School Profile
Created Monday, September 24, 2012

Page 1

School Information

<table>
<thead>
<tr>
<th>School Information</th>
<th>District Name:</th>
<th>Bleckley County School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Information</td>
<td>School or Center Name:</td>
<td>Bleckley County Pre-K</td>
</tr>
</tbody>
</table>

Level of School

*Early Learning (Birth to Five)*

Principal

<table>
<thead>
<tr>
<th>Principal</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan Evans</td>
</tr>
<tr>
<td>Principal</td>
<td>Position:</td>
</tr>
<tr>
<td></td>
<td>Pre-K Director</td>
</tr>
<tr>
<td>Principal</td>
<td>Phone:</td>
</tr>
<tr>
<td></td>
<td>478-934-9094</td>
</tr>
<tr>
<td>Principal</td>
<td>Email:</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:jan_evans@bleckley.k12.ga.us">jan_evans@bleckley.k12.ga.us</a></td>
</tr>
</tbody>
</table>

School contact information

(the persons with rights to work on the application)

<table>
<thead>
<tr>
<th>School contact information</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Donna Smith</td>
</tr>
<tr>
<td>School contact information</td>
<td>Position:</td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>School contact information</td>
<td>Phone:</td>
</tr>
<tr>
<td></td>
<td>478-934-9094</td>
</tr>
<tr>
<td>School contact information</td>
<td>Email:</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dsmith@bleckley.k12.ga.us">dsmith@bleckley.k12.ga.us</a></td>
</tr>
</tbody>
</table>

Grades represented in the building

e.g. pre-k to 6

*Pre-K*

Number of Teachers in School

8

FTE Enrollment

169
Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent’s Contact Person:  Charlotte H. Pipkin, Ed. D.  

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

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

City: Cochran  Zip: 31014  

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

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

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

Charlotte H. Pipkin, Superintendent  

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)  

November 8, 2012  

Date (required)
Conflict of Interest & Disclosure Policy

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

1. **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.

Georgia Department of Education
John D. Barge, State Superintendent of Schools
August 31, 2012 • Page 1 of 4
All Rights Reserved
Conflict of Interest & Disclosure Policy

iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
   1. Disqualify the Applicant, or
   2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

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

b. Employee Relationships

i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
   1. The names of all Subject Individuals who:
      a. Participated in preparation of proposals for award; or
      b. Are planned to be used during performance; or
      c. Are used during performance; and

ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
   1. The award; or
   2. Their retention by the Applicant; and
   3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
   4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

Georgia Department of Education
John D. Barge, State Superintendent of Schools
August 31, 2012 • Page 2 of 4
All Rights Reserved
Conflict of interest & Disclosure Policy

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II. Disclosure of Conflict of Interest after Agreement Execution

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

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

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

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

November 14, 2012
Date

Signature of Applicant’s Authorized Agency Head (required)

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

November 14, 2012
Date

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

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

Date (If applicable)
Preliminary Application Requirements
Created Thursday, December 13, 2012

Page 1

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

General Application Information

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

- Yes

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

SRCL Grant Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

Preparation of the Proposal: Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits


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

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

• I Agree
Grant Assurances
Created Thursday, December 13, 2012

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

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.

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

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

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.

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

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

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

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.
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.

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

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.”

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.

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.

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.

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

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.
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).

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

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.

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.

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

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

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

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

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

According to 2011 data, the annual average unemployment rate for Bleckley County was 13.7%. As reported by the U.S. Census Bureau, the 2010 per capita income was $28,612 which is almost $6,000 below the state average. According to data from the Georgia Department of Labor, the educational attainment of our labor force (age 18-65+) is concerning in that only 35% attained a high school diploma / GED, 22% have some college, 10.9% have a 4 year degree, and 6.3% have post graduate studies.
<table>
<thead>
<tr>
<th>Comparison of Select Demographic Indicators</th>
<th>Bleckley County</th>
<th>Georgia</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Unemployment Rate</td>
<td>13.7%</td>
<td>9.8%</td>
</tr>
<tr>
<td>2010 Per Capita Income</td>
<td>$28,612</td>
<td>$34,531</td>
</tr>
<tr>
<td>% Persons Below Poverty Level (2010)</td>
<td>19.5%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Children living in poverty (2010)</td>
<td>27.1%</td>
<td>26%</td>
</tr>
<tr>
<td>Babies born to mothers with less than 12 years of education (2010)</td>
<td>19.2%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Substantiated incidents of child abuse/neglect (2010)</td>
<td>14.9%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Students graduating on time (2010)</td>
<td>77.9%</td>
<td>80.8%</td>
</tr>
</tbody>
</table>

Sources: KIDS COUNT, U.S. Bureau of Economic Analysis & U.S Dept. of Commerce, 2011 GA County Guide

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

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

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

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

Past instructional initiatives that continue to be important to and utilized in the BCSD include: differentiated instruction, Reading First strategies, Suzy Pepper strategies, Response to Intervention, participation in Georgia Leadership Institute for School Improvement, district SACS accreditation, inclusion, closing the achievement gap, unpacking the Georgia Performance Standards, curriculum alignment, standards-based classrooms, common assessments, focus walks, improving the graduation rate, increasing parent involvement, enhancing instructional
technology, implementing our own alternative/credit recovery program, and collaborating with the Safe Schools Healthy Students program and the 21st Century Community Learning Center.

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

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

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

With literacy being a leading indicator of success, the ongoing decline of state and federal funding, our demographic risk factors, and the need to develop literacy levels sufficient for college and career readiness, there is clearly a need for a Striving Reader Project in the BCSD. Teachers need professional learning and instructional materials to support the implementation of the CCGPS literacy skills and content rigor in order to improve academic achievement, the graduation rate, and post-secondary success. Literacy materials are not available in many homes; therefore, the school system serves as only source of literacy development for many of our students. If our society is going to flourish and be competitive in a global economy, we must develop high levels of literacy in all students. To do that, we must have the necessary resources and training to increase literacy in the formative years and beyond.
The BCSD management plan and key personnel in supporting, implementing and overseeing the grant will include both system and school leaders. Pansy Corbett, the Associate Superintendent for Teaching & Learning will be the SCRL Administrator at the district office. She has twelve years of leadership experience in the district office and has managed various state and federal programs and grants. Mrs. Corbett currently oversees K-8 curriculum, K-12 testing and professional learning, and Title IIA. She is also involved with the development and monitoring of the Consolidated Application and the Strategic Plan.

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

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

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

All schools, the BCSD literacy team, and SRCL project coordinators will be involved with budget development and performance plans for the SRCL grant. This will be done by prioritizing needs based on the grant allocations as they relate to the school literacy plans, and identifying resources that best align with our needs and best practices. The SRCL project will coordinate with and compliment the Strategic Plan which aligns with the individual school improvement plans.
The BCSD Literacy Team and SRCL Project Coordinators will meet quarterly, and more frequently if needed to share progress updates, concerns, best practices, and monitor project effectiveness and implementation.

Financial aspects of the grant will be handled according to district protocol whereby all purchase order requests align with the approved budget and allowable expenditures, are signed by the appropriate supervisor, the District Project Administrator, and the Superintendent. Purchase order requests will be processed by the system bookkeeping staff according to district protocol. The District Project Administrator and the System Bookkeeper will periodically review the budget, expenditures, and submit the required reports.
The Bleckley County School District is a respected school district with a strong history of sound fiscal management. The Georgia Department of Audits conducts an audit of the BCSD financial records annually. No findings were cited for 2009 - 2011. The 2012 audit has not been conducted at this time.

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

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

<table>
<thead>
<tr>
<th>LEA Project/Grant</th>
<th>Amount</th>
<th>Audit Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Academic Performance Standards 2006-07</td>
<td>$106,741</td>
<td>No audit findings were cited for FY 2009-2011.</td>
</tr>
<tr>
<td>Governor's Office of Highway Safety Drivers’ Ed Grant 2007-09</td>
<td>$58,937</td>
<td>The FY 2012 audit has not yet been conducted.</td>
</tr>
<tr>
<td>Ocmulgee EMC 2008</td>
<td>$10,200</td>
<td></td>
</tr>
<tr>
<td>Oconee EMC 2008</td>
<td>$6,700</td>
<td></td>
</tr>
<tr>
<td>Service Learning Grants (BPS) 2011</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>Safe &amp; Drug Free Schools &amp; Community National Program 2008-13</td>
<td>$5,989,501</td>
<td></td>
</tr>
<tr>
<td>Governor’s Office, State of GA Children &amp; Families Abstinence Grant 2011-13</td>
<td>$188,317</td>
<td></td>
</tr>
<tr>
<td>Drug Free Community Support 2002-12</td>
<td>$24,360</td>
<td></td>
</tr>
<tr>
<td>21st Century CCLC Primary School 2009-12</td>
<td>$197,000</td>
<td></td>
</tr>
<tr>
<td>21st Century Community Learning Center 2009-12</td>
<td>$665,000</td>
<td></td>
</tr>
<tr>
<td>Title IIA, Enhancing Education Through Technology 2009-11</td>
<td>$15,865</td>
<td></td>
</tr>
<tr>
<td>Title IA Grants – ARRA 2010-11</td>
<td>$525,802</td>
<td></td>
</tr>
<tr>
<td>ARRA Education State Grant 2010-11</td>
<td>$1,620,475</td>
<td></td>
</tr>
<tr>
<td>Title IIA, Engaging AP Students Through Mobile 2010-11</td>
<td>$68,403</td>
<td></td>
</tr>
<tr>
<td>Title IA Distinguished School Awards 2010-12</td>
<td>$11,133</td>
<td></td>
</tr>
</tbody>
</table>
Through the coordination of efforts and resources the BCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and strategic planning. Examples of internal initiatives and sustainability are: withdrawing from a consortium and establishing our own alternative school program and credit recovery program; redelivery of professional learning strategies, lessons learned, and best practices; expanding lessons learned from the Suzy Pepper training provided State Professional Development Grant to other content areas; collaborated with RESA to provide training on Reading First Strategies for Non-Funded Schools; and coordinated resources and services with CIS/FCCC to provide after-school remediation for struggling students; providing new hires and additional training for SMARTBoards after the EMC grants expired; and staffing and maintaining the driving simulator class after the Drivers' Ed Grant expired.
**School History – Pre-K**

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

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

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Free/Reduced Lunch</td>
<td>56%</td>
</tr>
<tr>
<td>White</td>
<td>61%</td>
</tr>
<tr>
<td>Black</td>
<td>32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>.06%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>.02%</td>
</tr>
<tr>
<td>Male</td>
<td>51%</td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
</tr>
</tbody>
</table>

The school Administrative and Leadership Team consists of:

Jan Evans, Pre-k Director
Regina Smith, Executive Director Communities In Schools/Family Connection
Donna Smith, Pre-K Lead Teacher
Sherri Ligon, Pre-K Lead Teacher
Georgia Anne Herrington, Special Needs Pre-K Teacher

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

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

**Current Instructional Initiatives:** Bleckley County Pre-K uses the High/Scope Curriculum which provides the framework for planning instructional activities. The key components of the curriculum are adult-child interaction, classroom materials, and daily
routine. Lead teachers and teacher assistants are trained in curricula and effective strategies and practices for working with Pre-K students. All faculty members complete 15 hours of professional learning each school year.

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

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

Funds to strengthen the parent involvement component of Pre-K are a serious need. The original intent for the Pre-K was to provide a wide variety of parent training and to provide multiple opportunities for extensive involvement. When the Resource Coordinator’s position was eliminated in 2010-2011, the funds and staff were no longer funded. As educators, we see that a parents’ positive involvement in the early childhood stage can help in their child’s cognitive development as well as school readiness and achievement. Strong parent involvement can also influence the child’s social skills and emotional maturity. Being the first adults that children are exposed to, parent must be able to understand how crucial this stage is in the later development of their children.
Through our conversations with the other stakeholders, we have concluded that additional professional learning opportunities would enhance the delivery of our comprehensive services. The framework is in place; we need opportunities to be exposed to training that would enable us to more clearly understand the need of the children we serve. The goal of training would be to give everyone additional strategies for meeting these needs.

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

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

Of the stakeholders involved in educating Bleckley County’s children ages birth to five, only Bleckley Pre-K does not provide a universal screener. In order to provide a continuity of data, the Literacy Team recognizes that a screener is necessary. Funds would be needed to purchase the screeners as well as provide for any training needed to administer and to interpret the data that would be generated.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Child Literacy Plan that Provides Every</th>
<th>Create a Shared Literacy Plan that Provides Every</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td>12- June 2013</td>
<td>October</td>
</tr>
<tr>
<td>Meeting Minutes</td>
<td>2013</td>
<td>April 2013</td>
</tr>
<tr>
<td>Meeting Agendas</td>
<td>2012</td>
<td>February 2012</td>
</tr>
<tr>
<td>Quarterly Calendar</td>
<td>October 2012</td>
<td></td>
</tr>
<tr>
<td>Meeting Agendas</td>
<td></td>
<td>Schedule time for the CLST to meet and plan.</td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS/RS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-K Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to be identified by stakeholders and partners to be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence/Artifacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible Person(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The “What”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research-Based Practices:**

Reader’s Comprehensive Literacy Initiative, we will provide the opportunity for collaboration. Reader’s Comprehensive Literacy Initiative, in order to mobilize all the members who will contribute to the success of the literacy for children birth to five in the County. In order to mobilize all the members who will contribute to the success of the literacy for children birth to five are lacking in quality and basic literacy practices. These has not been a strategy team formed to directly support children birth to five. Why? The Research conducted by Frank Porter Graham, Child Development Institute, found that many environments serving children birth to five were not addressing literacy.

**Needs Assessment Results:** Not Addressed

**Literacy Team:**

**Action:** Administrators are developing a process for identifying school and community partners that will serve on a Birth to Five Building Block 1: Engaged Leadership
<table>
<thead>
<tr>
<th>Evidence/Artifact</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Timeline</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>none</td>
<td>August 2013</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>none</td>
<td>October 2013</td>
<td>none</td>
</tr>
</tbody>
</table>

**Research-Based Practices:**

Research has shown that children in Georgia’s early education programs are more likely to excel in their elementary school environments.

**The Why:** A study by Frank Porter Graham, Children’s Defense Fund, reveals that Georgia’s high-quality pre-K classrooms yield higher academic gains for low-income children. A study by Frank Porter Graham, Child Development Institute, reveals that Georgia’s high-quality pre-K classrooms yield higher academic gains for low-income children.

**The What:** Establish collaboration among all birth to five service providers to include Babylab’s Karat P.A.T. Head Start.

**The How:** Implement this plan.

**Actions, Strategies, and Interventions:**

- Start, Special Needs Preschool and Pre-Kindergarten.
- Establish collaboration among all birth to five service providers.
- Start, Special Needs Preschool and Pre-Kindergarten.

**Needs Assessment Results:**

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

**Building Block 2: Continuity of Instruction**
<table>
<thead>
<tr>
<th>Meeting Agenda</th>
<th>Responsible Person(s)</th>
<th>Evidence/Artifacts</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth transition to the next educational level, information to BPS so that children can have a smooth education transition</td>
<td>None</td>
<td>Ongoing and Fall 2013</td>
<td>CST</td>
<td>The CST will coordinate the provision of</td>
</tr>
<tr>
<td>Procedures/Handout</td>
<td>Administration and Staff Pre-K Director</td>
<td></td>
<td>Current Year</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------</td>
<td>---</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>School Policies and Classroom Invitation</td>
<td>Primary</td>
<td>none</td>
<td>August 2013</td>
<td></td>
</tr>
<tr>
<td>Pre-K Orientation will be offered to the families of students who will be enrolling in Pre-K in the current year.</td>
<td></td>
<td>none</td>
<td>August 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>none</td>
<td>August 2014</td>
<td></td>
</tr>
<tr>
<td>Meeting Agenda</td>
<td>School Policies and Classroom Invitation</td>
<td></td>
<td>Provider</td>
<td></td>
</tr>
<tr>
<td>Meeting Sign in Sheer Meeting Minutes</td>
<td></td>
<td></td>
<td>Includes all students coming from Head Start.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>none</td>
<td>2014-2015</td>
<td></td>
</tr>
<tr>
<td>Evidence/Articles</td>
<td>Responsible Person(s) Resources Timeline</td>
<td></td>
<td>Action: A plan is in place to connect family to schools and childcare entities.</td>
<td></td>
</tr>
<tr>
<td>CST</td>
<td></td>
<td>none</td>
<td>August 2014</td>
<td></td>
</tr>
</tbody>
</table>

Research-Based Practices: Needs Assessment Results: Immediate

Building Block 2: Continuity of Instruction
<table>
<thead>
<tr>
<th>Evidence/Artifacts</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Timeline</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>to determine needs and gaps in our community in regard to literacy.</td>
<td>the &quot;What&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research-Based Practices:**

**Needs Assessment Results:** Imperative

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

**Building Block 2: Community of Institution**

<table>
<thead>
<tr>
<th>Website Information</th>
<th>CST</th>
<th>None</th>
<th>Ongoing</th>
<th>Information about all resources available to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence/Artifacts</td>
<td>Responsible Person(s)</td>
<td>Resources</td>
<td>Timeline</td>
<td>Action, Strategies, and Interventions</td>
</tr>
</tbody>
</table>
### Needs Assessment Results: Emergent

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

<table>
<thead>
<tr>
<th>Building Block 3: Ongoing Formative and Summative Assessments</th>
<th>Check out Logs</th>
<th>Inventory of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTL</td>
<td>none</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>CSTL will explore funding for books to establish a home literacy materials library.</td>
<td>CSTL will investigate resources which can provide home literacy materials.</td>
<td></td>
</tr>
<tr>
<td>CSTL</td>
<td>none</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inventory of Resource Room</th>
<th>Evidence/Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K Leadership Team</td>
<td>Pre-K Leadership Team</td>
</tr>
<tr>
<td>Pre-K Leadership Team</td>
<td>Pre-K Leadership Team</td>
</tr>
<tr>
<td>Pre-K Leadership Team</td>
<td>Pre-K Leadership Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data from Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K Leadership Team</td>
</tr>
<tr>
<td>Pre-K Leadership Team</td>
</tr>
<tr>
<td>Pre-K Leadership Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence/Artifacts</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>

**The "Why"**: One recommendation from the literacy task force was the need for a universal screen at all ages and grades.

**The "What"**:?
| Child Information Program Rubric is completed on each at the end of the school year, the kindergarten entry Pre-K currently has no universal screening in place. |
|---|---|---|---|
| Completed Rubric | Classroom Teachers | None | May 2012 |

- **Pre-Kindergarten:**
  - **Results of Screenings:**
    - None
    - Fall 2013

  - **Results of Screenings:**
    - Psychologist
    - None
    - Fall 2013

  - **Results of Screenings:**
    - Coordinator
    - PAT
    - Fall 2013

  - **Results of Screenings:**
    - Coordinator
    - Wall Babies Can't
    - Fall 2013

- **Evidence/Artifacts:**
  - Responsible Person(s)
  - Resources
  - Timeline

**Research-Based Practices:**

**The "What"**

1. **Continuum and Outcome Measurement Instrument:**
   - Assess three times during the school year using a Head Start administrator's the Bridge and for all children

2. **Additional Psychological and Cognitive Evaluations:**
   - By the school psychologist using the Bridge for special needs preschool program are screened for special needs preschool - children who are referred.

3. **Questions and Ages:**
   - Mental Health, Ages, and Stages Developmental

4. **Babies Can't Wall uses screenings such as ages and developmental milestones**
<table>
<thead>
<tr>
<th>Evidence/Resources</th>
<th>Responsible Persons</th>
<th>Resources</th>
<th>Timeline</th>
<th>Actions, Strategies, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of screenings</td>
<td>Party Smith</td>
<td>None</td>
<td>Fall 2013</td>
<td>Prevent Blindness Georgia also screen all Pre-K Dental screening within the first 60 days of school, and every Pre-K child is required to have an Eye, Ear, and &quot;Who&quot; health exam.</td>
</tr>
<tr>
<td>Pre-K Progress Reports</td>
<td>Classroom Teachers</td>
<td>None</td>
<td>On-going</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------</td>
<td>------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Completed checklists</td>
<td>Classroom Teachers</td>
<td>None</td>
<td>On-going</td>
<td></td>
</tr>
<tr>
<td>Evidence/Artifacts</td>
<td>Responsible Person(s)</td>
<td>Resources</td>
<td>Timeline</td>
<td></td>
</tr>
</tbody>
</table>

**Research-Based Practices:**

**Needs Assessment:**

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

**Building Block 3:** Ongoing Formative and Summative Assessments
<table>
<thead>
<tr>
<th>CLASS Report</th>
<th>Pre K Teacher</th>
<th>Pre K Teacher</th>
<th>none</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routines on WSO</td>
<td>Pre K Teacher</td>
<td>Pre K Teacher</td>
<td>none</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

The CLASS results will be used to determine the professional learning needs in the areas of concept development, language, and feedback.

Research-Based Practices:

Needs Assessment: Results: Emergent

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

Building Block 3: Ongoing Formative and Summative Assessments.
<table>
<thead>
<tr>
<th>Scored Reports</th>
<th>BRTS</th>
<th>none</th>
<th>Start: 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument</td>
<td></td>
<td></td>
<td>Form A/B (2 times per year)</td>
</tr>
<tr>
<td>Data of completed screening</td>
<td>Pre-K Grant</td>
<td>SCIT Grant</td>
<td>Year School</td>
</tr>
<tr>
<td>Instrument</td>
<td></td>
<td></td>
<td>Pre-K Grant</td>
</tr>
<tr>
<td>Head Start</td>
<td></td>
<td></td>
<td>Pre-K Grant</td>
</tr>
<tr>
<td>Evidence/Artifacts</td>
<td>Responsible Person(s)</td>
<td>Resources</td>
<td>Timeline</td>
</tr>
<tr>
<td>Research Based Practices: Needs Assessment Results: Emergent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action: Literacy screenings are used to assess readiness of individual children for reading and writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Block 3: Ongoing formative and summative assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Certificate</td>
<td>Head Start</td>
<td>Pre-K Director</td>
<td>Resources</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**Research-Based Practices:**
The need for evidence-based professional learning opportunities for teachers serving children from birth to age 5.

**Needs Assessment Results:** Imperative

**Hierarchy in the Content Areas:**

**Action:** In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy.
| Meeting Agenda | Pre-K Director | None |acker Year | During the school year, veteran teachers share their knowledge and expertise in literacy with newer teachers. Pre-K faculty have periodic training sessions in which the "What", "Why", "When", "Where", "Who", and "How" shift.

**Evidence/Artifacts**

<p>| Responsible Person(s) | Resources | Timeline |
| SST Agenda | Teachers Classroom Coordinator | Head Start Pre-K Director | SST Folders | Results of Screening | RTI Folders With Documentation of Progress Monitoring | Evidence/Artifacts | Responsible Person(s) | Resources | Timeline | The &quot;What&quot;/ &quot;Why&quot;: Research-Based Practices: |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Pre-K Director | Teachers Classroom Coordinator | Head Start Pre-K Director | None | Full evaluation date and develop interventions and/or referrals for Student Support Team will be convened to analyze | None | Ongoing | Binational Pre-School Developmental Screening. Children will be moved through different tiers as indicated by progress monitoring and results of screening. County Head Start model used by both Head Start Pre-K and Block Early Response to intervention is the tiered-intervention approach. Actions, strategies, and interventions. |
| Fall 2013 | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Responsible</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTL</td>
<td>CSTL meeting agenda</td>
<td>Pre-K director and Director of Early Childhood</td>
<td>None</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>CSTL</td>
<td>CSTL meeting agenda</td>
<td>Pre-K director and Director of Early Childhood</td>
<td>None</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>CSTL</td>
<td>CSTL meeting agenda</td>
<td>Pre-K director and Director of Early Childhood</td>
<td>None</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>CSTL</td>
<td>CSTL meeting agenda</td>
<td>Pre-K director and Director of Early Childhood</td>
<td>None</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

**Research-Based Practices:**

- All professionals and agencies working with children from birth to 5.

**The Why:**

The literacy task force recognized the need for a system of data collection, evaluation, and program improvement.

**Needs Assessment Results:**

- Not addressed

**Action:**

Community partners receive professional learning in the development of early literacy.
<table>
<thead>
<tr>
<th>Evidence/Artifacts</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Timeline</th>
<th>Fall 2013</th>
<th>Learning Support with all Early Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign in sheets</td>
<td>CLST</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions, Strategies, and Interventions

"WHAT"
NEEDS ASSESSMENT, CONCERNS AND ROOT CAUSE ANALYSIS

a. A description of the needs assessment process

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

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

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

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

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

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

c. Define root or underlying causes of areas of concern.
Based on the needs assessments and focus groups, the following areas of concern have been identified:

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

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

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

f. Identifies areas of concern.
The first area addressed was the need to develop a dedicated Community-based Literacy Strategy Team (CLST). According to Frank Porter Graham, Child Development Institute, many environments serving children birth to five are lacking in quality and basic literacy practices. From our needs assessment, we were able to determine that we
do not have a strategy team in Bleckley County to directly target literacy issues for the youngest members of our community, birth to five year olds. We realized in order to serve children in this age group we needed to include members from all service providers. These members would include Babies Can’t Wait, Project Step Special Needs, Bleckley County Pre-K, Head Start, Parent As Teachers and our community collaborative.

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

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

Currently, some of our providers for Birth to Five have the infrastructure for full implementation of screening and diagnostic assessments. Babies Can’t Wait uses screenings such as Ages and Stages Developmental Questionnaires and ASQ Social Emotional Questionnaires. The PAT program also uses the Adult and Adolescent Parenting Inventory, Ages and Stages Developmental Questionnaires and ASQ Social Emotional Questionnaires. Children who qualify for the Special Needs Pre-K program are screened by the school psychologist using the Brigance 3. Additional psychological and cognitive evaluations are administered to determine eligibility. Head Start administers the Brigance 3 to all children when they enter the Head Start Program. Children are assessed three times during the school year using a Continuum and Outcome Measure instrument.
Bleckley County Pre-K currently has no universal pre-screening instrument in place. At the end of Pre-K, the Kindergarten Early Intervention Program Rubric is completed on each child. Fifteen percent qualified in 2011-2012. Although Bright from the Start guidelines stated that no universal screenings would be administered, permission has been granted to administer PALS-Pre-K and the PPVT4. The Literacy Team will ensure that the required assessments are implemented with fidelity. We are requesting funds from the Striving Reader’s Comprehensive Literacy Grant to purchase the required assessments and to provide training for administration of the assessments.

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

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

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

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

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

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

e. Teacher Retention Data

<table>
<thead>
<tr>
<th>School Year</th>
<th>Teacher Turn-over</th>
<th>Percent of Teacher Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bleckley County Head Start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>Teacher Turn-over</th>
<th>Percent of Teacher Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bleckley Pre-K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>

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

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

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

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

Each program utilizes its own formative and summative assessments. Since there is no universal screening in place, the goal with the SRCL grant is to provide the framework for screening for all children ages birth to five. The objectives include offering the
opportunity for collaboration among all service providers, improve parent engagement, and provide smooth transition for children.

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

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

h. Professional Learning

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

<table>
<thead>
<tr>
<th>Professional Learning Activity</th>
<th>Year Offered</th>
<th>Number of Staff</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR/First Aid</td>
<td>2012-2013</td>
<td>5</td>
<td>Regional Head Start Office</td>
</tr>
<tr>
<td>Transition</td>
<td>2012-2013</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Math and Science Activities</td>
<td>2012-2013</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Nutrition Training</td>
<td>2012-2013</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teacher Directed vs Child Directed Classrooms</td>
<td>2012-2013</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Positive Discipline</td>
<td>2012-2013</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Strengthening Families</td>
<td>2012-2013</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Child Abuse Awareness</td>
<td>2012-2013</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Infectious Disease Control</td>
<td>2012-2013</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Professional Learning Activity</td>
<td>Year Offered</td>
<td>Number of Participants</td>
<td>Location</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Staff Meetings for in-house training</td>
<td>2010-2011</td>
<td>18</td>
<td>Bleckley Pre-K</td>
</tr>
<tr>
<td></td>
<td>2011-2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional BFTS Training</td>
<td>2010-2011</td>
<td>15</td>
<td>Bleckley Pre-K</td>
</tr>
<tr>
<td>Regional BFTS Training</td>
<td>2011-2012</td>
<td>15</td>
<td>Bleckley Pre-K</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-line Pre-k Courses</td>
<td>2010 and ongoing</td>
<td>15</td>
<td>Bleckley Pre-K</td>
</tr>
<tr>
<td>Response to Intervention</td>
<td>2009-2010 and ongoing</td>
<td>15</td>
<td>Bleckley Pre-K</td>
</tr>
</tbody>
</table>
II. PROJECT PLAN, PROCEDURES, GOALS, OBJECTIVES AND SUPPORT

a. Project goals directly related to the identified needs.

- Due to the absence of communication and collaboration between service providers for children age birth to 5, a Community-based Literacy Strategy Team will be formed to address the identified needs. This team will consist of representatives from Babies Can’t Wait, the PAT program, Special Needs Pre-K, Head Start and Bleckley County Pre-K.

- Increase the number of instructional days for Pre-K students. A top priority is to add back the 10 days that were cut from the 2011-2012 calendar.

- Implement universal assessment tools by all service providers birth to five to guide and improve instruction.

- Strengthen literacy instruction for children age birth to five through upgrading technology.

- Increase parent engagement and access to literacy resources by expanding the Pre-K resource room and provide additional resources in the community such as the Health Department and the Peyton Williams Adult Education Center.

b. Project Objectives

- Form a community-based literacy team to develop a shared literacy plan, provide training, and develop goals.

- Increase the amount of collaboration among all birth to five service providers.

- Provide professional learning for all stakeholders serving children ages birth to 5.

- Increase availability of literacy materials in homes, in the community, and in classrooms and Pre-K Resource Center.

- Provide meaningful transition activities from Head Start and Pre-K to Kindergarten.

c. The goals and objectives are measurable either formatively or summatively.
• The CIS/FC Collaborative board of directors will continue to meet 8 times per year with 4 of these meetings to invite and include partners from organizations impacting young children. The Community Literacy Strategy Team will be a standing agenda item to report out at each meeting to stakeholders. This team will work together and seek the support from other partners to effectively implement the activities and events of the Striving Reader Literacy initiative. Professionals from organizations in our community serving young children will have the opportunity to learn from and support one another through this team approach to meet our needs for a comprehensive literacy component serving birth to five as identified in our needs assessment.

• The required assessments will be purchased and administered according to the prescribed schedule. Data will be collected, evaluated and shared among all stakeholders.

• Literacy materials will be purchased and a system of distribution developed. In addition to classroom resources, this will include materials for parents to use in the home and materials to be available in the community. An inventory of resources will be kept. A system of sign-out will provide evidence of these additional resources being used.

• Transition activities will be coordinated between Head Start, Pre-k and Kindergarten. A transition timeline will be developed.

d. N/A

e. RTI Model

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

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

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

After 4 weeks, a parent conference is held in order to discuss concerns and share the progress monitoring results. At that time, the parent signs a Parental Consent to Screen. Any child that is to be screened must have a passed vision and hearing evaluation (#3300). The Brigance Preschool Developmental Screening is administered. Parents are
informed of the results. If the screening results indicated that the child needs Tier 2 interventions, the parents are sent a Parent Notification of Interventions letter and they are asked to complete a Preschool Developmental History form.

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

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

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

Bleckley County Head Start uses the RTI model as well.

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

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

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

h. Goals to be funded by other sources

- Establish a community-based Literacy Strategy Team to address the needs of children from birth to age 5.

- Sponsor a Baby Families and Schools Together, a six week family engagement program funded by CIS/FC.

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

Birth-to-five programs follow the schedule required by Bright From the Start. A sample Pre-K literacy schedule is listed below. Literacy is also incorporated into all other parts of the day such as small group and center time.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15 minutes</td>
<td>Story time</td>
<td>A minimum of two planned opportunities for story time are required daily.</td>
</tr>
<tr>
<td>10-15 minutes</td>
<td>Large Group Literacy</td>
<td>At least one planned large Group Literacy Activity is required daily. This can include big books, flannel board stories, drama, props such as puppets, etc.</td>
</tr>
<tr>
<td>15-20 minutes</td>
<td>Phonological Awareness Activity</td>
<td>Phonological awareness consists of skills that develop gradually and sequentially. Individual children's needs can be identified during a large group activity. Small group time gives an opportunity to adjust instruction to meet the needs.</td>
</tr>
<tr>
<td>15-20 minutes</td>
<td>Story Time</td>
<td>A second planned story time is required daily.</td>
</tr>
</tbody>
</table>


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

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

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

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

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

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

Research shows that PALS-Pre-K is a scientifically based phonological awareness and literacy screening that measures early learners’ foundation of the fundamentals of literacy. It provides guidance to teachers for individualizing instruction to meet children’s specific needs. The assessment reflects skills such as name writing ability,
upper case/lower case alphabet recognition, letter sound and beginning sound awareness, and rhyme awareness. The assessment scores will identify each child's strengths as well as those areas that need more instruction. This assessment will be administered to Pre-K children in the fall to help guide instruction during the year. It will be administered two additional times during the year to monitor progress and adjust instruction accordingly.

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

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

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

e. Professional learning needs.

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

- Head Start and other service providers will be trained to administer the DP-3.

- Head Start and Pre-K staff will be trained to administer the PALS-4 and the PPVT.
f. How will the data be presented to parents and stakeholders.

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

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

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

h. Who will perform the assessment?

All classroom teachers will be provided with professional development in the administering of each screening as well as how to analyze the data from the assessments. This training will be provided before the beginning of the 2013-2014 school year. The teachers will administer the assessments as required by the SRCL grant.
RESOURCES STRATEGIES AND MATERIALS (Existing and proposed)
Including Technology to support the Literacy Plan

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

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

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

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

c. List of shared resources

- Books in Resource Room/Lending Library
- Educational games and activities in Resource Room/Lending Library
• Large screen TV

• Laminator

d. Library resources

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

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

• Large group instruction

• Small group instruction

• Individualized/differentiated instruction

• Work/Center time

• Music and movement

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

• Collaborative planning

• Strategies for effective implementation of CLASS

• Utilization of assessment data

• Meeting individual student needs

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

Head Start:

• Classroom materials that are required for implementing the Creative Curriculum

• Materials needed for each learning center

Special Needs Pre-K:

• Basic classroom materials needed to implement the GELS.

• Children's computer and supporting software.

• Classroom library
• Learning games

Pre-K:

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

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

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

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

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

The funds from the SRCL will be used to purchase updated computers for the children in both the Head Start and Pre-K classrooms. Additional software will be purchased to promote literacy skills. Other electronic learning tools, books on tape and interactive games will be purchased. Some of these materials will
be included in a lending library. Interactive boards will be utilized in each classroom to promote student engagement and to strengthen early literacy skills.
PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEEDS

a. Table

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

<table>
<thead>
<tr>
<th>Professional Learning Activity</th>
<th>Year Offered</th>
<th>Percent of Staff</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR/First Aid</td>
<td>2012-2013</td>
<td>100</td>
<td>Regional Head Start Office</td>
</tr>
<tr>
<td>Transition</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Math and Science Activities</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Nutrition Training</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Teacher Directed vs Child Directed Classrooms</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Positive Discipline</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Strengthening Families</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Child Abuse Awareness</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Infectious Disease Control</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Child &amp; Teacher Interaction</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Embracing Diversity</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>More Than Just Routine</td>
<td>2012-2013</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Bleckley County Special Needs Preschool:

<table>
<thead>
<tr>
<th>Professional Learning Activity</th>
<th>Year Offered</th>
<th>Percent of Participants</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Special Needs Sensory Conference</td>
<td>2011-2012</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Paraprofessional Institute</td>
<td>2011-2012</td>
<td>100</td>
<td>Heart of Georgia RESA</td>
</tr>
</tbody>
</table>

Bleckley County Pre-K

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

**c. On-going professional learning**

Head Start staff participate in annual professional learning activities as prescribed by program requirements.
Pre-K teachers and assistant teachers receive 15 hours of professional learning that is provided by BFTS. Additionally, whole faculty study groups meet to examine current educational issues and trends.

d. Professional Learning Needs

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

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

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

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

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

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

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

All Head Start and Pre-K teachers will need to be trained in how to interpret and analyze the data.
All Pre-K teachers are receiving ongoing training in Work Sampling On-line.

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

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

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

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

In-classroom observations will be conducted to determine the level of proficient use of new technology by using a locally developed observation checklist.
The BCSD places a strong emphasis on sustainability of initiatives. This requires a supportive Board of Education and much collaboration and coordination among program directors, administrators and leaders, teachers, community supporters, resource providers, partners in education and our local collaborative Communities in Schools of Cochran/Bleckley & Family Connection Community Partnership, Inc. (CIS/FCCP).

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

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

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

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

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

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

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

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

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

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

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

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

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