assessment as another piece of data when evaluating achievement and progress. Extra classroom computers can be used for students to access Breakthrough to Literacy and other literacy software programs for additional time segments, as an RTI intervention. Teacher laptops will be used to access CCSD's online RTI management resource, Campus. Additionally teachers will use laptops to access online

modules for professional learning sustainability. Student instructional apps and software will be purchased to support literacy instruction and enhance student engagement in all content areas.

VIII. Professional Learning Strategies

(A) Table of PL activities that staff have attended in the past year

Table 1

Date	Hours	Training Session Content	Provider/ Facilitator(s)	Participants	# of Participants (SRCL Cohort 3: Gaines, Barnett Shoals, Whit Davis, Chase St, Timothy, Cleveland, Barrow)
July 22-23	12	Summer Institute: Program Evaluation, Teaching Writing, Mathematize, Oral Language Development	Robin Morris, Leah McGee, CCSD	ERF & SRCL 1&2 Pre-K Teachers	9
July 22-24	14.5	New Teacher Orientation: Assessment, Curriculum & Lesson Planning, Breakthrough to Literacy, Oral Language Development	CCSD/Pre-K Teachers	New CCSD Pre-K Teachers	4
July 29	6	Orientation to School New Year: Curriculum Renewal, Assessment, Policy and Procedures, Developing HOTS, PBIS	CCSD	OEL	15
July 30-31	12	Bright From the Start Training- Curriculum, Policy and Procedures	CCSD	PreK Teachers	15
August 2	6	Assessment, Physical Activity in Classroom, Kinesthetic Learning, CLASS	CCSD	OEL	15
Oct. 7	6	Math, PBIS, CLASS, Curriculum Renewal	CCSD	OEL	15
Jan. 10	3	Data Cluster Leader Training	PIR & Pre-K Director	Data Cluster Leaders	2
February 17	6	Vertical Alignment, Transition to Kindergarten using Literacy Centers, Math Centers, Writing Workshop	CCSD	OEL	15

April 29	3	OEL Family Literacy Fair	SRCL Literacy Team	OEL	15
Ongoing	7	Monthly New Teacher Induction Sessions	OEL Leadership	New Pre-K Teachers	4
Data Cluster Meetings	7	Data Analysis, Writing Smart Goals, Common Lessons and Assessments	CCSD	Data Teams	15

(B) 100% of the staff in the OEL attends all professional learning as a requirement of their employment. Staff members unable to attend a PL session are given make-up work related to the PL session missed. 50% of families on OEL program waiting lists will participate in PL activities and/or receive resources related to early literacy development.

(C) On-going PL:

- Training for teachers in use of curricular resources – focus dependent on identified needs
- New Teacher Orientation – orientation to CCSD/OEL, curriculum and curricular resources overview, BFTS requirements, CCSD requirements, assessments, best practices based on empirical research
- New Teacher Induction – focus dependent on identified needs (teacher feedback, walkthrough observations, CLASS observations, and CCSD Teacher Evaluation System)
- BFTS training – 15 hours/year for returning teachers, 24 hours/year for new teachers (face-to-face, 3 – 4 hours/year via online training)
- Data Teams – using formative and summative data to inform instruction and make decisions regarding differentiation to meet student needs

(D) Programmatic PL needs identified in the needs assessment

Based on our Needs Assessment, stakeholders have identified a need to provide professional learning in the development of early literacy to community partners and families. In addition, the CCSD OEL has identified the need to expand ongoing PL in literacy and family engagement strategies to new and veteran teachers not currently included in SRCL 1&2.

(E) A Needs Assessment survey was developed and distributed to teachers and administrators, using the Building Blocks framework set forth in the SRCL grant. Respondents were asked to rate elements of the Building Blocks, using a scale indicating 1=not addressed; 2=emergent; 3=operational; 4=fully operational. Disaggregated data from the survey indicates that the areas which are rated lowest (Emergent) are those which involve professional learning and support in early literacy for families and community partners.

In addition, analysis of ongoing assessment data indicates a need to expand professional learning provided by SRCL 1 and SRCL 2 to those schools currently not included. Data indicates that, particularly in the subgroups of students who are Dual Language Learners (DLL), Economically Disadvantaged (EDS) and Students With Disabilities (SWD), scored significantly below their peers in language and literacy development.

(F) Professional Learning will be provided to teachers (a minimum of 40 hours in the first two years; 24 hours in years 3-5) in key literacy skills' and concepts' instruction. PL will be provided that includes DAP and the development of oral language as the foundation for all literacy learning. Bright From the Start requires new Pre-K teachers to attend 15 hours of face-to-face training in their first year. Returning teachers are required to participate in 15 hours per year of training. The OEL will provide PL to assist teachers in incorporating literacy instruction in all content areas and developing fine motor skills necessary for writing.

Building administrators and Literacy Team members will participate in 40 hours of PL on leading and implementing the Striving Readers literacy plan in their schools. Teachers will improve their reading and writing instruction as documented by classroom observations.

All teachers in the CCSD birth-to-five programs (Preschool Special Education, Head Start, Early Head Start, and Pre-K) will be provided PL in implementing best practices in the development, use and integration of literacy instruction across all content areas. Teachers will learn strategies for differentiating instruction based on student need as identified by formal and informal assessments. These teachers will attend RTI overview sessions with information for accessing resources for students with specific learning needs.

During horizontal team meetings using the data team process, teachers will develop charts to track student progress and modify instruction based on assessment results. Opportunities to meet in vertical teams will be provided to share teaching strategies and

information regarding expectations and requirements for each grade/age-banded learning environment. Information gathered during the data team process can be used as one criterion for referring students for screenings/evaluations and identify students with special needs.

In addition, the OEL will provide ongoing professional learning opportunities centered around early literacy development to families and community partners in a variety of ways. Community partners will be invited to all professional learning sessions provided for Pre-K teachers. The OEL will also implement a Community Literacy Fair once a year. This Community Literacy Fair will include presentations and trainings from various community organizations that currently have programs that support early literacy development. Such organizations may include the Athens-Clarke County library, Athens-Clarke County Leisure Services, Botanical Gardens of Georgia, Better Brains for Babies, Co-Op Extension Service, UGA Birth through Kindergarten Program, and Cine' Theatre. The OEL will also continue to conduct our annual Spring Family Literacy Fair, where teachers provide take-home literacy activities and transition information to all families enrolled in the Office of Early Learning programs. SRCL 3 funds will be used to expand the current format of the Spring Literacy Fair to include community partners and families who are not currently enrolled in OEL programs.

Flyers and other resource guides addressing specific strategies for early literacy development and positive parent-child interactions will be included with all materials that are provided to community partners and families who are enrolled in OEL programs as well as those who are on waiting lists..

(G) The OEL will continue implementation of Standards-Based Classroom Walkthrough observations and CLASS observations to evaluate the effectiveness of Professional Learning, the implementation of standards-based instruction and DAP in classrooms. These two observations with feedback from teachers after PL sessions and informal observations by administrators and support personnel will determine PL needs, guide planning for PL, and evaluate PL effectiveness. Families and community partners will be asked to complete surveys to provide feedback on the effectiveness of resources and trainings provided through community outreach and training activities.

IX. SUSTAINABILITY PLAN

(A) – (H):

The Office of Early Learning (OEL) plans to sustain the impact of the Striving Readers Comprehensive Literacy grant through its continued emphasis on shared leadership, parent / community engagement, and a commitment to developing more teacher leaders through the Tiered Teacher Induction System (TTIS), and OEL's Professional Development School (PDS) partnership with The University of Georgia (UGA). The PDS partnership will provide a Professor-In-Residence (PIR) who will organize ongoing professional learning opportunities for teachers. The PIR will provide links to online learning modules enable teachers to take online professional learning modules beyond the life of this grant. The programs within the OEL, Head Start, Early Head Start, Pre-K, and Preschool Special Education, along with teacher leaders and the PIR, will update the web resources at least annually. Professional learning for parents will follow the same format and sustainability plan. If additional funds are not available for the PIR, then the PIR will be maintained at the level prior to SRCL funding with classes being taught for UGA students and limited assistance with professional learning.

The request for SRCL 3 funds for informational texts, mathematics resources, and sciences resources have a long shelf life and can be replenished through teacher classroom supply funds. Printing take home books may not be sustainable, however, the OEL plans to use Success By Six Wee Read books to replace the take home books. Parents will receive a Wee Read registration form when applying for early learning programs. Wee Read books will be given to children from birth to age 6 monthly at no cost to parents. County-wide Recruitment / Literacy Fair, Backpack Buddies and Books in Barber & Beauty Shops are community outreach initiatives to provide dialogic reading opportunities and activities to families in the community.

Technology training is available through CCSD staff. Devices purchased through the grant will be maintained by CCSD until such time as they are no longer useful. CCSD will follow federal grant requirements for the disposal of non-functioning devices.

CCSD and the OEL have a commitment to ensuring program quality through a continuous quality improvement process which includes the administration of standardized assessments. Once SRCL funds have been expended, the programs at the OEL will provide testing protocols and training for the administration of the critical assessments.

The OEL cost allocates many positions across the grants mentioned above. Once SRCL funding has ceased, the other grant programs will resume paying the costs of the fiscal staff and the OEL director. The data specialist position duties will be assumed through the OEL programs, as the number of assessments will decrease and outside testers will not be utilized.

SRCL funding will be used as the seed for start-up and development costs of proposed activities. Through technology solutions, Tiered Teacher Induction, and community recruitment / transition outreach activities the best practices in literacy will be sustained by the program funding sources (Pre-K, Early Head Start, Head Start, and Preschool Special Education).

The OEL School Literacy Plan (BBEL) incorporates Standards for Quality (SQ) Early Learning Schools from AdvancED Accreditation Process under Building Block 1. This alignment allows the school district to ensure that the early literacy plan is responsive to the local district purpose, direction, culture, continuous improvement process, stakeholder engagement, policies, and staff supervision and evaluation practices. This process of alignment is a local strategy to ensure the maintenance and sustainability of the literacy plan. This process of alignment is a local strategy to ensure the maintenance and sustainability of the literacy plan. The CCSD OEL adheres to the AdvancED Standards for Quality Early Learning Schools (AdvancED Accreditation Process).

Budget Narrative - Striving Readers 3

Category	Description	FY2014 Start Up (Ends 06/30/14)	FY 2015-2019 Budget Period	Total S/U + Budget Period
1) Personnel				
Staff Stipend	Stipends for 5 staff members for Curricular Renewals 4 days @ $125.00 per day	$0	$11,000	$11,000
Coordinator Stipend	Years1-5: 1- Day stipend /year to coordinate program	$0	$6,000	$6,000
Substitutes	Years1-2: Substitutes for Teachers for 5 days per year	$0	$16,000	$16,000
Testers	Years1-5: Testers to administer PPVT and PALS test 3/yr	$0	$12,000	$12,000
2) Fringe				
CCSD Staff Benefits	FICA 6.2%	$26	$2,790	$2,816
"....."	Medicare 1.45%	$6	$653	$659
3) Travel				$0
Out-of-town Travel	Staff to attend 2 conferences/year @ $1,000.00/person	$0	$4,000	$4,000
4) Equipment		N/A	N/A	N/A
5) Supplies				
Testing Protocols	Start-Up, Years 1-5: PPVT, PALS, DP-3 testing protocols	$5,000	$13,500	$18,500
Professional Periodicals	Years 1&2: various periodicals	$0	$2,000	$2,000
Media Center Resources	Years 1&2: Supplies purchased for Library resouces	$0	$4,000	$4,000
Classroom Libraries	Start-Up: $6,500 for take home books; Year 1: $1,000 per classroom library for 15 classrooms Year 2: $6,500 for take home books	$6,500	$28,000	$34,500
PL Libraries	Year 1: Professional learning libraries Year 2: Replacement Materials	$0	$2,000	$2,000
PL Materials	Years 1&2: Supplies for large- and small-group PL sessions, data digs, data team meetings	$3,000	$3,400	$6,400
Computers	Year 2: Replace student technology devices for 15 classrooms	$10,000	$7,500	$17,500
Instructional Technology	Year 1: $10 per student for software, Year 1&2: Software programs for DP3 scoring; Instructional programs, Apps	$0	$10,500	$10,500
Classroom Supplies	Start-Up: $500 supplies per classroom, for hands on science and math resources	$7,500	$15,000	$22,500
Materials & Equipment	Start-Up, Year 1&2: Printing, general office and program supplies; Community Outreach Literacy Materials for 1,000 children; Barber Shop Book Distribution $5,000; Wee Read Book Distribution: $5,000	$28,446	$56,892	$85,338
6) Contractual				$0
Grant Evaluation	Years 1-5: Consultant to assess data and provide analysis and local travel	$0	$13,000	$13,000
Professor in Residence	UGA Professor in Residence to develop / provide training and coaching	$1,400	$17,000	$18,400
Consultants	Years 1&2: Consultants to provide 2 days of professional learning @ $3,000.00/day	$0	$12,000	$12,000
Contractor	Contractor to inventory, organize, disseminate and replenish literacy information, materials, books, testing protocols for appropriate school and community locations	$3,000	$18,000	$21,000
7) Construction			$0	$0
8) Other				
Local Travel	Local travel for 1 PIR to classroom sites ~$100/month	$0	$2,000	$2,000
Postage	Postage to disseminate literacy information and materials	$1,306	$3,513	$4,819
Dues and Fees	Membership in professional organizations	$0	$1,000	$1,000
Conference Registrations	4 conferences/year @ $500 per staff member	$0	$2,000	$2,000
Audit Costs	Cost to cover CCSD annual A-133 audit.	$0	$230	$230
9) Total Direct Costs	Total of lines 1-8	$66,185	$263,978	$330,162
10) Indirect Costs	Year 1: Indirect cost is 2.38% for CCSD Years 2014	$1,575	$7,063	$8,638
11) Training Stipends		$0	$0	$0
12) Total Cost	Total of lines 9-11	$67,760	$271,040	$338,800