

School Profile

Created Monday, November 19, 2012

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School Information

School Information District Name:	Clarke County School District
School Information School or Center Name:	Early Learning Center 2

Level of School

Early Learning (Birth to Five)

Principal

Principal Name:	Shelley Goodman
Principal Position:	Director
Principal Phone:	706-357-5239 x20362
Principal Email:	goodmans@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Carolyn Wolpert
School contact information Position:	Coordinator
School contact information Phone:	706-357-5239
School contact information Email:	wolpertc@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

Birth to 5

Number of Teachers in School

21

FTE Enrollment

255

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: Philip D. Lanoue, Ph.D.

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

Address: 240 Mitchell Bridge Road

City: Athens, GA Zip: 30606

Telephone: (706) 546-7721 Fax: (706) 208-9124

E-mail: lanouep@clarke.k12.ga.us



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

Philip D. Lanoue, Ph.D.

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

December 12, 2012 _____ Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

i. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

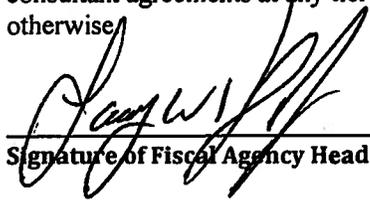
II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



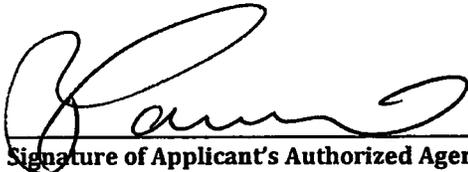
Signature of Fiscal Agency Head (official sub-grant recipient)

Larry Hammel, Chief Financial Officer

Typed Name of Fiscal Agency Head and Position Title

December 12, 2012

Date



Signature of Applicant's Authorized Agency Head (required)

Philip D. Lanoue, Superintendent

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

December 12, 2012

Date

N/A

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

N/A

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

Date (if applicable)

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[General Application Information](#)

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

-
- 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

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

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

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

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Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

-
- Yes
-

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

-
- Yes
-

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Fiscal Year	Financial Findings	Federal Findings
FY2011	FS-6291-11-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY2010	FS-6291-10-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)
FY2009	FS-6291-09-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness	None reported
FY2008	FS-6291-08-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency	None reported
FY2007	FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency	None reported

Clarke County School District (CCSD) Narrative

a. Brief History

The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, Classic City High School, and a Career Academy. Named as a Title I Distinguished District in 2011 for being the #1 large school district in the state for closing the achievement gap, we continue to gain in graduation rate (70.8% in 2011, up 7% from 2009). Both high schools were also named as Advanced Placement Honor Schools. On the 2011 Criterion-Referenced Competency Test, 87.9% of students in grades 3-8 met or exceeded state reading/ELA standards. CCSD is data-rich district, targeting needs and areas of concern through school and district data team processes, monitoring student progress, and continuous communication with all stakeholders.

b. System Demographics:

Ethnically, 51% of our students are African American, 23% are Hispanic, 20% are white and 2% are Asian. Nearly 12% of students have English as their second language, and 11% are special needs students. 80% of students receive free or reduced lunches through the federal meal program.

c. System Priorities:

The CCSD is committed to the following priorities for all students: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes. In all classrooms, we implement research-based instruction; grounded in Common Core standards and literacy practices, have continual monitoring of student progress, and create cultures of achievement in our schools.

d. Strategic Planning

CCSD provides schools yearly with an "Annual District Data Notebook" that summarizes student and school performance on all state and district assessments. Schools conduct root cause analyses and develop school improvement plans based on this data. During the Striving Readers (SR) planning and grant-writing stage, school literacy teams examined literacy data to 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE's "What" document; 4) identify needs in each school's plan; and 5) develop action steps to inform goals/objectives of the plan. CCSD's plan is as follows: During Year 1, CCSD will provide professional learning in literacy to all schools in Cohort 2 including the Early Learning

Center; implement reading and writing across the curriculum; develop reading growth charts from screeners and other assessments; implement RTI for students according to instructional needs; purchase instructional and diverse texts; and implement technology to foster student engagement. During Year 2, CCSD will develop CCGPS units and focus on scope and sequence of reading and writing instruction. During years 3-5, CCSD will collect and report on data in order to implement the SR Plan.

e. Current Management Structure:

Dr. Noris Price, Deputy Superintendent, will oversee all management of the SR grant. Dr. Mark Tavernier, Director of Teaching and Learning, serves as Project Director. All schools in Cohort 2 will implement their own SR grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

f. Past Instructional Initiatives:

Over the past six years, two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD’s Early Learning Center has successfully implemented two Early Reading First Grants (the largest funded ERF grants in the nation), which include Pre-K programs at all 14 elementary schools. The SR (Cohort 1) grant is implemented in four elementary schools, one middle school, and one high school, and the Office of Early Learning, providing longitudinal data of literacy performance. Interventions such as Voyager, Successmaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

g. Literacy Curriculum:

CCSD Present Literacy Curriculum
Pre-K and Early Learning Literacy; Georgia Pre-K Content Standards and Georgia Early Learning Standards Materials used: Birth -2 yrs.: 1,2,3 READ; 3s : Scholastic Early Childhood Program; all 4s: Opening the World of Learning
CCGPS in grades K-12 Materials used: K-2: Rigby Literacy; Phonics Lessons 3-5: Storytown, Rigby Literacy; Writers Express 6-8: Language of Literature
Ongoing formative and summative assessments targeting Literacy Performance <ul style="list-style-type: none"> • Use of data team process in grades Pre-K to 12 • Classroom walkthroughs to inform instructional next steps

<ul style="list-style-type: none"> • Data summits to analyze concerns and target next steps in planning
<p>Best Practices with CCGPS instructional shifts in all content areas:</p> <ul style="list-style-type: none"> • Increased evidence-based writing in all content areas • Increased use of non-fiction texts with specific reading strategies and academic vocabulary instruction
<p>Tiered Intervention Systems</p> <ul style="list-style-type: none"> • Use of data systematically to target students in tiers 1-4 • Planning for Extended learning time and interventions (software, instructional)
<p>Targeted Professional Learning based on the following:</p> <ul style="list-style-type: none"> • Classroom walkthrough data/district walkthrough data • Using focused walkthrough data from coaches • Using School Improvement surveys to target needs
<p>Utilizing technology literacies</p> <ul style="list-style-type: none"> • All K-12 schools utilize 2:1 technology for digital literacy and research strategies

CCSD Literacy Needs and Objectives	
<p>Identified Needs: Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)</p>	<p>Goals and Objectives: Goal 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency. Objective 1.1: All students in tiers 1-4 will receive explicit vocabulary instruction as well as explicit reading strategy instruction. 1.2: All students in tiers 1-4 will receive writing strategies for CCGPS literacy. 1.3: Quarterly research-based writing will be required in all content areas.</p>
<p>Professional learning related to formative, summative, and screening processes for birth- 12th grade for effective RTI monitoring.</p>	<p>Goal 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress. Objective 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1 and interventions in tiers 2-4. 2.2: Teachers will identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.</p>
<p>Vertical and horizontal alignment of CCGPS standards and practices; professional</p>	<p>Goal 3: To articulate vertically and horizontally K-12 CCGPS strategies, and</p>

learning in text complexity K-12.	text complexity. Objective 3.1: Teachers will participate in Professional learning communities for CCGPS literacy 3.2: During years 1-2, curriculum teams from early learning and grades k-12 will develop vertical and horizontal documents regarding text complexity and CCGPS strategies.
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h. Literacy Assessments Used District wide

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

i. Need for SR Project

CCSD is committed to developing powerful literacy and 21st century literacy skills in our students. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

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

With years of experience successfully administering scores of federal grants, the Clarke County School District is poised and prepared to implement the SR Grant with integrity and quality. Dr. Mark Tavernier, Project Director, supervises elementary and secondary literacy coaches, instructional technology coordinator, instructional technology specialists, and two administrative/budget assistants. His team manages grant activities, such as coordinating professional learning for teachers in Common Core literacy practices and instructional technology. SR's principals will oversee grant-focused literacy activities in their schools as part of their commitment to whole-school literacy achievement. CCSD's Business Office will process SR grant funds as it currently does for numerous state and federal grant programs.

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

- Dr. Noris Price, Deputy Superintendent
- Dr. Mark Tavernier, Director of Teaching and Learning and Project Director
- Alita Anderson, Elementary Literacy Coach
- Carlyn Maddox, Secondary Literacy Coach
- Melanie Sigler, Burney Harris Lyons Middle School
- Tad MacMillan, Clarke Middle School
- Anita Lumpkin-Barnett, Alps Elementary School
- Dr. Scarlett Dunne, Oglethorpe Elementary School
- Larry Hammell, Chief Financial Officer
- Gerald Arscott, Accounts Payable Coordinator
- Veronica Jackson, Administrative Assistant
- TBD, Additional District Literacy Coach

c and d: Responsibilities with Grant Implementation Goals/Objectives:

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

e. Implementation of Goals and Objectives: All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE's "What," "Why," and "How" documents. CCSD personnel will sign a commitment statement pledging to meet the project's objectives and grant activities detailed in each grant.

f. Involving Grant Recipients in Budget and Performance Plans: Grant recipients will meet quarterly with Dr. Tavernier, coaches, and District Literacy Team in order to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign in sheets.

g. Evidence of meetings with Grant Recipients: Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets.

Clarke County School District (CCSD)

Experience of the Applicant

a-b. Other Initiatives and State Audit results:

<ul style="list-style-type: none"> CCSD partners with the GaDOE and the UGA College of Education to develop new model-learning environments with an emphasis on the use of technology embedded into curriculum development, instruction, and assessment of Common Core standards. The GaCASH/CASH EQUIVALENTS DOE provides technology consultants and access to Georgia Virtual online content; UGA assists our schools with teacher preparation, professional learning, and research related to instructional design, student learning, and teaching practices.
<ul style="list-style-type: none"> CCSD partners with UGA's College of Education to develop and implement Professional Learning Schools (PDS).
<ul style="list-style-type: none"> CCSD partners with UGA College of Education and Franklin College of Arts and Sciences to implement eight years of state Math and Science partnership grants.
<ul style="list-style-type: none"> CCSD partnered with Athens Technical College to open Athens Community Career Academy, a charter program that opened in August 2011.

Three Years of State Audit Results:

Fiscal Year	Financial Findings	Federal Findings
FY 2011	FS-6291-11-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY 2010	FS-6291-10-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance

	<p>FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness</p>	<p>U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)</p>
FY 2009	<p>FS-6291-09-01 Cash/Cash Equivalent Inadequate Internal Control Procedures Significant Deficiency</p> <p>FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness</p>	None reported
FY 2008	<p>FS-6291-08-01 Cash/Cash Equivalent Inadequate Internal Control Procedures Significant Deficiency</p> <p>FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency</p>	None Reported
FY 2007	<p>FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency</p>	None Reported

c. LEA's capacity to Coordinate Resources:

Under the direction of Dr. Noris Price, Deputy Superintendent, and district directors, many formula and competitive grants are coordinated and managed such as Title I, Title II, Title III, Title IV, Title VIB, Head/Early Head Start grants, 21st Century Community Learning Center grants (3 separate grants for elementary, middle and high schools in the district), Striving Readers Grant (Cohort 1), and Math and Science Partnership grants with University of Georgia. Several grants have been awarded to the district's Early Learning Center including an Early Reading First Grant.

d. Sustainability of LEA's Past Initiatives:

Following the implementation of several Math/Science Partnership grants and Striving Readers' grants (Cohort 1), many instructional practices have been implemented and sustained K-12 in CCSD. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center Grants. In addition, the district was the recipient of a Career Academy Charter Grant in partnership with Athens Technical College in 2009 and a State Race to the Top Grant in partnership with the University of Georgia in 2011.

e. Initiatives Implemented internally with no outside funding:

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

I. SCHOOL NARRATIVE

(A) SCHOOL HISTORY

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

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

Today we serve over 1,200 children in 57 classrooms through Pre-K, Head Start, Early Head Start and Preschool Special Education. The Office of Early Learning supports these classrooms by providing supervision and coaching for early childhood educators that equips them with the most current research-based educational practices to guide developmentally appropriate instruction.

Through our rich history of collaboration and innovative programming, we have become a vital and well respected division within the Clarke County School District's educational system and consequently have been able to impact a significant number of early learners in the Athens-Clarke County community.

(B) ADMINISTRATIVE AND TEACHER LEADERSHIP TEAM

The OEL Administrative Leadership Team consists of the OEL Director, Program Coordinators, Lead Family Engagement staff, Data Specialists, and Fiscal Specialist (See Table 1).

Table 1: Office of Early Learning Administrative Leadership Team

Dr. Shelley Goodman, OEL Director	Javier Zapata, Family Engagement
Gregory Hull, Pre-K Coordinator	Angie Moon de Avila, EHS/HS Coordinator
Linda Sprague, Prof. Learning Coordinator	Chris Walker, EHS/HS Education Manager
Carolyn Wolpert, ERF/SRCL Coordinator	Jennifer Polick, Fiscal Specialist
Vinette Fabregas, EHS/HS Assist. Coordinator, SRCL Coordinator	Eden Gillespie, Preschool Special Education Coordinator
Jean Memory, Pre-K Registrar	Betty Coy, ERF Data Specialist

The Office of Early Learning has classrooms housed at each elementary school in Clarke County. Each of the 14 elementary schools has a Teacher Leadership Team. OEL's Early

Learning Center (ELC) has the same teacher leader infrastructure for its 12 birth to five classrooms and home based services. The members of the Teacher Leadership Team include representatives from Pre-K, Early Head Start, Head Start, and Preschool Special Education (See Table 2).

Table 2: Members of the ELC Teacher Leadership Team

Dr. Shelley Goodman, OEL Director	Rachel Scott, Pre-K SPED Inclusion
Gregory Hull, Pre-K Coordinator	Anna Slocum, HS Pre-K SPED Inclusion
Avaian Sanchez, EHS/HS Home Educator	Valerie Marlow, EHS/HS Nutrition Specialist
Marsha Hawkins, EHS/HS Program Specialist	Hannah Carter, EHS/HS Safety Risk Manager
Sarah Scott, Pre-K SPED Teacher	

(C) PAST INSTRUCTIONAL INITIATIVES

In 2007 and in 2009, the Office of Early Learning (OEL) was awarded Early Reading First (ERF) Grants which led to an increased emphasis on children’s acquisition of early literacy concepts and skills. Professional learning based on empirical research has supported teachers in improving their instructional practice in these areas. Using the state standards for 3- and 4-year-olds, in collaboration with Pre-K, EHS/HS, PSPED, and following the lead of CCSD, OEL implemented a standards-based, developmentally appropriate teaching and learning framework that incorporates Understanding By Design. Of the 15 classrooms that this project proposes to support, 10 have previously been served by ERF grants. Of those 10 classrooms, 2 of the lead teachers were on staff during the grant periods. OEL leaders and teachers have worked to develop an evidence-based Literacy Plan that focuses on 5 areas of language and literacy development: Oral Language Development, Print Awareness, Alphabet Knowledge, Phonological Awareness, and Writing Development.

(D) CURRENT INSTRUCTIONAL INITIATIVES

In 2012, the CCSD was awarded a SRCL, Cohort 1, grant which includes OEL classrooms at the ELC, HBS, JJH, FOW, and WIN elementary schools. The focus of PL to support classroom instruction has expanded to include the district and state comprehensive literacy plan goals of addressing instruction and the acquisition of literacy concepts and skills in all content areas and domains in our birth-to-five programs. Ongoing curriculum renewal is a part of the OEL programs’ work to maintain high expectations for research-based best practices in all preschool classrooms. Curricular resources and supports are posted on the CCSD website under preschool programs so that access is available to all staff from an internet connection. This website is updated regularly to reflect curriculum renewal and additional resources and instructional strategies.

OEL’s Striving Readers grant implementation plan conflicts with no other OEL, state, or federal initiative that the department is currently implementing or plans to implement. The department’s key Programs (Pre-K, EHS/HS, PSPED, ERF, SRCL 1, PDS, JPS (cradle to career) will be supported by a Striving Readers grant, providing the same level of rigor, focus, and high expectations for teacher and student success.

(E) PROFESSIONAL LEARNING NEEDS

The reduction in the salary schedule for pre-K teachers initiated in the 2011-2012 school year has negatively impacted teacher retention in our preschool programs. This salary reduction has led many highly trained early learning teachers to accept positions in K-5 classrooms and requires retraining and redelivery of professional learning for new teachers and staff. The retention rate for birth-to-five teachers in the SRCL 2 early learning cluster is 14% over the past 3 years.

Because of the end of the ERF grants, the amount of PL and coaching provided over the last 5 years will be drastically reduced. In an effort to ensure that all teachers in the OEL programs supported by the SRCL 2 grant continue to receive training in best practices based on the latest evidence-based research, a comprehensive PL plan is necessary. This training will take place within the framework of a tiered process for new teacher induction and a process of differentiated PL for meeting the needs of veteran teachers.

The tiered teacher induction system will front-load PL at the beginning of the school year with foundations for emergent literacy instruction as well as best practices for addressing language and literacy in all content areas and domains. The Summer Institute will provide 21 hours of PL for new and veteran teachers with breakout sessions to provide for differentiation according to the age-band taught and the experience level of the teacher. In alignment with CCSD's tiered evaluation system, the tiered induction system will provide teachers with leadership opportunities as teacher leaders and peer coaches. Two teachers will be offered the opportunity to earn a reading endorsement using grant funding.

(F) NEED FOR STRIVING READERS PROJECT

According to the needs survey, there is a distinct need for the SRCL funds due to:

- decline in developmental scores in the areas of cognition and communication,
- reduction in staff and resources with the closing of the ERF grant,
- absence of a family literacy resource map for the community,
- insufficient communication system among stakeholders,
- number of teachers with 3 years or less teaching experience,
- insufficient teacher induction system, and
- lack of access to literacy materials in home.

SRCL funds would be utilized to provide sustainable systems using the existing coalition and braiding current resources in the OEL including SRCL One. The goal is to increase teacher leadership and capacity to mentor new teachers.

II. SCHOOL LITERACY PLAN (NO PAGE LIMIT) (20 POINTS)

The following pages contain the Clarke County School District Office of Early Learning (OEL) School Literacy Plan. The title of OEL's School Literacy Plan is: *The Athens Community Plan for Children: Building Blocks for Early Literacy* (BBEL). References made to the OEL's School Literacy Plan in the grant application narrative for Striving Readers Cohort Two (SRCL2) will be made using the acronym "*BBEL*" which stands for Building Blocks for Early Literacy.

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

The SRCL2 Needs Assessment for Literacy was used to develop Areas of Concern and The "*How*" document was used to identify *steps* that OEL has *not taken* to address the Areas of Concern is described in each of the six Building Block sections. Strategies for sustaining literacy goals and initiatives are also described for each Building Block. An implementation plan for literacy goals and initiatives is summarized in the Conclusion and corresponds to part V. of the SRCL2 grant application narrative.

An appendix provides sample documents to assist readers in understanding how OEL operationalizes their literacy goals and objectives. All appendices are contained at the end of OEL's School Literacy Plan (BBEL). When reading the SRCL2 grant application narrative, reviewers must refer to OEL's School Literacy Plan to locate appendix references. A listing of documents contained in the appendix is provided in the Table of Contents on page 7 of the School Literacy Plan (BBEL).

CLARKE COUNTY SCHOOL DISTRICT ATHENS, GA

Athens Community Plan for Children

BUILDING BLOCKS FOR



Athens Community Plan for Children: *Building Blocks for Early Literacy*

(Edition 1 – Updated December 2012)

Clarke County School District

Office of Early Learning

440-2 Dearing Extension

Athens, GA 30606

(706) 357-5239, Ext 20362

Fax (706) 357-5293

Website: www.clarke.k12.ga.us

Email: goodmans@clarke.k12.ga.us

Director: Dr. Shelley Goodman

Whatever It Takes:

Athens-Clarke Family Connection / Communities in Schools

440-1 Dearing Extension

Athens, GA 30606

(706) 369-9732 or (706) 546-7721, Ext 20629

Fax (706) 353-0286

Website: www.witathens.org

Email: tim.johnson@witathens.org

Executive Director: Tim Johnson

III. NEEDS ASSESSMENT, CONCERNS, ROOT CAUSE ANALYSIS

(A) The needs assessment process is cyclical. As shown in the Needs Assessment Process Timeline in appendix III.8, needs assessment activities are ongoing. The timeline shows “*steps taken*” to develop the literacy plan. It represents yearly steps “*to be taken*”. It begins with professional learning (PL) in July so that teachers receive guidance for the beginning of school. Screening and assessment begin in the first quarter with EED’s, ASQ, DP-3, PPVT, and PALS. Formative data collection occurs daily (*See IV. Analysis and Identification of student and Teacher Data; Building Block III of the Athens Community Plan for Children: Building Blocks for Early Literacy-BBEL*).

The success of the self assessment process depends on the effectiveness of monthly meetings described in Building Block I of the Office of Early Learning (OEL) literacy plan-BBEL. These meetings provide time for stakeholders to plan, monitor, and analyze implementation of literacy instruction. Each month, the OEL Leadership Team conducts classroom “*walkthroughs*” to monitor instruction using a locally developed tool for measuring fidelity to standards-based instruction and CCSD non-negotiables.

Each year, the Leadership Team disaggregates the previous year’s summative data and forms teams to analyze data and complete a root cause analysis of results and conducts a series of meetings with community members, parents, teachers, home educators, and other staff. Retreats for the purpose of improvement planning and vertical alignment up to Kindergarten are scheduled. The information gained from analyzing the data is used to create the current Office Improvement Plan (BBEL, Appendix III). OEL goals are aligned with CCSD goals. This plan is presented to coaches to review with teachers in all programs.

(B) For the purpose of the SRCL grant application, OEL added the *SRCL Birth-to-Five Needs Assessment for Literacy (0-5 NAFL)* to its needs assessment process. With the addition of the *SRCL 0-5 NAFL*, OEL is analyzing disaggregated language and literacy data at a deeper level in all of its literacy programming. The *SRCL 0-5 NAFL* evaluates literacy program effectiveness across six research based building blocks which are described in Georgia’s Literacy Plan: The “What”, The “Why”, and The “How”. The survey participants (identified in *part (c) of this section*) were asked to rate OEL’s implementation of the six Building Blocks for Literacy as “*Fully Operational*”, “*Operational*”, “*Emergent*”, and “*Not Addressed*”. Responses under each section were tallied and concerns were identified as described in *part (f) of this section* of the narrative. EHS/HS Parent Surveys of children and family needs and interests, a community assessment, and the Census 2010 survey data were also used in this Needs Assessment process.

(C) CCSD OEL had overall scores of 55% and 39%, consecutively, at the “*fully operational*” and “*operational*” levels across the six building blocks for literacy in the Georgia Birth-to-Five Needs Assessment for Literacy. After reviewing trends in teacher retention rate, current practices, and discussing the looming impacts of closing out the Early Reading First (ERF) grant, the group identified that key steps from the “How” document are missing-in-action. The team analyzed the reasons OEL is only 55% “fully operational” and adopted the strategy to improve scores in building blocks III, IV, and V, that OEL will need to focus on I, II, and VI. CCSD OEL determined that many of its best literacy practices are not sustainable because of the

elimination of funds to continue its ERF program. During the root cause analysis, the OEL Leadership Team identified three anchor building blocks (*I. Shared Leadership, II. Continuity of Care and Instruction, VI. Professional Learning and Resources*).

Table 2: Birth to Five Needs Assessment for Literacy

Building Block	% Fully Op	% Op	total
I. Shared Leadership	60	36	96
II. Continuity of Care and Instruction	53	37	90
III. Ongoing Formative and Summative Assessment	61	37	98
IV. Best Practices	72	21	93
V. System of Tiered Interventions	32	60	92
VI. Professional Learning and Resources	52	42	94
Overall Score	55	39	94

Why didn't OEL score higher under "fully operational"? Because OEL does not have a/an...

- Brochure mapping community resources and points-of-contact;
- Easily accessible system of communication: multi-media to create public awareness, share information / results, event dates, resources, videos, educational tools, exemplar lessons, and job embedded PL for stakeholders
- Literacy focused web-presence (one-stop website)
- Peer coaching model
- Pipeline of leaders trained for succession: train-the-trainer model for parents/community
- Five-year strategic literacy plan
- Transition Team: accessible transition protocols for each age-band/transition calendar
- Fully established teacher induction system for building capacity over time
- Technology expertise to develop web-based PL and tracking system
- PL library and early literacy materials for preparing children for Kindergarten Common Core
- Fully sustainable plans for providing coaching, PL, literacy assessment, best practices, and tiered interventions
- Fully operational partnership with higher education to support application and implementation of best early childhood literacy practices

(D) Teachers, paraprofessionals, principles, the OEL Director, OEL program coordinators, coaches, education/behavior specialists from the Early Learning Center, Alps Road, Whitehead Road, and Oglethorpe Elementary schools, and Little Ones Academy West completed the Needs Assessment for Literacy.

(E) At the end of testing windows, children's summative assessment scores (DP-3; PPVT) are analyzed and disaggregated. The OEL Assessment Team reviews the data and identifies trends in each domain within classrooms, by location, by program, by subgroups (Students with Disabilities, English Language Learners, Economically Disabled, Gender, Age). Disaggregated data is addressed in narrative section IV. The results of literacy assessments show the need for more systematic writing and phonological awareness instruction (*See OEL Office Improvement*

Plan BBEL, Appendix III-Assessment). In 2010-2011, more than 50% of children birth to five entering school who were in OEL programs scored less than 85% on the DP-3 in one or more areas with lowest scores in Communication and Cognition.

(F) OEL detailed the steps it has taken in its literacy plan (*Building Blocks for Early Literacy, BBEL*) in each of the six areas. Intensive and rigorous PL has been provided for teachers by the ERF grant. During coaching sessions and following classroom observations by ERF Coaches, teachers are provided feedback related their performance. Training in data analysis and use to inform instruction, training for administrators and other support staff in assessment at the age- and grade-banded learning environment was provided by the ERF program. The OEL leadership also participated in training and PL communities at the district level. Given the pending loss of ERF personnel and staff responsible for implementing these best literacy practices and monitoring student achievement through data collection/analysis, the OEL Leadership Team also determined that it would need SRCL Cohort Two resources to take the following actions to sustain its best literacy practices and become “fully operational” across all six building blocks for literacy. The primary steps to be taken include:

1. Develop a five-year strategic action plan with yearly goals, performance targets and action plans for each building block and include yearly goals in the OEL Office Improvement Plan.
2. Use the *Birth-to-Five Needs Assessment for Literacy* rubric each year to monitor the implementation of steps to become “fully operational” in each of the areas: Appendix III.8
3. Expand the partnership with the University of Georgia to place a “*Professor in Residence*” at the Early Learning Center to sustain PL literacy practices by developing a system of tiered teacher induction aligned with CCSD’s tiered evaluation system.
4. Develop a one-stop early literacy website
5. Provide stakeholders sustainable access to technology, information, resources, and tiered PL on the website.

IV. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

(A) APPLICANT GRADE LEVELS (EARLY LEARNING READINESS)

The Striving Readers Cohort 2 grant to CCSD will provide support to 15 early learning classrooms serving children birth through Pre-K.

Table 1: SRCL 2 Cohort Early Learning Sites

Site	Classrooms (CRs)
Alps Elementary	2 GA Pre-K CRs
Oglethorpe Elementary	2 GA Pre-K CRs
Whitehead Elementary	3 GA Pre-K CRs
Little Ones Academy West	2 EHS Infant CRs, 2 EHS Toddler CRs, 1 Infant/Toddler Mixed CR, 1 HS Threes Collaborative CR, 2 GA Pre-K CRs

The chart below displays baseline data for all 3- and 4-year-olds entering CCSD classrooms from fall 2009 to fall 2012. The data indicate that many CCSD preschoolers are entering classrooms with language levels significantly below national norms.

Table 2 : Percentage of CCSD Early Learning Students Demonstrating Age-Appropriate Oral Language Development as Measured by the Peabody Picture Vocabulary Test (Fourth Edition)

Assessment		Fall 2009	Fall 2010	Fall 2011	Fall 2012
PPVT-4	3-Yr-Olds	60	55	45	42
PPVT-4	4-Yr-Olds	44	55	61	58

The data show a marked decline in the entering language scores of 3-year-olds enrolled in OEL Head Start classrooms. This may be due to highly proactive recruitment of families in crisis for the Head Start program, as well as active recruitment of children with disabilities. Another factor may be that, due to economic challenges, fewer parents are enrolling their babies in local childcare programs, and more are remaining at home or in informal family/friend/neighbor care arrangements in which there may be little understanding of the developmental needs of infants and toddlers, and less opportunity for oral language development. Some of the increase in PPVT scores for entering Pre-K students may be attributed to Head Start expansion, adding 4 Head Start 3s classrooms to OEL. These students typically make excellent oral language gains in the 3s class, and are meeting early literacy benchmarks at the same or higher rates as other typical students by the end of their Pre-K year.

(B) DISAGGREGATION OF DATA IN SUBGROUPS

Table 3: OEL SRCL 2 Cluster Student Data (Alps, LOA-W, Oglethorpe, Whitehead): Percentage of Students Meeting Year-End Benchmarks on Key Indicators of Early Literacy

Assessment	Group	2010	2011	2012
PPVT IV	3 yr. olds	63	75	65
PPVT IV	4 yr. olds	83	72	74
PPVT IV	ELL	72	49	49
PPVT IV	SWD	31	50	25
PALS Uppercase Letters	3 yr. olds	68	87	61
PALS Uppercase Letters	4 yr. olds	76	85	88
PALS Uppercase Letters	ELL	84	82	76
PALS Uppercase Letters	SWD	69	50	33
PALS Print and Word Awareness	3 yr. olds	36	79	42
PALS Print and Word Awareness	4 yr. olds	53	55	69
PALS Print and Word Awareness	ELL	44	41	57
PALS Print and Word Awareness	SWD	13	100	8
PALS Rhyme Awareness	3 yr. olds	66	75	76
PALS Rhyme Awareness	4 yr. olds	69	60	69
PALS Rhyme Awareness	ELL	55	46	54
PALS Rhyme Awareness	SWD	31	75	42

The table above shows disaggregated literacy data for the 3s' and 4s' classes included in the SRCL 2 Cohort cluster. The variability in the data for SWDs can be attributed to changes in the SWD population in this cluster. Through 2010, Alps Elementary housed self-contained classrooms for CCSD's Preschool Special Education program. In 2011, the self-contained classrooms moved to the Early Learning Center, leaving only community-based SWDs and children served in the HS 3s collaborative classroom. 2011 was the no-cost extension year for the 2007 Early Reading First (ERF) project, which supported Oglethorpe, Whitehead, and Pre-K and 3s classes at LOA-W. These sites had a reduced level of ERF support in 2011, and no direct ERF support in 2012. Alps Elementary has received ERF support since the award of an ERF grant in 2009. This support will end in 2013, as this is the final year for ERF. Following the end of ERF, OEL will have an urgent need for ongoing professional learning to support the continuation of the strong literacy practices that have been implemented under ERF. This need is particularly profound due to the high level of teacher turnover in early learning staff.

(C) IDENTIFIES STRENGTHS AND WEAKNESSES BASED ON PRESCRIBED ASSESSMENTS.

Oral language development continues to be an ongoing concern in all our early learning programs, due to the low levels of language with which many children enter CCSD classrooms. Oral language is the foundation for all learning and language development goals permeate instruction in all domains. However, student gains in oral language, as measured by the PPVT, have continued to climb from 66% meeting benchmark in 08-09, to 81% meeting benchmark in 11-12 (including scores of ELLS and SWDs). These continuous gains demonstrate the effectiveness of the language development strategies in use in the classroom. Scores on specific subtasks of PALS show a deficit in the area of concepts of print, as measured by the Print and Word subtask. Performance on this subtask has increased from 38% meeting benchmark in 08-09 to 57% in 11-12 but remains an area of challenge.

(D) DATA FOR ALL TEACHERS INCLUDING CTAE, SPEC. ED, & MEDIA

See Appendix III.2, SRCL 2 Teacher Data.

(E) TEACHER RETENTION DATA.

Site	# of Early Learning Teachers	# of Teachers Remaining Since 2010	% Teacher Turnover since 2010
Alps	2	0	100%
LOA-W EHS	10	2	80%
LOA-W HS	1	0	100%
LOA-W Pre-K	2	0	100%
Oglethorpe	2	0	100%
Whitehead	3	1	66%
Cluster Totals	21	3	86%

(F) DEVELOPS GOALS AND OBJECTIVES BASED ON FORMATIVE AND SUMMATIVE ASSESSMENTS.

Goals and objectives based on these data can be found in the OEL Office Improvement Plan (Appendix III.7) and in Section V of this application narrative. The OEL Management Team meets to analyze formative and summative data in quarterly data reviews, and adjusts plans for professional learning and teacher support based on findings. The team also reviews plans for supporting children not meeting standards and those exceeding standards to determine what additional support or resources are needed for teachers to meet these students' instructional needs.

(G) INCLUDES ADDITIONAL DISTRICT PRESCRIBED DATA SUCH AS UNIVERSAL SCREENERS, FORMATIVE AND SUMMATIVE BENCHMARK DATA AS WELL AS DIAGNOSTIC LITERACY ASSESSMENT

See data referenced in OEL Office Improvement Plan (Appendix III.7) and in the OEL Child Assessment Chart (Appendix III.1).

(H) TEACHER PARTICIPATION IN PROFESSIONAL LEARNING COMMUNITIES OR ON-GOING PROFESSIONAL LEARNING AT SCHOOL

Attendance in Professional Learning (PL) sessions at the OEL for the past 5 years is high. In 2007 and 2009, the CCSD OEL was awarded two Early Reading First Grants (ERF) grants. The ERF grants required 200 hours of professional learning (PL) per year of funding for all teachers and support staff in 3- and 4-year-old classrooms. From 2007–2011, teachers and other support staff in the OEL have attended more than 650 hours of PL designed to promote effective implementation of essential emergent literacy skills and concepts. Training for Early Head Start teachers included 40 hours per year on topics in child development domains, including emergent literacy skills. Training for Home Educators included EHS/HS regulations, philosophy, social services delivery and characteristics of adult learners. Home Educators' training includes the Parents As Teachers model with language and literacy components. PL included differentiated formats such as study groups, large and small group formal PL, data analysis, peer observations, transition activities, and individual coaching. For participation in PL in the past year, please refer to Narrative VIII, Table A.

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

(A) After the needs assessment process was complete, the Implementation Plan in Table 1 and the OEL’s School Literacy Plan was established in alignment with Georgia’s Literacy Plan: The “Why”, The “What”, and The “How” documents. Abbreviated implementation project plans, procedures, goals, objectives, and support listed below only include new initiatives under Building Blocks I, II, and VI. CCSD OEL is requesting SRCL2 funds to support these plans (See OEL’s School Literacy Plan: Athens Community Plan for Children: Building Blocks for Early Literacy (BBEL) for additional details for each heading. Details for existing initiatives under Building Blocks II, III, IV, and V are funded under existing programs (Pre-K, Preschool Special Education, Early Head Start, and Head Start) and do not require SRCL2 funds and are contained OEL’s School Literacy Plan-BBEL.

Table 1: Implementation Project Plans for SRCL2 Grant Support

OBJECTIVES	PROCEDURES	SUPPORT	THE “WHY”; THE “WHAT” REFERENCES
I. Shared Leadership Goal: A diverse group of stakeholders work together to provide children, families, and teachers access to sustainable experiences that prepares them for the increased language and literacy demands of the Kindergarten Common Core.			
Convene Early Care and Learning Strategic Action Team	Add new members; Develop brochure and distribute; Include SRCL goals/objectives in OEL Office Improvement Plan; Use technology to give wide access to resources	SRCL Cohort Two grant funds; OEL Director; Family Connection Executive Director	“Why”:p.26;33;91 “What”:p.5
II. Continuity of Care and Instruction Goal: Resources and research based practices for advancing young children’s language and literacy skills are accessible, communicated and utilized by a diverse array of birth-to-five stakeholders across each of Georgia’s Six Building Blocks for Literacy.			
Develop community transition plan	Conduct needs assessment annually; Develop one-stop website; Develop transition/referral procedures; Post on website; promote literacy information/activities/tools/technology resources on literacy website	SRCL Cohort Two grant funds; EHS/HS Coordinator, Program Specialist, Pre-K Registrar	“Why”:p.18;24;26;27;33;91;93;144 “What”:p5
VI. Professional Learning and Resources Goal: Teachers, parents and community members have access to literacy materials and a system of professional learning that prepares teachers to deliver developmentally appropriate, scientifically based instruction, while supporting parents and other stakeholders who assist students in a variety of community-based settings.			
Develop tiered teacher induction system	Contract with webmaster to develop website; Partner with University of Georgia to place a Professor-in-Residence to produce and deliver professional learning modules so that PLU’s and child care credits can be earned; Use substitutes so teachers can attend PL/Data Teams/Committees; Obtain testing protocols, computers, classroom and media center literacy resources; Use Media Assistant to promote reading, literacy events, print/distribute materials; Hold literacy focused family events; Use data specialist to enter assessment data; Select teacher and enroll in Reading Endorsement program	SRCL Cohort Two grant funds; Professor-In-Residence; ERF PL Coordinator, EHS/HS Assistant Coordinator	“Why”:p.21;23;58;93;97;120;141-144;150-151;158;161;162 “What”:p.8

Implementation Plans (IP) for Building Blocks III (Ongoing Formative and Summative Assessment), IV (Best Practices in Literacy Instruction), and V (Tiered System of Interventions) will be funded using existing early learning program and district funds. OEL will be able to support SRCL Cohort Two activities using Early Reading First funds through August 31, 2013 which is when the ERF grant permanently closes out.

IP's for Building Blocks I (Shared Leadership), II (Continuity of Care and Instruction), and VI (Professional Learning and Resources) that require funding from *Striving Readers Comprehensive Literacy Cohort Two (SRCL2)* grant funding are listed in Tables 1, 2, and 6 on pages 62-64 and 68 of OEL's School Literacy Plan (BBEL). Also see Budget Summary, section X of the narrative.

(B) The IP is formatted to align SRCL2 project objectives with each Building Block goal and areas of concern which were identified using:

- Student data
- Teacher retention data
- Classroom walkthrough data
- Community needs assessment data
- Parent surveys
- CCSD OEL early learning
- Grant close out timeline for Early Reading First
- Survey results from *Georgia's Literacy Plan Birth-to-Five Needs Assessment for Literacy* results
(See SRCL Cohort Two Narrative section III and the Office of Early Learning Improvement Plan contained in the CCSD's *Athens Community Plan for Children: Building Blocks for Early Literacy (BBEL)*, Appendix III.10)

(C) Performance targets were established based on literacy screening and assessment data in section IV of the SRCL2 narrative, OEL's School Literacy Plan (BBEL), Building Block III (p.38-48) and Appendix III. In addition, performance targets were based on Needs Assessment for Literacy survey (BBEL, Appendix III.10). OEL has set targets to reach the level of "fully operational" for each building block by the end of SRCL2 year three.

(D) N/A

(E & I) To implement goals for research based best practices, OEL established lesson plan templates, classroom schedules and routines, curriculum guides and maps that provide structure for literacy instruction for each age band (See OEL's School Literacy Plan-BBEL, Building Block IV, p.49-52 and Appendix IV). OEL's School Literacy Plan for Building Block V on p.53-55 and the IP for Building Block V on p.68 in the Conclusion address actions currently being taken and to be taken to provide an RTI model in

alignment with The “Why” document and the EMERGE study. The IP explicitly references in The “How” and “Why” documents. Forms used to implement the RTI process are included in Appendix V. SRCL2 funding is not requested for this plan.

(F) All teachers and children served at the schools will benefit from the SRCL2 funding, as all professional learning opportunities will have open registration. Materials purchased with these funds will be available in the classrooms at these sites and additional materials are available in the ELC media center on a checkout basis.

(G) Each school and department in CCSD have a continuous improvement plan. The Early Learning Center’s goals and practices are under the umbrella of the Office of Early Learning. The district holds a data summit in July where each department or office reviews their data in relation to the targets set. Root Cause Analyses are conducted when the data does not meet the target and there is not significant progress to close the achievement gap. Goals are updated, revised, or deleted accordingly. Directors, teachers, coaches, program coordinators, program specialists, and fiscal specialists are involved to ensure a sound plan is developed and understood. This plan is shared with the teachers during pre-planning. This plan is being reviewed at the school level monthly and midterm impact checks are conducted with the superintendent.

(H) In order to implement activities in the literacy plan, OEL has developed a methodology for each program to contribute resources. Striving Readers Cohort One and Two funding will be used as the seed for start-up and development costs of proposed activities. Through using technology solutions and Tiered Teacher Induction, by the final year of the Striving Readers Cohort Two grant, the best practices in literacy instruction will be sustained by the program funding sources (Pre-K, Early Head Start, Head Start, and Preschool Special Education). SRCL Cohort Two funding is request for Goals proposed for Building Blocks I, II, and VI for Clarke Middle feeder schools (Little Ones Academy West, Alps, Whitehead, and Oglethorpe Elementary Schools. Funding for implementing Goals for Building Blocks III, IV, and V are funded with the following other sources: Early Head Start, Head Start, Pre-K and Preschool Special Education. SRCL

(I) See part E on p.2

(J) (See Table 1 on p.1) Each of the six IP’s contains references to the researched-based practices in “What” and “Why” document which were explicitly used as a guide for establishing goals and objectives.

VI. ASSESSMENT/DATA ANALYSIS PLAN /5 pts./

A. CURRENT ASSESSMENT AND DATA ANALYSIS PROTOCOL:

Ongoing progress monitoring with analysis of data to inform both student instruction and programmatic decisions is an integral part of all OEL programs. Data is collected by teachers, teacher assistants, independent testers, and program coordinators and education specialists. See the OEL Child Assessment Chart (Appendix III.1) for a detailed list of assessments, their purpose and use by individual programs, and who administers the assessments. The OEL Progress Monitoring Timeline (Appendix III.3) details when assessments are administered. Data for PPVT, PALS, and GGG are entered in fall, mid-year, and spring into an Excel database. After scoring and data entry, individual student scores are sent to teachers, and aggregate data are sent to principals and program coordinators.

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

OEL coordinators and education specialists also conduct regular monitoring of OEL classrooms in order to measure key indicators of high-quality learning environments and instruction, such as basic health and safety, standards-based instruction, literacy environment, adult-child interactions, etc. Please see Appendix III.5 for a complete list and description of classroom monitoring tools.

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

B. COMPARISON OF THE CURRENT PROTOCOL WITH THE STRIVING READERS ASSESSMENT PLAN:

At the end of the Early Reading First grant in 2012, independent administration of PPVT and PALS will be discontinued unless SRCL requires independent testers. In order to continue the use of data to meet students' instructional needs and design meaningful professional learning, the OEL will develop a sustainable plan for continued progress monitoring. The OEL will train teachers to administer PPVT-IV and PALS, and teachers will cross-test students in each other's classrooms. OEL staff will maintain their certification to administer the CLASS observation instrument, and any new coaches or coordinators will be trained as reliable raters of CLASS. Additional OEL personnel will also be trained to administer ITERS in EHS classrooms. Under SRCL, OEL program data will be included in the district assessment plan. The OEL will work

with the CCSD's Director of Assessment to facilitate the transfer of early learning data, including the addition of three-year-old and Pre-K literacy assessment scores to Campus (CCSD's student information system).

C. HOW ASSESSMENTS WILL BE IMPLEMENTED IN THE CURRENT ASSESSMENT SCHEDULE:

Under SRCL, some assessments used will change (see below). However, the schedule of ongoing progress monitoring using formative data and the quarterly analysis of standardized benchmark data will continue as in the current assessment plan.

D. CURRENT ASSESSMENTS THAT MIGHT BE DISCONTINUED AS A RESULT OF THE IMPLEMENTATION OF STRIVING READERS:

Upon the completion of the Early Reading First project, the use of the *Early Language and Literacy Classroom Observation tool (ELLCO)* will be discontinued. This instrument has been rendered superfluous since most 3s and 4s classrooms are currently receiving near-perfect scores according to independent raters, and the literacy environment and activities measured by ELLCO are monitored through the use of the Bright from the Start Instructional Quality guides in all Pre-K classrooms, ITERS for birth through threes, as well as walkthroughs. These measures ensure a high level of literacy resources and instructional activities.

E. LISTING OF TRAINING THAT TEACHERS WILL NEED TO IMPLEMENT ANY NEW ASSESSMENTS:

Staff	Assessment PL Needed
Teachers/TAs of Infants/Toddlers	DP3, TS GOLD
Teachers/TAs of 3s	DP3, PPVT-IV, PALS, GGG, TS GOLD
Teachers/TAs of 4s	DP3, PPVT-IV, PALS, GGG, WSO
Coaches/Coordinators	DP3, PPVT-IV, PALS, GGG, TS GOLD, WSO, ITERS, CLASS

All new teachers will be trained to administer each of the student assessments. Teacher assistants will be trained to administer GGG and will be responsible for this assessment monthly. Reciprocal PL on formative and summative measures used in each program will be a priority: Infant-Toddler/HS Threes teachers; HS Threes/Pre-K teachers; Pre-K/Kindergarten teachers. Ongoing training and facilitation for monthly data teams and quarterly data digs will be provided for all staff by OEL coordinators, coaches and education specialists.

F. HOW DATA IS PRESENTED TO PARENTS AND STAKEHOLDERS:

OEL program data is presented to CCSD administrators in ERF's annual evaluation and our Office Improvement Plan annual review. A summary of OEL data is included at CCSD's annual data summit, which includes principals and staff from all schools. Elementary principals receive quarterly data summaries and review action plans from quarterly summative data team meetings. Kindergarten teachers receive a summary of each student's Pre-K data upon entry to kindergarten.

Parents are informed about their child's growth in all domains during parent-teacher conferences twice yearly. HS/EHS program data is reported to the HS/EHS Policy Council and HS/EHS

Parent Committee. The data is also presented at the annual HS/EHS Retreat. Program data will be presented annually to the Whatever It Takes Early Care and Learning Team.

G. HOW DATA WILL BE USED TO DEVELOP INSTRUCTIONAL STRATEGIES AND DETERMINE MATERIALS AND NEED:

During monthly formative data team meetings, teachers gather in cluster groups from several sites. In an ongoing cycle, they select a standard on which to focus instruction and data collection for the next month. They select common research-based instructional strategies and develop a common assessment. In subsequent meetings, they share their student data, discuss the effectiveness of their instruction, and determine interventions to use with students who are still struggling. When data from quarterly standardized assessments (PPVT, PALS, GGG) is entered and sent to teachers, summative data team meetings are held. During these meetings, the data are organized on step charts and analyzed in the following steps: 1) Organize data; 2) Identify trends and generalities; 3) Develop problem statement; 4) Conduct root cause analysis; 5) Write SMART goals; 6) Develop an action plan. Teachers share their quarterly data and action plans with their principals. Forms for both formative and summative data teams are available in the Appendices.

H. WHO WILL PERFORM ASSESSMENTS AND HOW IT WILL BE ACCOMPLISHED:

In 2012-2013, some student assessments (PALS, PPVT) are being administered by independent testers as a requirement of the Early Reading First grant. Beginning in fall 2013, teachers of 3s and 4s will be trained to cross-test each other's students using these measures. For a complete list of assessments, assessors, and assessment timelines, please see the OEL Child Assessment Chart (Appendix III.1) and the OEL Progress Monitoring Timeline (Appendix III.3).

SECTION VII. RESOURCES, STRATEGIES AND MATERIALS (EXISSTING & PROPOSED)

A. LIST OF RESOURCES NEEDED TO IMPLEMENT THE LITERACY PLAN INCLUDING STUDENT ENGAGEMENT

Big Books; Books in Spanish and English; Nonfiction books to support content area standards; Books with puppets and props; Read Together, Talk Together; Books and materials to integrate literacy in science and math; Fridge Phonics; Leap Frog for Toddlers; Nursery Rhyme Charts; Charts in English/Spanish; CDs for Songs, WordPlay, Music and Movement, songs from around the world; CD players, listening centers, and headphones; 1 laptop computer per teacher; a minimum of 2 computers in HS 3s and Pre-K classrooms,

B. GENERIC LIST OF ACTIVITIES THAT SUPPORT LITERACY INTERVENTION PROGRAMS

Additional instructional time with interventionists; Data teams meet to review student data and plan common lessons and assessments; Daily differentiated literacy small group instruction; Individualization strategies for struggling students; Extended day program: 135 minutes/day for students identified as needing additional support to meet federal and local benchmarks (ERF-supported schools); side-by-side coaching; Professional Learning

C. AND D. GENERAL LIST OF SHARED RESOURCES AND LIBRARY RESOURCES

Infant/Toddler	Preschool	Families	Teachers
12 – Board Book Collections 21 – Block Sets 55 – Puppets (including story sets) 88 – Infant/Toddler Toys	554 – Children’s Titles 53 – Big Book Collections 158 – Kaplan Learning Activities 82 – Dramatic Play Sets Leveled Readers: 256 – Reading level K-3.0 304 – Reading level 3.0-6.0 6 – Reading level 5.0-8.0 18 – Pre-k – Kindergarten/ Pearson 20 – Mid Kindergarten/ Pearson	105 – Parenting Titles 75 – Adult Fiction 23 – Adult Nonfiction 15 – Children’s DVDs 43– Children’s VHS 3– Onsite Computers 1– Onsite Smartboard 1– Onsite CD Player 40 – Take Home Activity Packs-ERF 76 – Take Home Activity Packs-Pre-K	336– Teacher Resources Titles 50 – Hand Puppets 53 – Big Book Sets 100 – VHS Tapes 40 – DVDs 3 – Onsite Computers 1 – Onsite Smartboard 1 – Onsite CD Player

E. GENERIC LIST OF ACTIVITIES THAT SUPPORT CLASSROOM PRACTICES

Explicit, intentional daily instruction focused on: oral language development, phonological awareness, alphabet knowledge, and concepts of print (print awareness); 3X daily read-alouds using structured questioning strategies to promote higher-order thinking skills (Read Aloud/Think Aloud) and develop comprehension and vocabulary; Daily modeled and shared writing using Think Aloud strategies; Multiple opportunities for student writing daily.

F. GENERIC LIST OF ADDITIONAL STRATEGIES NEEDED TO SUPPORT STUDENT SUCCESS

PL addressing data collection; PL addressing how to work with ELL and Children with Disabilities; PL addressing the integration of science and math in literacy; Provision for supporting teachers in obtaining a reading endorsement

G. GENERAL LIST OF CURRENT CLASSROOM RESOURCES FOR EACH CLASSROOM IN THE SCHOOL

Early Head Start	Head Start	Pre-K	ERF
<p>Early Head Start classrooms have: Supplies from the EHS Basic Needs List for Infant/Toddler Classrooms; EHS Center-Based 1,2, 3 Read Books- English version, Spanish version, Board Books (see attached list); Home-Based Parent As Teacher (PAT), 1,2, 3 Read Books- English version, Spanish version, Board Books (see attached list)</p>	<p>All HS 3-yr.-old classrooms are supplied with furniture, materials, and equipment from the BFTS Basic Equipment, Materials, and Supplies and Inventory List required in 4-yr.-old classrooms.</p> <p>Scholastic Early Childhood Program</p> <p>Home-Based Parents As Teachers (PAT), 1, 2, 3, Read Books – English and Spanish versions Board Books</p> <p>*Home Educators meet with parents in their homes weekly and for group socialization for parent and their children. The supplies in the “group social room” are similar to EHS classrooms.</p>	<p>All Pre-K classrooms are supplied with furniture, materials, and equipment from the BFTS Basic Equipment, Materials, and Supplies Inventory List. In addition, CCSD Pre-K classes have the following literacy resources: Opening the World of Learning classroom set; Breakthrough to Literacy classroom set and consumables, BTL computer program; Read Together, Talk Together: Dialogic Reading Training for Parents</p>	<p>Three- and 4-year-old classrooms supported by Early Reading First also have: At least 3 computers per classroom; Classroom library of at least 400 books; Additional literacy resources as needed: big book stands, books on CD, alphabet tubs, alphabet and phonological awareness kits, assorted literacy games and materials; Professional learning library for teachers</p>

H. A CLEAR ALIGNMENT PLAN FOR SRCL AND ALL OTHER FUNDING.

In order to implement activities in the literacy plan, OEL has developed a methodology for each program to contribute resources. Striving Readers Cohort One and Two funding will be used as the seed for start-up and development costs of proposed activities. Through using technology solutions and Tiered Teacher Induction, by the final year of the Striving Readers Cohort Two grant, the best practices in literacy instruction will be sustained by the program funding sources (Pre-K, Early Head Start, Head Start, and Preschool Special Education).

I. A DEMONSTRATION OF HOW ANY PROPOSED TECHNOLOGY PURCHASES SUPPORT RTI, STUDENT ENGAGEMENT, INSTRUCTIONAL PRACTICES, WRITING, ETC.

Computers for teachers at LOA will allow them access to CCSD resources and curriculum supports (curriculum maps, unit maps, etc.) and online professional learning. Student software will support vocabulary development in content areas. DP-3 scoring software will allow teachers

to access student data reports immediately to provide differentiated instruction. Student computer purchases for LOA will allow use of Breakthrough to Literacy software as a literacy intervention for preschool students, as well as other literacy and content area software.

VIII. PROFESSIONAL LEARNING STRATEGIES

(A) TABLE OF PL ACTIVITIES THAT STAFF HAVE ATTENDED IN THE PAST YEAR

Table 1

Date	Hours	Training Session Content	Provider/ Facilitator(s)	Participants	# of Participants (SRCL Cohort 2: ALPS, Whitehead, Oglethorpe, LOA West)
July 25 - 26	14.5	New Teacher Orientation	CCSD	New CCSD Pre- Kindergarten Teachers	7
August 2	4	Orientation to New Year: Curriculum Renewal, Assessment, Policy and Procedures	CCSD	OEL	7
September 6	7.5	Lea McGee: Expanding Oral Language and Vocabulary 3 Re-reads, RAN	ERF and CCSD	OEL	10
October 3	6	Social-Emotional Development Mind Set Training: De-escalation	CCSD	OEL	5
October 19-21	6	Social-Emotional Development Mind Set Training EHS		OEL	5
October 19-21	14	Social-Emotional Development Mind Set Training: Functional Behavior Analysis/Building Vocabulary through the 3 Read Alouds, Developing Materials to Implement Instructional Strategies	ERF Literacy Coaches/ HS Education Specialists	ERF only	5

January 2	7	Cognitive and Physical Development/ Phonological Awareness/Unpacking Standards/Developing Oral Language/Standards-Based Instruction During Center Time		OEL	10
March 28 -29	10	Transition to Kindergarten:Math and Writing Workshop, Literacy Centers, Transition to Pre-K: Writing, Introduction to Mathematize PSPED: Developmental Delays, Developing Oral Language OEL Family Literacy Fair	ERF Literacy Coaches/ HS Education Specialists/ PSPED Coordinator	OEL	10
April 10	5		ERF Literacy Coaches/HS Education Specialists	OEL	10
K Visits	4	Transition to Kindergarten	ERF Literacy Coaches and K-Teachers	ERF	5
July 17 - 19	21	Early Reading First Summer Institute	ERF Literacy Coaches/HS Education Specialists	ERF	5
Throughout school year	60	Coaching SBRR and Best Practices	ERF Lit Coaches CCSD	ERF	5
Throughout school year	12	New Teacher Induction	OEL Leadership	New Pre-K and SPED Teachers,	7
Study Groups and Data Teams	40	SBRR	ERF Literacy Coaches		7
Data Digs	12	Root Cause Analysis, Writing Smart Goals, Data Analysis	ERF Literacy Coaches		7

(B) 100% of the staff in the OEL attends all professional learning as a requirement of their employment. Staff members unable to attend a PL session are given make-up work related to the PL session missed.

(C) ON-GOING PL:

- Curriculum Renewal – revision and updates of Curriculum and Unit Maps, overview for teachers of curriculum and curricular resources reflecting updates/changes in standards and addition of curricular resources
- Curriculum and Unit Maps, teaching and learning strategies, previously presented PL sessions, and curricular resources are updated regularly and posted on the CCSD website.
- Training for teachers in use of curricular resources – focus dependent on identified needs
- New Teacher Orientation – orientation to CCSD/OEL, curriculum and curricular resources overview, BFTS requirements, Head Start and Early Head Start requirements, CCSD requirements, assessments, best practices based on empirical research
- New Teacher Induction – focus dependent on identified needs (teacher feedback, walkthrough observations, CLASS observations, and CCSD Teacher Evaluation System)
- BFTS training – 15 hours/year for returning teachers, 24 hours/year for new teachers (face-to-face, 3 – 4 hours/year via online training)
- Head Start/Early Head Start – 22 hours/year (Child Care Center – Little Ones Academy West: Health and Safety, Child Development, and Child Care Issues)
- Data Teams – using formative and summative data to inform instruction and make decisions regarding differentiation to meet student needs

(D) PROGRAMMATIC PL NEEDS IDENTIFIED IN THE NEEDS ASSESSMENT

Funds from the SRCL 2 grant will help offset the loss of funds to provide ongoing PL to new and veteran teachers: The OEL has offered PL to a variety of partners, including LOA W, child care providers, and WIT Promise Neighborhood – Neighborhood Leaders, during the last 5 years. With the completion of the ERF grant cycle, funds are eliminated to pay for substitutes and to pay teachers for attending training during off-contract hours. The retention rate for teachers in the proposed SRCL 2 grant is 20%. Seventeen of these 21 teachers have less than 3 years teaching experience.

Coaches, Family Engagement Literacy Specialists, and Literacy Interventionists funded by the ERF grants is being eliminated at the end of the no-cost extension as of 2012-2013 school year so that support for teachers, families, and students is reduced. Coaching support for new teachers in best practices in emergent literacy, acquisition of literacy skills, vocabulary and oral language development, and in differentiated instruction is being eliminated

Teachers have reported the need to work collaboratively in horizontal and vertical teams to understand how to receive students from their previous learning environment and prepare them for the next.

(E) Standards-Based Classroom Walkthrough observations have been a standard practice in CCDS since 2007 as a means to evaluate the effectiveness of Professional Learning and the implementation of GPS. The OEL implemented a modified walkthrough observation in 2008-2009 to evaluate Developmentally Appropriate Practice (DAP) and the implementation of standards-based instruction. Since that time, walkthrough data and Classroom Assessment Scoring System (CLASS) was implemented as part of the ERF grant evaluation. These two observations along with feedback from teachers after PL sessions and informal observations by coaches have provided information about the effectiveness of PL and have served to guide PL for all OEL supported classrooms. The CCSD Tiered Induction System also provides information about teacher growth from principals and other administrators that is used to design PL sessions.

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

Building administrators and Literacy Team members will participate in 40 hours of PL on leading and implementing the Striving Readers literacy plan in their schools. Teachers will improve their reading and writing instruction as documented by classroom observations. A minimum of 2 Pre-K teachers will earn Reading Endorsements by the end of Year 3.

All teachers in the CCSD birth-to-five programs (Preschool Special Education, Head Start, Early Head Start, and Pre-K) will be provided PL in implementing best practices in oral language development, phonological awareness, print awareness, alphabet knowledge and writing instruction. Teachers will learn strategies for differentiating instruction based on student need as identified by formal and informal assessments. These teachers will attend RTI overview sessions with information for accessing resources for special needs students.

During horizontal team meetings using the data team process, teachers will develop charts to track student progress and modify instruction based on assessment results. Opportunities to meet in vertical teams will be provided twice a year to share teaching strategies and information regarding expectations and requirements for each grade/age-banded learning environment. Information

gathered during the data team process can be used as one criterion for referring students for screenings/evaluations and identify students with special needs.

(G) The OEL will continue implementation of Standards-Based Classroom Walkthrough observations and CLASS observations to evaluate the effectiveness of Professional Learning, the implementation of standards-based instruction and DAP. These two observations with feedback from teachers after PL sessions and informal observations by administrators and support personnel will determine PL needs, guide planning for PL, and evaluate PL effectiveness.

IX. SUSTAINABILITY PLAN

(A) – (H):

The Office of Early Learning (OEL) plans to sustain the efforts of the Striving Readers Comprehensive Literacy grant efforts through the Early Care and Learning Strategic Action Team (ECL SAT). With the assistance of this coalition which meets at least quarterly, the map of family literacy resources will be updated annually. The distribution of the map will be accessible through the website and in print. The OEL will offer the map of community resources during preschool registration, Head Start and Early Head Start recruitment activities, at the Pre-K parent orientation, community centers, and other community agencies, such as the Department of Family and Children Services, the WIC clinic, and the public library to name a few. The coalition will also ensure that there are procedures in place to ensure smooth transitions from one learning environment to another. CCSD schools are required to have a transition plan. The coalition will also be utilized to assist the OEL with professional learning for parents.

With the continued emphasis on shared leadership and a commitment to developing more teacher leaders through the Tiered Teacher Induction System (TTIS), the Office of Early Learning and the Professional Development School initiative with The University of Georgia will provide ongoing professional learning opportunities for teachers. These professional learning opportunities will be recorded, archived on the website, and available 24/7. Online learning modules enable teachers to take online professional learning modules beyond the life of this grant. The programs within the OEL, Head Start, Early Head Start, Pre-K, and Preschool Special Education, along with teacher leaders and the Professor in Residence, will update the web resources at least annually. Professional learning for parents will follow the same format and sustainability plan. If additional funds are not available for the PIR, then the PIR will be maintained at the level prior to SRCL 2 funding with classes being taught for UGA students and limited assistance with professional learning.

The request for SRCL 2 funds for informational texts, mathematics resources, and sciences resources have a long shelf life and can be replenished through teacher classroom supply funds. Printing take home books may not be sustainable, however, the OEL plans to use Success By Six Wee Read books to replace the take home books. Parents will receive a Wee Read registration form when applying for early learning programs. Wee Read books will be given to children from birth to age 6 monthly at no cost to parents.

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

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

The OEL cost allocates many positions across the grants mentioned above. Once SRCL 1 and 2 funding has ceased, the other grant programs will resume paying the costs of the fiscal staff and

the OEL director. The media center paraprofessional position may need to become a volunteer position if funds are not available from the current programs. Training for the volunteers for the media center will begin during year two. The data specialist position will be assumed through the OEL programs, as the number of assessments will decrease and outside testers will not be utilized.

X. BUDGET SUMMARY - STRIVING READERS 2

Category	Description	FY2013	FY 2014	FY 2015
1) Personnel		Start Up		
Program Director (PD), 10% Time	Director will be the Project Manager	2,700	10,900	10,900
Data Specialist (DS), 50% Time	Data Specialist will enter data for testing, professional learning, and rosters.	0	10,900	10,900
Fiscal Specialist (FS), 10% Time, Budget Assistant (BA), 13% Time	Fiscal staff initiate requisitions; prepare reports; develop resource sharing plan	2,700	8,700	8,700
Media Parapro (MP), 49% Time	Media Parapro will manage all media center operations	1,500	9,500	9,500
Substitutes	Substitutes for Teachers for 5 days per year	0	8,000	8,000
AWA Teachers	AWA's for Data Teams 2 hours 1 time a month	0	3,000	3,000
2 Teachers Reading Endorsements	2 Teachers receive Reading Endorsement at \$3,000 per teacher.	0	6,000	6,000
2) Fringe				
CCSD benefits for Staff	FICA 6.2%	428	3,534	3,534
	Medicare 1.45%	100	827	827
	Teacher Retirement 11.41%	787	4,564	4,564
	State Health Insurance (Certified \$10,948, Classified \$5,232)	388	5,100	5,100
	Life Insurance	0	40	40
	Workman's Comp 0.1059%	7	54	54
3) Travel				
Out-of-town Travel	Staff to attend 4 conferences per year @ \$1,000.00 per staff member	0	22,000	22,000
4) Equipment		N/A	N/A	N/A

5) Supplies				
Testing Protocols	Years 2&3: PPVT testing protocols, PALS	0	3,000	3,000
Professional Periodicals	Years 2&3: various periodicals	0	2,000	2,000
Media Center Resources	Years 2&3: Supplies purchased for Library resouces	0	4,000	4,000
Classroom Libraries	Year 2: \$1,000/classroom library for 15 classrooms \$2,000 for take home books Year 3: Take home books	0	17,000	2,500
Professional Learning Libraries	Year 2: Professional learning libraries Year 3: Replacement Materials	0	7,500	500
Professional Learning Materials	Years 2&3: Supplies for large- and small-group PL sessions, data digs, data team meetings	0	5,000	5,000
Computers	Year 1: Computers will be purchased for staff including 2 laptops for 1 DS & PIR, 1 desktop computer for Media, 14 Teacher Netbooks, 9 Student Netbooks, Year 2&3: Additional Netbooks for classrooms as needed	22,100	10,000	10,000
Instructional Technology	Year 1: \$10 per student for software, Year 2&3: Software programs for DP3 scoring; Instructional programs,	1,980	3,000	3,000
Classroom Supplies	Year 1: \$745 for Building Blocks for 9 classrooms. Years 2&3: \$500 supplies per classroom, for hands on science and math resources	6,705	7,500	7,500
Materials & Equipment	General office and program supplies	1,500	16,000	16,000
6) Contractual				
Grant Evaluator	Consultant to assess data and provide analysis and local travel	0	23,250	23,250
Testers	Testers to administer PPVT 2/year	0	4,000	4,000
Professor-in-Residence	UGA Professor-in-Residence to provide training/coaching	0	30,000	30,000
Web Master	Year 1: Consultant to design website Years 2&3: maintain website	40,000	10,000	10,000
Consultants	Years 2& 3: Consultants to provide 2 days of professional learning @ \$3000.00 per day	0	6,000	6,000
7) Construction			0	0

8) Other				
Kick Off Rental	Program Kick-off, off site rental fee	0	500	0
PL Community Lunches	Provide 2 Lunch-and-Learn sessions per year for parents	0	1,200	1,200
Local Travel	Local travel: 5 Lead Teachers @ \$50/month, 1 PIR., to classroom sites @ \$100/month, 1 PD @ \$15/month	100	3,880	3,880
Registrations for conferences	Registrations for 4 conferences/year @ \$500/staff member	0	11,000	11,000
Phone Charges	Cell Phone: PIR \$35/month, 10% PD phone \$6.50/month for 12 months	83	500	500
9) Total Direct Costs	Total of lines 1-8	81,078	258,449	236,449
10) Indirect Costs	CCSD district level services Indirect Cost: Yr1 2.57% Yrs 2&3: 5%	2,084	12,922	11,822
11) Training Stipends		0	0	0
12) Total Cost	Total of lines 9-11	83,162	271,371	248,271