

School Profile

Created Tuesday, September 18, 2012

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School Information

School Information District Name:	Coffee
School Information School or Center Name:	Coffee Early Learning Initiative Birth - 5

Level of School

Early Learning (Birth to Five)

Principal

Principal Name:	Phil
Principal Position:	Dockery
Principal Phone:	912-384-2086
Principal Email:	phil.dockery@coffee.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Phil Dockery
School contact information Position:	PreK Director
School contact information Phone:	912-384-2086
School contact information Email:	phil.dockery@coffee.k12.ga.us

Grades represented in the building

example pre-k to 6

PreK

Number of Teachers in School

19

FTE Enrollment

420

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: Bernie Evans, Ed.D

Position/Title of Fiscal Agent's Contact Person: Director of Instructional Support Programs

Address: 1311 S. Peterson Avenue

City: Douglas, GA Zip: 31533

Telephone: (912) 384-2086 Fax: (912) 383-5333

E-mail: bernie.evans@coffee.k12.ga.us

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

Morris Leis, Ed.D
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 5, 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)

Morris Leis, Ed.D, Superintendent

Typed Name of Fiscal Agency Head and Position Title

Date

Signature of Applicant's Authorized Agency Head (required)

 Bernie Evans, Ed.D
Typed Name of Applicant's Authorized Agency Head and Position Title

Date

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

Mike Drahush, Comptroller

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 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.

AJBhsf

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Coffee County Schools

Audit Findings

In the last five audits Coffee County Schools has had only one finding on a Federal program (2009), and it was considered to not be a material weakness.

Agency	Questioned Cost	Comments	Response
USDOE through GADOE	\$9,219.66	Federal Program Directors and payroll personnel were unaware of Federal requirement for documenting actual time and effort for Federal personnel paid from both Federal and non-Federal funds.	Protocols put in place to use PARs when needed. Subsequent years found no issues.

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

History of the System

Coffee County, in rural Southeast Georgia, is 602.7 square miles and fourteenth in land size in the state. The Coffee County School System operates eight elementary schools, one middle school, a ninth-grade academy, one senior high school, and one alternative school (grades six through twelve). The school system employs 536 K-12 classroom teachers, 104 leadership and support personnel, and 455 classified employees. The student to teacher ratio is 14:1. Seventy percent of classroom teachers hold a master's or higher degree. On August 8, 2012, the system was fully accredited by SACS-AdvancED.

Coffee County is an impoverished area with low adult educational attainment. Population in 2010 was 42,332 with 64.66% White, 26.64% Black, and 10.27% Hispanic. Data from the U.S Census Bureau illustrates the county need.

	Georgia	Coffee County
Persons below poverty	16.5%	23.5%
Median household income	\$49,736	\$34,327
Adults over 25 with a Bachelors degree or higher	27.5%	11.8%
Adults over 25 with a high school diploma or higher	84.0%	73.6%
Unemployment rate (2011)	9.9%	15.3%

Between 2000 and 2010 our nonfarm employment shrank by 28.1% compared to a state shrinkage of only 4.8%. Statewide there was a decrease in grandparents parenting grandchildren (47.6% in 2000 and 44.3% in 2010), but in Coffee County that number increased from 54.4% in

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

2000 to 64.3% in 2010. Since 2000 the percentage of households that speak a language other than English at home has grown 7.8%.

System Demographics

The system serves approximately 7,400 students and is as a low ability/high effort system. Fifty percent of the students are White, 30% are Black, and 16% are Hispanic. The pre-kindergarten program serves 442 students or about two-thirds of the county's four-year-old population. Seventy-six percent of the students receive free or reduced-price lunches. In 2011 there was a monthly average number of 3,680 food stamp households and 114 TANF families. The 2010-2011 district graduation rate was 66.3 percent compared to a state rate of 67.5 percent. Students with disabilities had a graduation rate of 16.4 percent in district and 29.8 percent in the state. Campus test data is included in the school narrative sections.

Current Priorities

- The district has an ongoing collaborative with county postsecondary institutions to ensure that our graduates are ready to enroll in regular courses upon entry into college. In 2009-10 (48.9%) of the 2008-09 high school graduates entered a Georgia public college with 57% requiring "learning support." The percentage for the state was 23.8%.
- An early learning collaborative, with membership from all county birth – 5 caregivers, is being formed to bolster school readiness and literacy.
- Faculty are preparing for implementation of the common core standards and career pathways on the College and Career Readiness Performance Index.
- The district is applying to become a charter system.

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Strategic Planning

In Fall 2012, the system completed the strategic plan and applied to the Georgia Board of Education for charter system status for the next five years beginning in July of 2013. The strategic plan represents the work of a 32 member planning team composed of system and school leaders, the Coffee County Board of Education, a 35 member community advisory committee, the faculty, staff, and students of the school system, and community members. The plan includes nine goals:

- Children entering school ready to learn
- A curriculum that is broad, challenging, relevant, and real for all students
- Instructional practices that increase students' motivation, engagement, and success
- A balanced student assessment system with multiple measures of student learning
- High school graduates who are ready for college or career entry and for life itself
- Organizational and governance structures that support student learning
- A highly reliable and accountable school system that guarantees qualified and effective leaders, teachers, and support staff throughout the school system
- Increased parental engagement and satisfaction and improved community relations
- Adequate financial resources expended effectively and efficiently to maximize student learning

Current Management Structure

The school system has a traditional organizational structure with five board of education members. The superintendent is the chief executive officer who reports to the board of education. School principals and central office staff report directly to the superintendent. The project management team is discussed in the District Management Plan and Key Personnel section.

District Narrative

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

Past and Current Instructional Initiatives

The system has led significant instructional initiatives district wide including:

- *County Wide Common Benchmark Assessments* - Developed using Georgia's OAS based on Content Areas and grade levels. Data was gathered following each administration to gauge instructional strengths and weaknesses
- *Reading Rescue*- one-on-one individualized lessons
- *Response to Intervention*- Interventions provided through specific computer programs, EIP, and small group tutoring
- *Scholastic Read 180* (ongoing)
- *Differentiated Instruction* (ongoing)
- *Common Core Georgia Performance Standards Implementation* (ongoing)
- *System Wide Collaborative Planning* - Grade level unit development and implementation strategies due to CCGPS rollout (ongoing)
- *Scholastic Program Expansion* (ongoing)
- *Early Learning Collaborative* – Collaborative will be composed of birth – 5 providers and include development of a curriculum that is articulated and aligned with elementary standards. Members will have access to the system's professional learning opportunities. (ongoing)

Literacy Curriculum

The system's literacy curriculum uses researched based literacy practices and differentiated instruction. With CCGPS and upcoming efforts to more fully articulate and align the curriculum through to postsecondary education, we anticipate the literacy curriculum itself will evolve.

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

District Wide Literacy Assessments

Assessment	Purposes	Properties	Test Frequency
Birth-Three			
Battelle Developmental Inventory	Summative (used by Babies Can't Wait and local school system)	Communication	1 x every 3 years
Preschool Evaluation Scale	Summative (local school system)	Expressive Language	1 x every 3 years
Assessment, Evaluation, & Processing System	Summative (Babies Can't Wait)	Communication	1 x per year
Ages & Stages Questionnaire	Summative (local health department, Early Head Start, and Head Start)	Communication	1 x per year
Developmental Indicators for the Assessment of Learning	Summative (Early Head Start, and Head Start)	Language	1 x per year

District Narrative

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Four-Year Old			
Battelle Developmental Inventory	Summative (local school system)	Communication	1 x every 3 years
Preschool Evaluation Scale	Summative (local school system)	Expressive Language	1 x every 3 years
Developmental Indicators for the Assessment of Learning	Summative (Head Start)	Language	1 x per year
K-5			
CRCT	Summative	Reading/ELA	1 x per year
SRI	Screening, Progress Monitor, Outcome	Reading Comprehension	3 x per year
Dibels	Screening, Progress Monitor, Outcome	Oral Reading Fluency	3 x per year
GKIDS	Formative Summative	ELA	4 x per year

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6-8			
CRCT	Summative	Reading/ELA	1 x per year
SRI	Screening, Progress Monitor, Outcome	Reading Comprehension	3 x per year
9-12			
SRI	Screening, Progress Monitor, Outcome	Reading Comprehension	3 x per year
EOCT	Summative	ELA	1 x per year
GHSGT	Summative	ELA	1 x per year
PSAT – 10 th Grade	Summative	Critical Reading/Writing	1 x per year
K-12			
ACCESS for ELLs	Screening	Language	1 x per year

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

Need for Project

Recent analysis of the 2012 fall SRI Lexile scores demonstrates a great need for an intensive literacy initiative across the district. The data was analyzed to determine the number of students scoring below the Georgia College and Career Readiness (CCR) Lexile cut point.

District wide, 70% of students and 86% of third graders were below the Lexile cut point.

Grade	% Below CCR
Grade 3	86%
Grade 4	73%
Grade 5	63%
Grade 6	73%
Grade 7	71%
Grade 8	64%
Grade 9	65%
Grade 10	46%
Grade 11	74%
District	70%

The data is indicative of our need to re-tool the way our community views literacy and the way we approach literacy.

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

Coffee Literacy for College Career and Life is a system wide project, integrating the *Coffee County Schools 2013-2018 Strategic Plan* and is **fully supported by the district**. It is the goal of the Coffee County School System to provide students with a sequential, challenging curriculum that builds on a solid foundation and develops the skills and proficiencies needed for a successful career and productive life. The goals of the plan that focus on key elements of SRCL include: children entering school ready to learn; a curriculum that is broad, challenging, relevant, and real for all students; Instructional practices that increase students' motivation, engagement, and success, with an emphasis on using technology in the classroom; a balanced student assessment system with multiple measures of student learning; high school graduates who are ready for college or career entry and for life itself; a highly reliable and accountable school system that guarantees qualified and effective leaders, teachers, and support staff throughout the school system; increased parental engagement and satisfaction; and, adequate financial resources expended effectively and efficiently to maximize student learning.

Dr. Bernie Evans will serve as the Project Director. She is entering her fifth year as Director of Instructional Support Programs and has previously served as both classroom teacher and principal. She is also a leadership performance coach, trained by Georgia Leadership Institute for School Improvement and is currently serving on the board of directors for the Georgia Association of Curriculum and Instructional Supervisors. Dr. Evans directed implementation of programs which directly related to improved test scores. She led the school to become a National Learning Focused School of Merit for two consecutive years. Dr. Evans holds a Master's Degree in Early Childhood and Middle Grades Education and a Specialist Degree in Middle Grades and Educational Leadership, both from Valdosta State University and a Doctorate Degree in Educational Leadership from Nova Southeastern University.

The district will manage all **financial aspects** of the grant in accordance with the local financial, purchasing, inventory, guidelines which are in alignment with state and federal grant

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two guidelines. *Coffee Literacy for College Career and Life* has truly been a system wide, collaborative effort with district and site personnel fully engaged in the **development of the goals, objectives, and implementation plans**. Upon award, district staff will work with each site to develop **site budgets and performance plans**. **Meeting minutes** are available at the district office. It is expected that **monthly team meetings** will occur during the grant and reporting period. Data, both process and programmatic, will be shared at these meetings and progress towards goals completion will be discussed.

The chart below highlights the **individuals responsible for the day to day** grant operations as well as their **responsibilities**.

Area/Task	Person Responsible, Title
Project Director (PD) – Oversee implementation and reporting of project. Provide stakeholders with monthly updates.	Dr. Bernie Evans, Director of Instructional Support Programs
Curriculum and Instruction	Lisa Hodge, Assistant Superintendent of Standards, Instruction and Assessment
Professional Development – Coordinate professional development activities with sites and district	Dr. Joy Perren, Assessment, Accountability & Professional Learning
Finance – Approve budgets and payments. Create finance related grant reports and draw down funds.	Tracy Youghn, Finance Director
Purchasing, Originate and process purchase orders, verify accuracy of AP, and create payments	Robyn Knight, Grants Bookkeeper
Assessment – Coordinate assessments and reporting.	Dr. Joy Perren, Assessment, Accountability & Professional Learning
Early Learning Collaborative (ELC) – Create and lead the countywide ELC	Phil Dockery, Director of Student Services, Policy and Pre-K
Career, Technical and Agricultural Education – Coordinate CTE and academic cross-content work	Brad Riner, Director of Career Technical, and Agricultural Education
Technology – Oversee all technology implementations and provide technical support	Dr. Chandler Newell, Director of Technology/Media
Site Level Coordinators	

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

Experience of the Applicant

As an LEA, Coffee County Schools has significant experience in successfully leading, coordinating, implementing, and sustaining initiatives of similar size and scope. The district oversees an annual budget of approximately \$76 million including Federal, state, local and private funds. Each year the district has an independent audit performed and for the last two years has received an unqualified management letter indicating that there are no negative audit findings. The 2009 audit recommended changes to internal controls and employee time records which were immediately put in place. It should also be noted that these issues occurred under a prior superintendent and Finance Director.

Federal programs managed by the district provide support for pre-school for 3 and 4 year old handicapped children; special education K-12; migrant education; improvement of teacher quality; limited English proficient students; JROTC; career, technical, and agricultural education; and for educationally disadvantaged students. The chart below demonstrates Federal funding of \$50,000 or more that the district is responsible for this year. Coffee County Schools has coordinated these resources since 1995. Staff responsible for the funds and their reporting are also included on the *Coffee Literacy for College, Career, and Life* team. Their experience with managing funds and coordinating resources across the district will be invaluable to *Coffee Literacy for College Career and Life*.

Grant	Person Responsible	Funded Amount
Title I Regular Funds	Bernie Evans	\$2,863,248.00
Title VIB Federal Pre-School	Dana Vickers	\$79,612.00
Title VIB Flowthru Regular	Dana Vickers	\$1,466,132.00
Pre-K Lottery	Phil Dockery	\$1,309,308.57
Title I-C Migrant	Phil Dockery	\$188,875.00
Perkins Program Improvement	Brad Riner	\$82,344.00
Voc Ag Young Farmer	Brad Riner	\$56,914.00

Experience of the Applicant

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

The districts adheres to strict internal financial controls, including **spending controls** to ensure that projects are delivered within budgeted parameters and with maximized cost efficiencies. All state and federal funding is either administered or checked by the district's financial department, under the direction of the comptroller. Requests for funding are received using a purchase order request form which requires the signatures of the requester and at least one supervisor. Those requests are then forwarded to the financial department to ensure proper coding of the funding source and to ensure that sufficient funding is available. Purchase orders and all other financial transactions use distinctive forms that require multiple signatures for approval. Additionally, annual audits safeguard the district and state and federal funding entities that all funds have been expended as directed. All program expenditures will be monitored by the Project Director to verify that all program expenditures comply with grant requirements and that correct requisition procedures have been followed. Periodic requests are made for expenditure reports to monitor expenditures.

Sustainability of past initiatives

The system has devoted over 77 percent of its general fund budget in three of the past five years to the expenditure functions of instruction, pupil services, improvement of instructional services, and media services; in other words, to those areas that directly support teaching and learning. In the other two years the percentages have been 75.3 and 76.2. Student performance as measured by the state testing program has improved in virtually every area for the past five years. The system has maintained its focus on the classroom during a period of declining resources.

Internal initiatives

Experience of the Applicant

Coffee County Schools – Striving Reader Comprehensive Literacy Grant: Cohort Two

On August 1, 2008 the district began working with Coffee Regional Medical Center of Project SEARCH. Project SEARCH is a one year high school transition program for eight – twelve students with disabilities who meet the eligibility requirements for Vocational Rehabilitation. The program uses an internship model where students learn employability skills in the classroom and learn job skills while participating in work rotations. Of the students who completed the program 83% are employed.

Coffee County Schools – Early Learning Collaborative

School History

In the Fall of 2012, Coffee County Schools conducted an extensive community needs assessment that resulted in a five year (2013-2018) strategic plan. The plan specifically calls for the creation of the Early Learning Collaborative (ELC), a collaborative including 100% of school and community early learning providers who care for children from birth to five, by July 2013. The ELC concept stems from the plan's two School Readiness Guiding Principles and first of nine Strategic Goals:

- Responsibility for children's readiness lies with the adults who care for them and the systems that support them
- The first five years of life are a critical developmental period.
- Children entering school ready to learn

Among the county's population are 3,113 children under the age of five with males slightly outnumbering females (1,591 to 1,522). Two-thirds of all Coffee County four and five year olds are enrolled in the public school system. The public system is disproportionately poor and minority compared to the county populations. While the poverty rate for the county is very high at 23.5%, 75% of Coffee County Schools receive free or reduced lunch. Child nutrition is a known factor in early literacy and childhood development in general.

The Hispanic enrollment in the public school systems has increased from 938 in 2007-08 to 1,165 in 2011-12 – an increase of 227 students or 24.2%. This has increased the need for ELL services and for materials and resources in Spanish. The racial breakdown for the county and the school system is in the table below.

	Coffee County	Coffee County Schools
White	65.8%	51%
Black	27.4%	30%
Hispanic	10.3%	15%

Administrative and Teacher Leadership Team

Underscoring Coffee County Schools' commitment to ELC, the district has already appointed staff to serve on the organizing committee and to become members of the organization. Coffee County Schools will convene and lead the coalition with Mr. Phil Dockery, Director of Student Services, Policy and Pre-Kindergarten, being assigned to lead the project. Also assigned are:

- Dana Vickers, Special Education Director Pre-Kindergarten
- April Thomason, Family Connection Director
- Darrell Williams, Special Education Pre-Kindergarten Teacher
- Beverly Barbaree, Pre-Kindergarten Teacher
- Gina Chamber, Pre-Kindergarten Teacher
- Winston Bagley, Pre-Kindergarten Teacher
- Constance Carter, Pre-Kindergarten Teacher

Coffee County Schools – Early Learning Collaborative

The full working ELC will have members from 100% of the birth to five provider community. First grade teachers will serve on some working teams such as Alignment and Articulation and Transitions.

Past Instructional Initiatives

As a new entity, ELC has no past instructional initiatives of its own. However, the district and school narratives of the school sites illustrate quality early literacy initiatives.

Current Instructional Initiatives

The Coffee County Schools Strategic Plan establishes a commitment to school readiness and literacy for the birth to five population. ELC will employ the following actions: provide professional development for all early learning entities, establish protocols for transition from early learning to school, establish a summer transition program, and ensure that all parents of young children have opportunities to learn parenting and literacy skills and have literacy resources at home as well as access to resources throughout the community. Examples of collaborative members include: faith based birth to five early learning programs, day care programs, Family Connection, Babies Can't Wait, DFCS, Coffee County Health Department, private schools, and Coffee County Schools.

Professional Learning Needs

Based on the results of the needs assessment, ELC has prioritized professional learning as a strategy to improve early literacy throughout the community. Coffee County Schools maintains an extensive professional learning schedule and, while many of these training are already offered, not all are provided to all birth to five providers. Professional learning needs include:

- Grade and school transitions
- Home based literacy skills for parents and caregivers
- Assessment planning, implementation, and interpretation
- Interpreting assessments from prior grades, years
- Use of early screenings and making appropriate referrals
- Early literacy resources and referrals
- Interpreting assessments from prior grades and care settings (e.g. Kindergarten teachers understanding Pre-Kindergarten assessments)
- Expectations for school readiness for birth to three providers, parents, and caregivers
- Aligning and articulating curriculum an early literacy curriculum
- Differentiated instruction
- ESOL
- New teacher training
- RTI
- Appropriate age-level standards, (e.g., GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten)
- Research based instruction
- Designing and using monitoring tools
- Work Sampling Online, phonological awareness, appropriate play, Lexile interpretation, and group activities for early literacy

Coffee County Schools – Early Learning Collaborative

- Using distance learning and integrating technology into the curriculum

In order to effectively make these professional learning opportunities available on a countywide basis, ELC is proposing the use of an Interactive Videoconferencing system and county literacy website. All providers will have access to the materials and the website would provide a resource area to review trainings and share materials.

Need for a Striving Readers Project

ELC was created after an extensive needs assessment including review of Coffee County Schools assessment data, US Census Bureau data, and other community needs surveys. It was found that fundamental issues and barriers to early literacy exist.

- While resources exist, they are disparate and parents, caregivers and educators may not know how to access them;
- Too many students are entering school unprepared (see Student and Teacher Data);
- A full birth through five plan did not fully exist and curricula in place is not fully aligned or articulated;
- Many families do not have adequate literacy at home including print material, digital material or knowledge of appropriate Internet resources; and,
- Coffee County is a rural, impoverished area with a low level of adult educational attainment. Data from the U.S Census Bureau illustrates this.

	Georgia	Coffee County
Persons below poverty level	16.5%	23.5%
Median household income	\$49,736	\$34,327
Adults over 25 with a Bachelors degree or higher	27.5%	11.8%
Adults over 25 with a high school diploma or higher	84.0%	73.6%
Unemployment rate (2011)	9.9%	15.3%

Coffee County Schools serves 420 Pre-Kindergarten students (two-thirds of county Pre-Kindergarten students) in 19 classrooms located at 8 elementary sites. The largest number of grade retentions (elementary and middle schools) each year 2007-08 through 2010-11 has been at Kindergarten with the second largest number each year at first grade. Kindergarten retentions have almost doubled between 2007-08 and 2010-11: from 98 to 185. The percentage of students eligible for free/reduced-price lunches has increased from 67.9% in 2007-08 to 75.5% in 2011-12. Coffee County has two private K-12 schools.

There are 650 live births each year in the community. Of these births, over 50% are to teen or unwed mothers who often need extensive parenting support and have few skills or resources for home literacy. The vast majority of four year olds are arriving with low literacy and not ready to begin school. The largest number of grade retentions (elementary and middle schools) each year from 2007-08 through 2010-11 has been at Kindergarten with the second largest number each year at first grade. Kindergarten retentions have almost doubled between 2007-08 and 2010-11: from 98 to 185. While males are about half the student population, they represent 63.6% of retentions. Schools used the Kindergarten Basic Skills and Language Test screener. Students

Coffee County Schools – Early Learning Collaborative

who scored a seven or below were considered in the needs area/not ready for school and are in the Early Intervention Program.

Site	Percent of students test at 7 or below
West Green Elementary	80%
Indian Creek Elementary	76%
Ambrose Elementary	83%
Westside Elementary	83%
Satilla Elementary	100%
Eastside Elementary	70%
Nicholls Elementary	78.5%
Broxton-Mary Hayes Elementary	91.6%

Coffee County Schools – Early Learning Collaborative

Coffee County Schools is establishing a countywide Early Learning Collaborative (ELC) for the birth to five community. ELC includes 100% of school and community early learning providers who care for children from birth to five and will include parents and caretakers. By July 2013 ELC will meet monthly and employ the following actions: provide professional development for all early learning entities, establish protocols for transition from early learning to school, establish a summer transition program, and ensure that all parents of young children have opportunities to learn parenting and literacy skills and have literacy resources at home as well as access to resources throughout the community. Examples of collaborative members include: faith based birth to five early learning programs, day care programs, Family Connection, Babies Can't Wait, DFCS, Coffee County Health Department, private schools, and Coffee County Schools.

District data (included in the Students and Teacher section) indicates that a significant percentage of students are entering Pre-Kindergarten unprepared. Far too many students are starting schools without an appropriate literacy foundation. This demonstrates that a literacy plan, inclusive of the six building blocks identified in “The What”, “The Why” and “The How”, needs to be put in place countywide and that we change the common perception that early care settings are babysitters rather than early learning providers (“The Why”, page 21). Also, all teachers must be literacy instructors with a common understanding of literacy and recognition of its value by all stakeholders (“Georgia Literacy Plan”, page 26).

As discussed in both “The What” and “The Why”, the literacy plan for children birth to age five is driven by standards established in the Georgia Early Learning Standards, Head Start Program Standards, and Georgia’s Pre-Kindergarten Program Standards. The plan has been developed to follow an aligned and articulated pathway ensuring that students are ready for school and success. The foundation is the six building blocks defined on page 3 of “The What” as described below. Details of specific site interventions and resources, such as Bright from the Start, are included in the applications of each of the elementary schools and are not included here for brevity. As each of the districts eight elementary programs has Pre-Kindergarten and Kindergarten classrooms and as each has submitted their own SRLC application, this application will focus on:

1. Expanding district wide initiatives to other early learning providers and coordinating early learning literacy efforts countywide;
2. Providing professional learning opportunities to other early learning providers and literacy training to families;
3. Aligning and articulating a birth to five, countywide curriculum;
4. Coordinating birth to five county resources and making them easily accessible;
5. Making home use literacy resources more readily available; and,
6. Driving awareness and communication to be inclusive of the birth to five provider community and families.

Research clearly supports that the first years of a child’s life are critically important in laying the foundation for future academic success, including success in literacy. The inclusion of the birth to five community into the Literacy Plan has allowed the state of Georgia to bring an entirely new and greatly needed dimension to their planning (“The Why”, page 20). As discussed in “The Why” on page 51, literacy plans “must include 21st century skills that include digital-age literacy, inventive thinking, effective communication, and high productivity.” ELC will work with the birth to five community to connect providers countywide to digital material and provide access

to 21st century tools to improve communication and productivity. Working in multi-agency teams will help expand inventive thinking as providers work together to solve countywide literacy issues. According to “The Why” on page 19, “Another key issue of concern that emerged throughout the discussions has been the need for professional learning on the assessments used by out-going and receiving teachers from grade to grade and school to school. This is particularly evident in the transition from early childhood programs into local schools.” Also, on page 33, “The Why” recommends, “create, distribute, and provide training on pre-literacy transition support guidelines for children moving from toddler to preschool programs.” Transitions will be smoothed and assessments more accurately used as ELC coordinates services, provides professional learning opportunities, shares resources with early learning providers and creates a record sharing system.

Greater alignment and articulation will help ensure that all providers are aware of expectations for Pre-Kindergartners and be able to better prepare them for success. To combat the prevalent baby sitting philosophy, providers, parents and caregivers need to have literacy teaching skills and resources and need to clearly understand the important role that early literacy, including oral skills and being read to by adults, plays in long term success. Furthermore, parents and caregivers need access to other supportive services, like hearing and vision screenings and child nutrition. In building our plan, we heavily consulted “The What” and “The Why” documents for research, best practices, and programmatic concepts. In particular we used the building blocks of “The What” and multiple features of “The Why” as demonstrated below.

“Among early childhood education literacy researchers, there is near-universal agreement that the foundations of early literacy consist of two interrelated sets of underlying abilities: (a) code-related skills; and (b) oral language skills (National Early Literacy Panel, 2008).” Page 59

“Indeed, it appears that oral language skills in and of themselves importantly underpin reading and listening comprehension during kindergarten and preschool (Lynch, Van den Broek, Kremer, Kendeou, White, & Lorch, 2008). Typically, many early literacy programs, including ones in Georgia, do not focus nearly enough on oral language skills. Page 60

“We also know that classroom interventions can be quite effective in improving children’s oral communication skills (National Early Literacy Panel, 2009)” Page 61

“Interventions that focus on these conversational skills can have a dramatic impact on the development of oral language (Ruston & Schwanenflugel, 2010).” Page 62

“One of the most common ways in which children develop good literacy-related listening skills is through having adults read to them. Experience with being read to have been distinctly linked to good general literacy and language development (Mol, Bus, & de Jong, 2009; Snow, Burns, & Griffin, 1999).” Page 62

“Additionally, the National Early Literacy Panel (NELP, 2008) has identified the following four components of an early literacy curriculum as key elements significant to later academic success:

Coffee County Schools – Early Learning Collaborative

1. Oral Language: the ability to produce or comprehend spoken language or listening comprehension, verbal expression, and vocabulary development
2. Phonological Awareness: the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning
3. Alphabetic Knowledge: the knowledge of the names and sounds associated with printed letters
4. Print Awareness: the knowledge of print conventions (e.g., directionality of print, title, author, illustrator, book handling, words, phrases, letters, capitalization, punctuation) “ Page 63

“Generally, quality instruction at an early age may decrease incidents of reading difficulties (Juel, 1988; Snow, Burns, & Griffin, 1998).” Page 63

“Having the “right” assessments in place is only one element of an effective literacy assessment plan (McEwan, 2007; Phillips, 2005; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, & Rivera et al., 2007). Page 96

“Currently, only children in Georgia’s Pre-Kindergarten Program and Early Head Start/Head Start are required to have hearing, vision, and dental screening (DHS Form 3300). Vision disorders are the fourth most common disability among children in the United States and the leading cause of impaired conditions in childhood. Recent studies estimate that only 21% of all preschool children are screened for vision problems, and only 14% receive a comprehensive vision exam. Hearing loss is the most common congenital condition in the United States.” Page 91

According to the beliefs represented by the Georgia Literacy team, all stakeholders must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively (“The Why”, p 31). With these things in mind, we examined research from Biancorosa and Snow, 2004 who tell us that leaders and teachers need to have a solid understanding of how to teach reading and writing to the full array of students presented in schools. Furthermore, Biancorosa & Snow, 2006, p. 20 state that “Daily schedules need to include two to four hours of instruction in ELA and content - area classes daily (“The Why”, p 58). Coffee County Schools’ individual school literacy plans outline the hours of instruction at each site as well as details on specific interventions, schedules, and other site specific information. As two-thirds of four and five year olds are enrolled in Coffee County Schools, a significant percentage of students will fall under individual school plans. ELC will work with the two private schools and birth to three care providers to promote, encourage and provide resources for meeting utilizing the building blocks and reaching standards of excellence countywide.

ELC is in the Implementing/Expanding stage (“The What”) as demonstrated below. This grant will move ELC fully into the Expanding stage with a firm foundation for the Sustaining stage.

I. Building Block 1: Engaged Leadership

Coffee County Schools – Early Learning Collaborative

- A. Leaders have created a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy. The formation of ELC is part of the publicly available strategic plan and other documents.
 - B. In October 2012, Coffee County School System initiated plans for an early learning collaborative for literacy of stakeholders within the early-childhood community. The ELC will include 100% of Coffee County school and community early learning providers who care for children from birth to five and will provide stakeholders with training and resources so that all understand literacy goals and their respective roles in meeting them. Research based best practices will be used and follow the Georgia Early Learning Standards, Head Start Program Standards, and Georgia’s Pre-Kindergarten Program Standards.
 - a. The district collected data to assess areas of weakness and strength in the development of literacy. A key task for ELC is to finalize a thorough literacy resource map available in English and Spanish and to pinpoint areas of need. Performance and observational data will continue to be collected to refine literacy goals.
 - b. The district assigned staff and set goals for organizing, implementing, and sustaining a comprehensive approach to literacy. Experienced Pre-Kindergarten, Kindergarten and 1st Grade classroom teachers and trainers are included on the team and they will be able to model developmentally appropriate practices. Virtual visits to high quality programs and classrooms observations will be offered through the ELC over videoconferencing to create broad accessibility. ELC will meet monthly and communicate through emails and videoconferences. Resources will be made available through a Coffee County Literacy website as well as the district website and other partner websites such as the public library for all community members. Updates will be disseminated thorough regular district communications and updates to the strategic plan. An awareness campaign, including print, digital, and audio sources in English and Spanish will increase resource awareness throughout the community. Stakeholders will be informed of assessment data and progress reports in order to inform program decisions and drive professional learning.
- II. Building Block 2. Continuity of Care and Instruction - Continuity of instruction will be addressed by using the active literacy initiatives that are aimed at school improvement and focus on teacher training in literacy. They include, but are not limited, to Literacy by Design, CCGPS-aligned formative assessment tasks, GA Online Assessment System (OAS), data systems that measure student growth and success and RESA personnel (“The Why”, 157-164). The collaborative will coordinate early learning standards from GELS, Head Start Child Development and Early Learning Framework, and Georgia Pre K Standards, to ensure that all early learning entities in Coffee County are consistently providing standards based instruction. Minutes of instruction (“The Why”, page 58) are included in each of the school literacy plans.
- A. The ELC will include 100% of Coffee County school and community early learning providers who care for children from birth to five. In year one, a five

year strategic plan will be developed to ensure sustainability. In the first quarter an assessment tool will be developed to evaluate the effectiveness of the ELC.

1. ELC will meet at least monthly with a regular calendar that includes supplementary meetings for professional learning. Emails and a centralized website will keep all partners informed.
 2. All school and community early learning providers will be involved and parents will be provided opportunities in professional learning and resource sharing. ELC will also create: programs to provide literacy resource for parents to use at home, programs with local businesses to provide reading awards to students and families, and mini libraries at community centers or faith based centers.
 3. Coffee County Schools will convene and lead the coalition with Mr. Phil Dockery, Director of Student Services, Policy and Pre-K, being assigned to lead the project. A centralized, Coffee County literacy website for resource sharing and content will be developed and will include contact information for services. Multiple formats and the inclusion of Spanish will help provide adult differentiation. Culturally appropriate brochures, resource maps and a home literacy DVD will be created and shared through a mailing campaign, schools, libraries, faith based centers, and other community based resources. A public awareness campaign through the same sources as well as through local media will raise awareness of the website and printed and digital materials.
- B. Plans to ensure smooth transitions from one school or agency to another between grades (Pre-Kindergarten to Kindergarten and Kindergarten to Grade 1) are currently in place, but will be significantly strengthened by creating better alignment and articulation between curricula and by increasing awareness of expectations and improving resources available for birth to age three providers.
1. ELC will include a transition team consisting of members for each age group and of first grade teachers. The team will develop a yearly calendar of transitional activities as well as a written protocol for countywide transitions.
 2. While there are opportunities for students and parents to visit the next learning environment, ELC will create greater awareness of the opportunities and promote use.
 3. A protocol for providing students with a coherent plan for care and instruction throughout his or her day is already in place in Coffee County Schools. ELC will work to assist other providers with providing similar, age appropriate plans for children in their care.
 4. While guidelines exist within the system for Pre-Kindergarten through Grade 1 transitions, the ELC will create, and publicize, guidelines for pre-literacy transition support for children moving from infant to toddler programs, and toddler to preschool programs. Professional learning and collaborative opportunities will be offered.
 5. Development of an expanded summer transition program to include children ages three and four identified as at risk who will be

transitioning into Georgia’s Pre-Kindergarten program offered through Coffee County Schools.

C. Families will be connected to schools and childcare entities and will be included in ELC.

1. Parents will be informed of how to prepare their child for the next transition through:

- a. Learning opportunities from the district;
- b. Parent nights at elementary schools;
- c. Information provided at county public libraries, day cares, faith based centers, and other community centers; and,
- d. Information will have a literacy focus, but include supporting material such as child nutrition, parenting skills, and community resources for family supportive care like health screenings and care. Materials will be made available in Spanish as well.

2. Brochures, resource maps, videos, a home literacy DVD and a Coffee County literacy website to keep parents informed will be developed in English and Spanish and be culturally competent in keeping with our community demographics.

3. Learning opportunities will be available to parents to inform them about developmental milestones and ways to prepare their children to meet these milestones. These opportunities will be provided via videoconferencing and a website and available through coffee County Schools, county public libraries, day cares, faith based centers, other community centers, and through home computers.

D. ELC connects communities to schools and strengthens relationships between preschool providers and kindergarten programs through combined professional learning, and by including birth to five providers on working teams outlined in the Project Plan. Within Coffee County Schools, student literacy for four and five year olds is assessed regularly through Work Sampling Online (WSO) and literacy screenings. Observation and anecdotal notes are maintained to assess literacy through individual and group activity and play. Teachers are given summative reports for WSO twice per year and the information is shared in collaboration with Kindergarten teachers. Kindergarten teachers will receive training on how to fully interpret Pre-Kindergarten assessments, as this is a current identified training gap. Pre-Kindergarten and Kindergarten staff will have professional learning opportunities of the content alignment with Pre-Kindergarten content standards and CCGPS. To develop literacy skills necessary for school readiness, a curriculum that is horizontally and vertically aligned with Kindergarten CCGPS will be developed and shared with all educational and child care settings for birth to five.

1. The needs assessment has mapped community strengths and needs that identify information on topics such as family demographics, community assets, etc. Including 100% of county providers will help ensure evolving strengths and needs are included in ELC planning, organizing, and implementation.

2. The ELC planning process has already completed a contact list for community leaders and organizations to enlist to support the early childhood population.
 3. Procedures to strengthen relationships between communities and schools have been implemented and began during the needs assessment process. Parent nights and other community events will assist parents in accessing resources they need for transition as well as screenings and other services. Awareness campaigns and the county literacy website will help engage community members and strengthen bonds.
- E. A plan is in place to improve access for families to resources for developing early literacy in their homes. A public awareness campaign will advertise opportunities for families to engage in literacy-based activities. Literacy trainings will minimize logistical challenges by providing supportive services (child care etc.) and by being made available through a variety of community centers via distance learning. Materials will be made available in both English and Spanish. Where possible, substitutes will be made available for early learning and education professionals to attend trainings. Trainings will also be recorded and available online both for review and flexible scheduling options. Home literacy resources including books, and instructive DVD that includes literacy tools and materials, and web based materials will be made available.
1. Families will receive support through community-based family literacy training including family nights at each of the eight county public elementary schools, faith based centers, public libraries, and other community centers.
 2. ELC members will partner to research available grant opportunities.
 3. Families of small children will receive children’s books and reading material in their homes as a result of community efforts (e.g., Reading is Fundamental, Ferst Foundation, Reach Out and Read). As part of the awareness campaign, a DVD featuring, among other things, adults modeling how to read to children, will be developed and made available to families.
- III. Building Block 3. Ongoing Formative and Summative Assessments Ongoing formative and summative assessment serves as the foundation for Pre-Kindergarten-12 literacy (“The Why”, p. 105). The early detection of problems can allow teachers to design and implement specific instruction for at risk students. Data is easily accessible to school personnel in order for it to drive decision making. Within Coffee County Schools this include the district wide SLDS and Infinite Campus. ELC will work with other providers to assist them in offering similar access to their staff. Assessment is ongoing, frequent, and provides multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments to determine how that data positively affects instruction and to see how formative assessments enhance the overall picture of assessment (“The Why”, p. 96.)
- A. The infrastructure is in place for full implementation of screening and diagnostic assessments for Pre-Kindergarten – 12 student enrolled in Coffee County Schools. ELC will work to ensure that caregivers of younger children are connected with

appropriate resources through private providers and the county health department. Private schools will be assisted in implementing similar protocols if needed.

1. Appropriate screening and diagnostic instruments for monitoring growth and development have been researched and identified (e.g., vision/hearing, cognitive, language) and are implemented through area physicians and the county health department. Screening, diagnostics, and treatment follow current state guidelines and recommendations and professional learning will be provided for staff and caregivers regarding referral for children with identified delays. Referrals include: Universal Newborn Hearing Screen and Intervention with referral and linkages as needed. The High Risk Infant Follow-Up, Babies Can't Wait, Children First, Health Check for all PeachCare and Medicaid recipients, and Children Medical Services.
 2. Protocols are in place for staff and caregivers in determining when specific screening is needed. Screenings occur regularly to monitor progress and will be in compliance with programmatic regulations. Details are included in the Assessment and Data Analysis document. Parents and caregivers are involved in the screening process and the analysis of the results of the screening and diagnostic assessments are shared with them to inform decisions about instruction and interventions. Data is used to set learning goals and monitor progress and adjustments in the delivery of services for all children. Incremental progress towards goals are recognized and celebrated. Staff training helps ensure confidentiality.
 3. Procedures, including follow ups, are in place for ensuring that parents are connected to appropriate resources (e.g., Babies Can't Wait, Preschool Special Education within local education agencies) as a result of the screenings. For children outside of the LEA, public awareness campaigns through the county health department, private providers and the faith based community will provide needed connections.
- B. The results of formative assessments are used to adjust interventions to meet the needs of children and students. ELC will work to ensure that similar programs are implemented across the county. Information below refers to the public school system.
1. Developmental or progress monitoring instruments that are aligned with the GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten are used to monitor efficacy of intervention in Coffee County Schools. Early learning teachers are given time to review and analyze assessment, such as Work Sampling Online, Early Learning Skills Assessment, and the Ages and Stages Questionnaire during collaboration activities established at each school and early learning site. The summative data for each student is available for each teacher through Infinite Campus and SLDS. Differentiation, as a result of assessment, will result in such activities as a summer transition program to provide additional preparation for students as determined. Assessment data is used to

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- individualize instruction and monitor progress towards goals.
 2. Assessments are administered according to established timelines. See the individual school plans for details. Interim assessments allow children to evaluate progress towards goals and celebrate successes with families and peers. Results are shared with parents at parent conferences.
 3. Instruction is adjusted based on results of assessments. Policies and procedures are in place regarding data collection, recording and analysis. Ongoing professional development assists teachers in utilizing data driven assessments to inform teaching and ELC will provide these opportunities to providers and caregivers outside of the system.
- C. Summative assessments are used to determine effectiveness of interventions or instructional programs. Programmatic changes are based upon data from various student and classroom assessments. Summative assessments are used as a planning tool for the professional learning calendar and to set program goals for the following year. Data will be shared with stakeholders through regular ELC communications. Parents will be kept informed of program practices to ensure continuity between home and school learning experiences.

Program effectiveness is assessed with tools such as the following:

1. Early Language and Literacy Classroom Observation (ELLCO) Checklist
 2. Infant-Toddler Environment Rating Scale-Revised (ITERS-R)
 3. Early Childhood Environment Rating Scale-Revised (ECERS-R)
 4. Family Child Care Environment Rating Scale-Revised (FCCERS-R)
 5. Classroom Assessment Scoring System (CLASS) or a curriculum “fidelity-of-implementation” checklist aligned to program goals to measure the quality of the early literacy environment and classroom interactions
 6. Instructional Quality Guides (IQ Guides)
- D. Literacy screenings are used to assess readiness of individual children for reading and writing. Assessments are administered at set times with analysis and collection performed in accordance with district policy. Data is shared with parents and used to inform programmatic decisions and professional learning planning. Those screenings may include the following:
1. Ages and Stages Questionnaire (ASQ) to inform classroom instruction
 2. *Ready to Read* as a screening tool in center-based classrooms
 3. The Early Literacy Skills Assessment (ELSA) to measure the emerging literacy skills (comprehension, phonological awareness, alphabetic principles, concepts about print) of children attending licensed and/or registered child care programs
 4. Work Sampling System to electronically transfer work sampling to Kindergarten teachers

The table below outlines the minimum summative assessment plan of ELC. See individual school plans for site specific information which may include additional assessments and will include formative assessments.

Coffee County Schools – Early Learning Collaborative

Assessments for Literacy	Purposes	Properties	Test Frequency
Birth-Three			
Battelle Developmental Inventory (BDI)	Summative (used by Babies Can't Wait, and local school system)	Communication	1 x every 3 years
Preschool Evaluation Scale (PES)	Summative (used by local school system)	Expressive Language	1 x every 3 years
Assessment, Evaluation, & Processing System (AEPS)	Summative (used by Babies Can't Wait)	Communication	1 x per year
Ages & Stages Questionnaire	Summative (used by local health department, Early Head Start, and Head Start)	Communication	1 x per year
Developmental Indicators for the Assessment of Learning (DIAL 4)	Summative (used by Early Head Start, and Head Start)	Language	1 x per year
Four-Year Old			
Battelle Developmental Inventory (BDI)	Summative (used by local school system)	Communication	1 x every 3 years
Preschool Evaluation Scale (PES)	Summative (used by local school system)	Expressive Language	1 x every 3 years
Developmental Indicators for the Assessment of Learning (DIAL 4)	Summative (used by Head Start)	Language	1 x per year
K-5			

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CRCT	Summative	Reading/ELA	1 x per year
SRI	Screening, Progress Monitor, Outcome	Reading Comprehension	3 x per year
Dibels	Screening, Progress Monitor, Outcome	Oral Reading Fluency	3 x per year
GKIDS	Formative Summative	ELA	4 x per year
ACCESS Test (Assessing Comprehension and Communication in English State-to-State for English Language Learners)	Summative	English Language Proficiency	Yearly

IV. Building Block 4: Best Practices in Literacy Instruction

- A. Instruction in Coffee County Schools is clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten. The standards are clearly referenced in all lesson plans with differentiation clearly evident. Teachers are required to turn in lesson plans weekly. These lesson plans are reviewed by the administration, Pre-Kindergarten Director, and will reference differentiation. ELC will work with other providers to attain a similar standard.
1. All faculty/staff receive professional learning in appropriate age-level standards, (e.g., GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten). Coffee County Schools maintains an extensive professional development calendar and appropriate professional learning opportunities will be offered to ELC members through synchronous and asynchronous distance learning.
 2. As part of Coffee County Schools’ ongoing professional learning plan, all faculty/staff receive professional learning in age-level appropriate practices for differentiation based on assessment and this training will be offered through ELC.
- B. Research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language. Coffee County Schools employs English Language Arts Content Specialists and Academic Coaches who ensure instruction follows the most current research based standard practices.
1. Coffee County faculty and staff receive professional learning in research-based instructional strategies for developing oral language for children four and five. ELC will provide professional learning in research-based instructional strategies for developing oral language for children birth to five.
 2. Coffee County faculty and staff receive professional learning in

research-based instructional strategies for developing pre-literacy skills in children four to five. ELC will provide professional learning in research-based instructional strategies for developing pre-literacy skills in children birth to five.

3. To develop literacy skills necessary for school readiness, a curriculum that is horizontally and vertically aligned with Kindergarten CCGPS will be developed for all educational and child care settings for birth through five. Coffee County faculty and staff already follow research-based practice in the development of pre-literacy and oral language in birth to five classrooms and ELC will help to better align the curriculum as well as extend it out to community providers.
 4. Tools for monitoring implementation are used within Coffee County Schools to ensure that research-based practices are being used consistently. ELC will work with other providers to use a similar standard.
- C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.
1. A consistent focus on student interest is maintained through the use of developmentally-appropriate practice. Assessment and student plans help insure each child's needs and professional learning and policies reflect cultural competence. An increasing emphasis on ELL will help bolster student achievement among students who speak a language other than English at home. Students with special needs are served through both self contained and inclusion classes in the general educational setting. ELC will assist providers who might not be meeting this standard through training and resource sharing.
 2. Curricular resources are chosen to align to all standards and developmentally-appropriate methods and pacing. Curricular maps and other tools will help ensure vertical alignment and be made available to stakeholder. Professional learning will support implementation of curricular resources and tools will be developed to monitor implementation. ELC will share resources to all providers.
- V. Building Block 5. System of Tiered Intervention
- A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place within Coffee County Schools.
1. Coffee County Schools follows a tiered-intervention model in Head Start and Pre-Kindergarten classrooms and will provide guidance to other ELC members in implementing a similar program in their sites. Birth to three intervention models will be identified by ELC and adoption assistance will be provided.
 - a. Screening and progress monitoring assessments are done at least three times per year. See assessment plan above for details. Coffee County Schools, through ELC, will help other providers implement assessments on a planned schedule.
 - b. All children enrolled in Coffee County Schools receive exposure to research-based early literacy curriculum. ELC will provide access

and resource coordination to non Coffee County Schools early learning providers. Providers will be encouraged to offer small group instruction for pre-literacy skills and tutoring for students who do not make target goals.

- c. Classrooms are literacy-rich environments. The individual school plans illustrate the strengths and weaknesses of their Pre-Kindergarten and K classrooms. ELC will provide resources to bolster the classrooms in community and faith based classrooms in the county as well as resources to parents and other home based care providers. Family literacy centers will provide materials for families to use at home.
 - d. All Coffee County Schools' staff receive professional learning in all elements of tiered instruction. Coffee County Schools provides a detailed professional learning plan including tiered instruction and intervention strategies and supports. Professional learning will be made available through ELC for all other providers.
2. Protocols are followed for tiered intervention and for referrals to the process within Coffee County Schools. Coffee County Schools maintains written policies and procedures for tiered intervention and referrals. ELC will coordinate appropriate protocols among other county providers as well.
 3. All domains (e.g., physical, social & emotional, language & literacy, cognitive) are included in the tiered intervention process within Coffee County Schools. ELC will work with members to ensure that intervention protocols countywide include consideration of all domains.

VI. Building Block 6. Professional Learning and Resources

A. Professional learning will be offered to community partners in the development of early literacy. Technology will be utilized to provide video conferencing and webinars for Coffee County early learning providers. Example topics of professional learning include Work Sampling Online, phonological awareness, appropriate play, lexile interpretation, and group activities.

1. A core function of ELC will be the thorough evaluation and cataloging of the knowledge and skills of community partners, including non-traditional sources, to contribute to family literacy (e.g., librarians' knowledge of excellent children's literature; public health providers' knowledge of physical and safety needs necessary for early literacy development). As part of the Coffee County Schools' strategic planning process, an internal scan was completed and a partial external scan as well. While the main county resources have been identified, ELC will enable a more in depth scan and ensure that the information remains current.
2. All applicable program standards are available to educators and caretakers (e.g. GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten). Professional learning and other district resources are available to all educators and caretakers in Coffee County Schools. ELC

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will expand this access so that non-district educators and caretakers have the same access. Professional learning on these standards will also be part of the ELC calendar.

3. Barriers to providing professional learning for early care and education providers (e. g., access due to lack of adequate time, transportation, English proficiency) are acknowledged and are being addressed. This project will create a distance learning system linking all district schools and the ELC which will provide a full calendar of professional learning opportunities. ELC members will be able to participate either synchronously via their own desktop/laptop or through their closest Coffee County elementary school or asynchronously through recorded video content.
 4. ELC will include 100% early care and education providers as well as the public health department, public library, and other community partners and will develop trainings and materials to support family literacy. FACT and/or PACT will be used during naturally occurring times and environments such as the Pre-Kindergarten classroom, parent and family nights, or special events at the public library or other community centers and faith based centers. Librarians and teachers will model best practices such as story time at family events and make these sessions available over videoconferencing for use at multiple venues throughout the county.
- B. In-service personnel receive professional learning in the development of early literacy.
1. A variety of data (e.g., student assessments, teacher needs assessment, teacher observations, professional training, walkthrough data) is gathered each year by the district and analyzed to determine needs for professional development for the coming year. The formation of ELC will allow the professional development assessment plan to include birth to three providers and caretakers.
 2. The content of training is aligned to early learning standards to prepare teachers and staff for implementation. Included in the yearly plan is the use of data to evaluate teaching effectiveness. Teachers and caretakers are given the opportunity to practice techniques, meet with a coach or mentor and work collaboratively with other teachers to co-plan, model, practice, and provide feedback. ELC will increase this by enabling teachers to work across multiple sites and grades.
 3. As per district policy, protected time is provided for Coffee County Pre-Kindergarten and Kindergarten teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice. ELC will work with other providers to provide this same practice.
 4. As part of the Coffee County Schools annual professional learning plan, administrators participate in literacy trainings to learn how to promote change in practice and how to provide specific feedback aligned with early learning guidelines and standards.

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Building Block 1. Engaged Leadership

A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.

Operational. The 2013-2018 Coffee County Schools' Strategic Plan calls for the formation of a countywide Early Learning Collaborative (ELC) which is tasked with coordinating resources, developing a countywide literacy plan, and providing professional learning opportunities. Stakeholders have been identified and ELC will include 100% of school and community early learning providers who care for children from birth to age five and be inclusive of parents and caretakers. Faith based early learning programs, day care programs, Family Connection, Babies Can't Wait, DFCS, Coffee County Health Department, and Coffee County Schools are included.

Data collection and analysis created ELC. Coffee County Schools assessment data, US Census Bureau data, and other community needs surveys were conducted and determined **root causes** of:

- While resources exist, they are disparate and parents, caregivers and educators may not know how to access them;
- Too many students are entering school unprepared (see Student and Teacher Data);
- A full birth through five plan did not fully exist and curricula in place is not fully aligned or articulated;
- Many families do not have adequate literacy at home including print material, digital material or knowledge of appropriate Internet resources; and,
- Coffee County is a rural, impoverished area with a low level of adult educational attainment. Data from the U.S Census Bureau illustrates this.

	Georgia	Coffee County
Persons below poverty level	16.5%	23.5%
Median household income	\$49,736	\$34,327
Adults over 25 with a Bachelors degree or higher	27.5%	11.8%
Adults over 25 with a high school diploma or higher	84.0%	73.6%
Unemployment rate (2011)	9.9%	15.3%

Between 2000 and 2010 county nonfarm employment shrank by 28.1% compared to a state shrinkage of only 4.8%. Grandparents parenting has decreased statewide (47.6% in 2000 and 44.3% in 2010), but increased from 54.4% in 2000 to 64.3% in 2010 in Coffee County. Shifts in Coffee County demographics are also increasing the need for schools to provide more services. Immigration into the county has increased the Hispanic population to 10.4%, which is higher than the state rate of 9.1%. While slightly lower than the state average of 12.9%, 10.3% of households speak a

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language other than English at home, up from 7.8% in 2000. This growing need for ELL services and to help grandparents responsible for young children prepare for school has created a great strain on resources. Live birth data for 2009 indicated 648 births with almost half to unwed mothers or teens.

Coffee County Schools serves 420 Pre-Kindergarten students (two-thirds of county Pre-Kindergarten students) in 19 classrooms located at 8 elementary sites. The largest number of grade retentions (elementary and middle schools) each year 2007-08 through 2010-11 has been at Kindergarten with the second largest number each year at first grade. Kindergarten retentions have almost doubled between 2007-08 and 2010-11: from 98 to 185. The percentage of students eligible for free/reduced-price lunches has increased from 67.9% in 2007-08 to 75.5% in 2011-12. Coffee County has two private K-12 schools.

With two-thirds of all Pre-K in Coffee County Schools, test data from the district (included in each site's individual SRLC application) was extrapolated to paint a countywide picture. Future data collection will include assessment data from all members for a more complete picture of needs. ELC will continue collecting data to inform literacy plan changes and determine effectiveness of the countywide literacy plan.

Building Block 2. Continuity of Care and Instruction

A. An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.

Operational to Fully Operational By July 2013 the ELC will be meet monthly and employ the following actions: provide professional development for all early learning entities, establish protocol for transition from early learning to school, establish a summer transition program, and ensure that all parents of young children have opportunities to learn parenting and literacy skills and resources for home based literacy. Partial ELC member list is in Block 1.

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

Operational to Fully Operational Protocols to ensure smooth transitions from one school or agency to another between grades are in place in Coffee County Schools, but could be significantly strengthened by:

1. Creating better alignment and articulation between curricula;
2. Encating protocols for transistions with non-Coffee County Schools agencies or schools; and,
3. Increasing awareness of expectations and improving resources available for birth to three providers.

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

Emergent to Operational

1. Brochures and other materials for parents exist, but need to be more widely accessible and include Spanish materials.
2. A county literacy website with referral and resource information as well as content needs to be created.
3. Parents are invited to face-to-face opportunities, but these need to be more consistent countywide and accessible. Videoconferencing with connections in schools, day cares, community centers, libraries and churches would expand access.

D. A plan is in place to connect communities to schools.

Fully Operational. Presentations have been made and ELC members contacted and engaged.

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

Emerging. ELC will create avenues for parents of young children to receive literacy materials and provide training. Areas of support and training have been identified.

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Building Block 3. Ongoing Formative and Summative Assessments

A. The infrastructure is in place for full implementation of screening and diagnostic assessments. Operational Screenings are given regularly within the school system, but not countywide. Resource referrals are not consistent.

B. The results of formative assessments are used to adjust intervention to meet the needs of children and students. Fully Operational A full plan of assessments is used in the school system, but not consistently countywide. District teachers use the data for interventions and ongoing professional development is in place to deepen the practice and ensure that teachers in the next grade level comprehend lower grade assessments. Training for non school system providers needs to be provided.

C. Summative assessments are used to determine effectiveness of interventions or instructional programs. Fully Operational Further training is needed for non school system providers.

D. Literacy screenings are used to assess readiness of individual children for reading and writing. Fully Operational The system has a complete schedule of literacy screenings and analyses. Training is needed for non school system providers.

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Building Block 4: Best Practices in Literacy Instruction

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

Operational Instruction at Coffee County Schools Pre-Kindergarten and Kindergarten sites are clearly and consistently in alignment. Approximately 2/3's (442) of the 4-year-old population is enrolled in the public school Pre-Kindergarten program. Most of the remaining 4-year-olds participate in one of three church-based Pre-Kindergarten programs, Head Start, or day care facilities. Coffee County Schools' teachers are currently undergoing professional development to implement the Common Core Georgia Performance Standards. Most local daycares have not.

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

Operational Staff and/or faculties of local daycares, Head Start, and GA Pre-Kindergartens have received professional learning in developing oral language and pre-literacy skills. Just over half of the teachers are displaying evidence based instruction in their practice as a result. Local day cares and private pre-schools need professional development and supportive assistance.

C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.

Operational Professional learning is needed for birth to three providers, parents and caretakers, and non-public school providers for four and five year olds. Cultural competence including issues surrounding ELL and students from families of low academic achievement need to be addressed.

Building Block 5: System of Tiered Intervention

A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.

Operational Within Coffee County Schools, protocols for referrals to tiered intervention are in place based on screening and progress monitoring. Training and resources for other ELC members should create a more consistent approach countywide.

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Building Block 6: Professional Learning and Resources

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

Operational Professional learning is in place and available, but barriers of transportation, time and cost have been prohibitive. An interactive videoconferencing system would allow all providers and many parents to attend virtual trainings. Recorded sessions and content could be made available online. Current technology prohibits this.

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

Operational. A full professional learning plan is in place to move to fully operational. Technology improvements would allow for countywide training and for teams to collaborate remotely on early literacy issues.

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Analysis and Identification of Student and Teacher Data

As the Early Learning Collaborative (ELC) is in the early stages of forming, data reported here is only for Coffee County Schools. Part of ELC’s year one plan is to create a countywide snapshot of data that can be disaggregated by group, grade, SES, and gender, but that does not exist at this time. However, by looking at Coffee County demographics and public school enrollment demographics, several things can be inferred. Two-thirds of all Coffee County four and five year olds are enrolled in the public school system. The public system is disproportionately poor and minority compared to the county populations. While the poverty rate for the county is very high at 23.5%, 75% of Coffee County Schools receive free or reduced lunch. Child nutrition is a known factor in early literacy and childhood development in general.

The Hispanic enrollment in the public school systems has increased from 938 in 2007-08 to 1,165 in 2011-12 – an increase of 227 students or 24.2%. This has increased the need for ELL services and for materials and resources in Spanish. The racial breakdown for the county and the school system is in the table below.

	Coffee County	Coffee County Schools
White	65.8%	51%
Black	27.4%	30%
Hispanic	10.3%	15%

Of the 42,356 persons living in the county in 2010, 7.3% or 3,113 are under the age of five with males slightly outnumbering females (1,591 to 1,522). The population is growing at 1.2% per year. There are 650 live births each year in the community. Of these births, over 50% are to teen or unwed mothers who often need extensive parenting support and have few skills or resources for home literacy. The vast majority of four year olds are arriving with low literacy and not ready to begin school. The largest number of grade retentions (elementary and middle schools) each year from 2007-08 through 2010-11 has been at Kindergarten with the second largest number each year at first grade. Kindergarten retentions have almost doubled between 2007-08 and 2010-11: from 98 to 185. While males are about half the student population, they represent 63.6% of retentions. Schools used the Kindergarten Basic Skills and Language Test **screeners**. Students who scored a seven or below were considered in the needs area/not ready for school and are in the Early Intervention Program.

Site	Percent of students test at 7 or below
West Green Elementary	80%
Indian Creek Elementary	76%
Ambrose Elementary	83%
Westside Elementary	83%
Satilla Elementary	100%
Eastside Elementary	70%
Nicholls Elementary	78.5%
Broxton-Mary Hayes Elementary	91.6%

In the SES group of Pre-Kindergarten students, data indicated that:

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- 5.41% improved functioning, but not sufficiently to move nearer to functioning comparable to same aged peers in Acquisition and use of Knowledge and skills category
- In the categories of Social-Emotional skills and Appropriate Behaviour to meet needs categories, 18.92% improved to a level near, but not at, peers. Only 5.41% were able to do the same in the Acquisition and use of Knowledge and skills category.

Due the age of the population, other formative and summative data is not available. While the data is not available **disaggregated**, the numbers are significant enough to demonstrate a need for increased early literacy across for all groups. This late start to literacy creates a **weakness** wherein Kindergarten students are retained at disproportional rates, an issue that carries through to first grade. ELC will use its **strength** of being a countywide collaboration to implement literacy strategies so that all County Coffee students have an early, and excellent, start to literacy.

Based on the data that is available, ELC has the following student objectives:

Objective 1. Improve continuity of care and instruction for the birth to five community.

Outcome 1.1 – 75% of families will receive home literacy resources and/or home literacy training by the end of year one.

Objective 2. Improve the use of formative and summative assessments in the county.

Outcome 2.1 – 90% of ELC members will have protocols in place for the use of age appropriate screening, diagnostic, monitoring, and program effectiveness assessments by the end of year one.

Objective 3. Improve literacy instruction

Outcome 3.1 – Research based instruction will be reported by 80% of ELC members by the end of year one.

Teacher Data

As stated above, data is inclusive only of Coffee County Schools. Since ELC is a birth to five initiative, CTAE and media teachers are not included in this discussion. Specific retirement data is included in individual school applications.

		Pre-Kindergarten	Kindergarten
Total Teachers		19	37
Gender	Female	95%	100%
	Male	5%	0%
Certification	T	90%	89%
	PBT	5%	8%
	NT	0%	3%
	Para	5%	0%
Certificate Level	4 Yr Bachelor's	53%	27%
	5 Yr Master's	32%	49%
	6 Yr Specialist's	16%	19%
	7 Yr Doctoral	0%	5%
Race/Ethnicity	White	95%	95%
	Black	5%	5%

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Average years of teaching		12.9	11.73
Tenured		74%	89%
2011-2012 Retention		90%	100%

Professional Learning Communities

Professional learning is a key component in improving school and district performance by providing all staff with the knowledge and skills necessary to be effective and to create and support high levels of student learning, through professional learning that is research-based and aligned with the learning goals of students. Professional learning for all Coffee County staff is guided by the standards of the National Staff Development Council (NSDC) (“The Why”, pages 142 – 146) and the Georgia School Keys and occurs at three levels: district, school, and individual.

ELC will rely heavily on Coffee County Schools for professional learning. Decisions about which professional learning activities are needed are made each year based on the results of the district Needs Assessment conducted electronically each year in April and school professional learning calendar/plans developed by building leadership teams. ELC will provide feedback on other countywide professional learning needs. These needs will be compared to Coffee County’s Professional learning schedule and supplemented as needed through ELC members who are experts in a field or through external guest trainers from sources that are recognized for using evidenced based practices effectively. A full calendar of professional learning opportunities will be created and shared among members with the majority of the opportunities to be offered via the technology proposed under the Resources section.

Needs specific to a particular school or grade level are met during grade-level collaborative planning time in the daily schedule, so that appropriate job-embedded professional learning can occur during the school day. That **job-embedded professional learning** may include coaching on specific instructional skills by the school’s academic coach or a sharing of strategies for assessment by a particular grade-level teacher. ELC will expand that by creating **professional learning communities** where professionals from multiple sites can share resources, attend or conduct trainings, and create collaboratively to solve common literacy issues. These **professional learning communities** will take rely heavily upon the proposed technology. ELC will provide the professional learning literacy network recommended in “The Why”, page 142 “to ensure the effectiveness of the Georgia Literacy Initiative.”

As stated in “The Why”, page 141, “The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement.” ELC’s professional **learning objective**, which is based both upon formative and summative needs assessments, as well as teacher and other staff input, is:

Objective 4 – Improve professional learning opportunities in the county

Outcome 4.1 – 90% of professional learning participants will demonstrate an increase in knowledge.

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Project Plan, Procedures, Goals, Objectives, and Support

The Early Learning Collaborative (ELC) is designed to support each school and child care provider's current best practices, enhance instruction, solidify an intentional assessment protocol, and ensure that all teachers, leaders and ancillary staff are confident in their approach to student learning. As ELC will include 100% of the birth to five school and community early learning providers, **specific RTI models, sample schedules, and minutes of tiered instruction** are not named here. Each of the eight public elementary schools addresses these elements in their individual applications. These schools encompass two-thirds of the county's four and five year olds. ELC will work with other providers to create appropriate protocols and serve as a coordinating body for a countywide literacy plan and resource sharing. Through this collaboration, **all students and teachers** in the birth to five community will be impacted.

Research has clearly demonstrated that the first five years of life are critical to a child's development and that school readiness involves the domains of physical wellness, motor development, social and emotional development, approaches to learning, language development, cognition, and general knowledge. The collaborative is **built upon the six building blocks** of Engaged Leadership, Continuity of Care and Instruction, Ongoing Formative and Summative Assessments, Best Practices in Literacy Instruction, Systems of Tiered Interventions, and Professional Learning and Resources ("The What"). The collaborative will also provide parents and caregivers of young children with opportunities to learn parenting and literacy skills and help them secure home based literacy materials.

ELC will support each of the public elementary schools in their literacy plan objectives and work with other school based providers in developing theirs in alignment with the state and county literacy plans. For younger children, ELC will follow the research cited of Doolley, 2003; Martinez, Roser, & Doolley, 2003; Roskos & Christie, 2007; Rowe, 2009 in "The Why" by creating opportunities for "playful interactions and routines". These interactions and routines with adults and peers will be supported by providing home literacy resources, such as books and a high quality countywide literacy website with links, videos, and tools, and literacy training opportunities for families. A DVD will be created including referral information, digital literacy resources, and videos demonstrating literacy skills such as story time. Literacy resources in community centers, churches, and libraries will also help to bolster play time by exploring books and other print media with peers and adults as recommended by "The Why" in citing the IES Practical Guide and the Kindergarten Lab at Massachusetts Institute of Technology. Also, as noted on page 19 of "The Why", professional learning that is inclusive of the early childhood community and local school districts is lacking. Professional learning, coordination, and alignment will be implemented by ELC to overcome the perceived "baby sitting" mentality noted in "The Why".

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Goals, Objectives, and Outcomes

Goals, objectives and outcomes were **built upon needs identified** in our assessment, **consider practices already in place**, and are **measurable**. Objectives relate to **implementation**.

Goal – Improve birth to five literacy in Coffee County

Objective 1. Improve birth to five continuity of care and instruction.

Outcome 1.1 – 75% of families will receive home literacy resources and/or home literacy training by the end of year one.

Objective 2. Improve the use of formative and summative assessments in the county.

Outcome 2.1 – 90% of ELC members will have protocols in place for the use of age appropriate screening, diagnostic, monitoring, and program effectiveness assessments by the end of year one.

Objective 3. Improve literacy instruction

Outcome 3.1 – Research based instruction will be reported by 80% of ELC members by the end of year one.

Objective 4 – Improve professional learning in the county

Outcome 4.1 – 90% of professional learning participants will demonstrate an increase in knowledge.

What	Who	When	How
Convene and establish meeting schedule	Phil Dockery, Coffee County Schools	In process monthly meetings will be ongoing.	Pre-Kindergarten and Kindergarten teachers from Coffee County Schools elementary sites and Phil Dockery have already been assigned to ELC. Contact was initiated with other birth to five providers. Formal communication will begin in Spring 2013 with members signing an MOU to participate. By June 2013 a preliminary schedule of meetings will be established. This calendar will be supplemented with professional learning and community events at least quarterly.
Establish ELC working teams	ELC Members	August 2013 with team tasks ongoing	<p>Leaning heavily of the “Georgia Literacy Plan” and the supplemental “The Why”, “The What”, and “The How”, teams will create plans and maps, provide recommendations to ELC and members, design protocols, and share resources. Teams will offer support and assistance to other county providers and help move from the “baby sitting” mentality of some providers (“The Why”, page 21). Each team will consist of a cross-section of members representing each of the birth to five age groups. Transition and Articulation and Alignment will also have a first grade teacher.</p> <ul style="list-style-type: none"> • Articulation and Alignment – survey curricula in use and create recommendations for modifying or adapting curricula. Coffee County Schools’ elementary buildings are already undergoing the process to ensure

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Create Videoconferencing Network	Coffee County Schools IT Department	July 2013	<p>alignment with CCGPS and articulation.</p> <ul style="list-style-type: none"> • Transition – Survey members and parents to pinpoint gaps and opportunities. Design protocols or recommend existing protocols be shared and adapted by members. Create a navigation map for parents and caregivers helping them understand the transition process and opportunities for them to visit transition sites. • Assessment and Intervention – Create a snapshot of countywide assessment and RTI strategies. Work with other providers to share assessment and intervention protocols and help adapt them as needed for adoption by members. Support the work done by the professional learning team by acting as advisors and mentors on assessment and intervention. • Instruction – Identify evidence based practices in use and opportunities for introducing these and other evidenced based practices to improve instruction. Create in class modeling via videoconferencing and a resource “room” via the web for sharing instruction tools and other resources. • Professional Learning – Plan, create, and deliver quality professional learning based upon identified needs and make accessible to all members and to parents and caretakers as appropriate. Coordinate training dates, sites, and technology as needed. • Resources and Referrals – Collect and map all county literacy and supportive screening (hearing, vision, etc.) resources with contact information. Coordinate efforts around Reading is Fundamental, the First Foundation and others. Serve as points of contact within their own agency and for each other. • Community Awareness and Materials – Work closely with the Resources and Referrals team to create and distribute materials to the public and conduct public awareness campaigns. Create a countywide literacy website with resources, information, videos and other valuable tools for all stakeholders. • Data Collection and Sharing - Aggregate data from all members to first create a baseline of literacy and then to track improvements. Work with members to share student assessments and data as they move throughout the system. <p>An interactive videoconferencing network with a record, store, and stream function, will be created connecting all 12 district sites with accessibility countywide through desktops and laptops. The system will be used for meetings, team workgroups,</p>
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			professional learning, and to create and share content via the countywide literacy website.
Internal evaluation	Team leaders	Every 6 months	Each team will collect process and program data and present their findings bi-annually to ELC. Members will review reports and make recommendations for program changes as needed. The information will be aggregated into a report to be shared with stakeholders. Annual reports to GADOE will be built from these reports.

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Detailed listing of current assessment protocol

Coffee County Schools’ elementary site have full **assessment protocols** which are discussed in their SRCL applications. The chart below demonstrates the minimum summative **assessment protocol** being used by Babies Can’t Wait, Coffee County Health Department, Head Start and Coffee County Schools. ELC will work with other ELC members to develop similar plans for their agencies. However, with two-thirds of the county’s four and five year olds enrolled at Coffee County Schools and with the inclusion Babies Can’t Wait, Coffee County Health Department, and Head Start, the information provided here represents a significant percentage of the county’s birth to five community.

Screeners are administered at the beginning and end of each year for Kindergarteners. Formative assessments are conducted regularly throughout the year by classroom. Formative assessments not only inform instruction and intervention decisions (“The Why” p. 96-97), data is also analyzed to pinpoint professional learning needs and resource issues. Teachers administer the DIBELS screener three times a year and GKIDS four times a year. This is used for instruction and intervention planning for the following year as well as for professional learning planning. For Pre-Kindergarten and Kindergarten students, screening and assessment data is entered into a student data tracker for use by appropriate staff in determining instructional decisions, RTI, and differentiation in the Kindergarten Early Intervention program. Data is also being used to make informed decisions on the implementation of CCGPS across the system. Data sharing from birth to three programs is inconsistent and one of the objectives for ELC.

Assessments for Literacy	Purposes	Properties	Test Frequency
Birth-Three			
Battelle Developmental Inventory (BDI)	Summative (used by Babies Can’t Wait, and local school system)	Communication	1 x every 3 years
Preschool Evaluation Scale (PES)	Summative (used by local school system)	Expressive Language	1 x every 3 years
Assessment, Evaluation, & Processing System (AEPS)	Summative (used by Babies Can’t Wait)	Communication	1 x per year
Ages & Stages Questionnaire	Summative (used by local health department, Early	Communication	1 x per year

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	Head Start, and Head Start)		
Developmental Indicators for the Assessment of Learning (DIAL 4)	Summative (used by Early Head Start, and Head Start)	Language	1 x per year
Four-Year Old			
Battelle Developmental Inventory (BDI)	Summative (used by local school system)	Communication	1 x every 3 years
Preschool Evaluation Scale (PES)	Summative (used by local school system)	Expressive Language	1 x every 3 years
Developmental Indicators for the Assessment of Learning (DIAL 4)	Summative (used by Head Start)	Language	1 x per year
K-5			
CRCT	Summative	Reading/ELA	1 x per year
SRI	Screening, Progress Monitor, Outcome	Reading Comprehension	3 x per year
Dibels	Screening, Progress Monitor, Outcome	Oral Reading Fluency	3 x per year
GKIDS	Formative Summative	ELA	4 x per year
ACCESS Test	Summative	English Language Proficiency	Yearly

In addition, Pre-Kindergarteners receive a required hearing, vision, and dental screening before they enter Pre-Kindergarten. When the screening identifies concerns, appropriate follow-up, referral, or other intervention is used. Pre-Kindergarteners are also assessed with the preschool assessment from Bright from the Start. The data is entered into Work Sampling System (WSO) for administrators and teachers to monitor and follow student strengths and progress (“The Why” page 100).

Comparison between current and SRCL assessment plan

The system described above is expected to continue under SRCL. Each of the school plans noted any areas of deficiency they may have, with most of them noting the need for ongoing training. Among other ELC members, we expect that under SRCL we will see:

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- More consistent assessment in the birth to three community. At this time, we have an incomplete picture of birth to three assessments among providers. The Assessment and Intervention team of ELC will create a complete, countywide map of assessments. We expect to find gaps, especially among the smaller birth to three providers, and of course among children at home with parents or other caregivers. ELC will create assessment maps, provide professional learning opportunities, and share resources to close this gap.
- Stronger analysis of assessment data and corresponding instruction and intervention decisions. ELC will provide professional learning opportunities and share resources to help all teachers and providers effectively use data to inform decisions.
- Earlier screenings among the birth to three community as ELC creates increased awareness surrounding the importance of early screening and provides parents with resources and referrals.

How new assessments will be incorporated

No new assessments are being proposed under SRCL for the majority of students. Potential assessment additions would be among providers not listed in the above chart. Should those providers need to add assessments, ELC will work with the agency on planning and scheduling assessments and share best practices and lessons learned from similar providers.

Discontinued Assessments

None

Professional Learning

The Coffee County Schools Professional Learning calendar offers training opportunities in assessment, data analysis, and data informed instruction and intervention yearly. Training to help Pre-Kindergarten through first grade teachers understand data from prior years and birth to three data will be added. As noted on page 19 of “The Why”, “Another key issue of concern that emerged throughout the discussions has been the need for professional learning on the assessments used by out-going and receiving teachers from grade to grade and school to school. This is particularly evident in the transition from early childhood programs into local schools.” For ELC sites that might need to add assessments, appropriate professional learning will be offered through the collaborative. Of course all members will be offered professional learning on CCGPS and how assessments and data informed instruction play a part in this transition.

Parent and Stakeholder Data Presentation

While each site differs somewhat in their presentation of data, in general parents and students are presented student data during parent night and student report cards. Students are given formative test data in class. For Pre-Kindergarten and Kindergarten students, individual student data is also reviewed and discussed by other stakeholders, such as instructional staff and administration, at least annually. Aggregated data is presented to external stakeholders through annual reports, strategic plans and the GADOE district and school report cards. Among birth to three providers, data presentation is much more general. Some of this is due to the differences in assessment, but also to the general perception of birth to three as a form of “baby sitting” rather than education. ELC will work to correct this and have parents and students more engaged in student data and instructional planning. A plan to provide individual student birth to three data to four year old programs will be developed.

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Data to Inform Strategies

Data is the cornerstone to solid decision making strategies. ELC will use many of the suggestions found in “The Why”, especially from pages 121-122:

Classroom-level recommendations:

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals

Administrative recommendations:

1. Establish a clear vision for school-wide data use
2. Provide supports that foster a data-driven culture within the school
3. Develop and maintain a district-wide data system

Many ELC sites already follow the plan above. The Assessment and Intervention team will help members who do not, move to this methodology and members will share resources surrounding data driven decision making. Professional learning will bolster implementation.

Performing the Assessments

As noted above, the assessments are performed by classroom teachers or other certified/licensed caregivers with training in performing the stated assessment. Assessments either are, or will become, integral parts of the schedule and so accomplished as a matter of a scheduled task.

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Since the Early Learning Collaborative (ELC) includes students in Pre-Kindergarten and Kindergarten, Coffee County Schools’ classrooms, resources and activities that directly impact them are included under their respective school application. ELC will serve to coordinate resources on a countywide basis.

Existing Resources

Resource	Location	Access	Limitations
General birth to five literacy resources	Countywide	Open	No coordinated effort. Resources are disparate and the public is unaware of many resources.
Materials for home literacy – Print and digital	Coffee County Schools eight elementary buildings – Library Media Centers, classrooms, family resource centers (see school plans for shared resources, classroom resources and library resources)	Enrolled students, teachers, and staff	Only open to enrolled students during school hours/days. Some LMCs need additional materials. Pre-K and K students typically have less technology available to them (see school plans)
	Private schools, day cares, etc.	Enrolled students	Only open to enrolled students during school hours/days. Limited collections and technology. Day cares do not usually allow for resources to leave care site.
	Public Libraries (Satilla Regional, Ambrose, and Nicholls)	Everyone	Limited hours, transportation, small collections and few computers.
	Community Centers	Varies	Few sites, limited collections, transportation.
	Personal Collection	Generally family members only. Recent survey suggests 76% of families have	Very limited home collections. Families with sufficient home tech need awareness of

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		Internet access at home	age appropriate materials and training.
Existing personnel, parents and caretakers, curricula, and protocols	Each ELC member		<p>Training for birth to three providers and parents and caretakers is limited.</p> <p>Curricula in use is generally not well aligned or articulated.</p> <p>Transitions are not always coordinated between providers. ELC members tend to be siloed within their own organization and have little opportunity to work collaboratively.</p> <p>Parents have low levels of education and low levels of engagement in early literacy.</p> <p>Language barriers</p>
Technology	<p>Coffee County Schools – school buildings and district. See school plans for school site details. District maintains significant network backbone, storage, and website.</p> <p>Other ELC members</p>	<p>Internal – employees, teachers, administration, and students.</p> <p>External – Public access to websites.</p> <p>Internal systems available only to agency.</p>	<p>No, or very limited interactive videoconferencing with little distance learning.</p> <p>Website is specific to schools and district. No literacy specific website with resources.</p> <p>Internal resources (computers, tablets, etc.) not available outside of schools</p> <p>Networks are only available to agency with no external interface.</p>
Professional Learning	Coffee County	Only available to	Learning opportunities

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<p>and Parent Education</p>	<p>Schools – The district maintains an extensive plan based upon internal needs assessments</p> <p>DECAL's Online Library Learning Initiative (OLLI)</p>	<p>internal staff and parents of enrolled students</p> <p>Open to all early learning educators</p>	<p>have to be delivered on-site and repeated.</p> <p>Scheduling issues can cause staff to miss vital trainings.</p> <p>Parents don't always value training. Have transportation, language and other barriers. Have few resources to implement early literacy at home.</p> <p>Not a complete learning plan and requires self coordination.</p>
<p>Assessments and Screenings</p>	<p>Coffee County Schools (see assessment section for full plan)</p> <p>Community Resources (public health, faith based, private practitioners), private schools, day cares, home based care/school</p>	<p>Enrolled Pre-K – 12 students</p> <p>Public</p>	<p>Lack of screenings and assessment prior to Pre-K leads to late diagnosis/awareness of potential issues.</p> <p>Teachers in next grade level don't always know how to interpret data.</p> <p>Parents and caregivers not always aware of need for screenings. Children with screening findings don't always obtain suitable referrals and/or may not follow up.</p> <p>Birth to three providers may not be providing adequate screenings/assessments</p>

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Proposed Resources

Resource Need	Proposed Solution	Funding
<p>Coordinated countywide literacy plan and guide</p>	<p>ELC will coordinate birth to five resources and initiatives and promote awareness. Materials such as resource maps will be created and distributed.</p>	<p>Various sources including SRCL and direct agency in-kind funds.</p>
<p>Materials for home literacy – Print and digital</p>	<p>ELC’s Resources and Referrals team will coordinate services such as the Ferst Foundation and Reading First. They will also coordinate dissemination of SRCL provided materials.</p> <p>The Awareness and Materials team will create content for a literacy website that will contain helpful links, videos, and other resources for parents and educators. They will also create home literacy materials. Materials will include a home literacy DVD as well as print materials in English and Spanish. The DVD will contain video content such as a librarian discussing how to get a library card or find and select materials as well as adults modeling how to read to children. Readers will be representative of our county’s population and include non-native English speakers to help create a cultural connection. Other digital resources including links to online, appropriate</p>	<p>Some SRCL funds</p> <p>External in-kind matches such as Ferst Foundation books and Reading First.</p> <p>ELC member in-kind match in the form of staff, website hosting, and other technology.</p> <p>Free content from the Library of Congress, and National Library Services.</p> <p>Additional grants and other Federal resources will be researched to extend material availability.</p>

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	media will be included.	
Curriculum, instructional strategies and protocols	<p>Alignment and articulation will be a major focus of ELC.</p> <p>Identifying and sharing research based strategies and appropriate protocols will follow the state literacy plan.</p>	<p>Funding from SRLC for meeting supplies and materials creation.</p> <p>ELC member in-kind match in the form of staff, website hosting and content, etc.</p>
Birth to three literacy materials	<p>Age appropriate literacy resources are not available at all birth to three providers. ELC will coordinate efforts to obtain materials and supplies for these sites.</p>	<p>Funding from community business partners and local civic organizations</p>
Technology	<p>Interactive Videoconferencing Network (IVC) will be installed connecting all 12 Coffee County sites and allowing access countywide. The IVC network will enable meetings, professional learning, resource sharing and other activities. Also, the network will include the ability to record, store, and stream content created with the system. For example, a professional learning session could be broadcasted live and available either at one of the 12 Coffee County Schools' sites or via a desktop or laptop from anywhere in the county. The session could be recorded and available for rebroadcast or for streaming through the literacy website. IVC can also be used for direct</p>	<p>SRCL</p>

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	<p>student literacy usage such as author chats.</p>	
<p>Professional Learning and Parent Training</p>	<p>With the IVC system, Coffee County Schools' Professional learning could be offered to ELC members and to parents and caretakers.</p> <p>ELC will conduct an assessment of birth to three professional learning needs and source appropriate opportunities, including OLLIE.</p> <p>The literacy website will include a collection of training resources and instructional resource sharing.</p> <p>IVC will be used to deliver parent training at community centers such as libraries, schools, and churches. Delivering training closer to where people live and in settings they are comfortable in will increase participation and retention.</p>	<p>In-kind from Coffee County Schools in Professional Learning and hosting the IVC system and website.</p> <p>DECAL in the creation of OLLIE</p> <p>In-kind match from ELC members to host parent trainings.</p> <p>SRLC for material, supplies and some content.</p> <p>Title II</p>
<p>Assessments and screenings</p>	<p>A resource map, including community screenings, will be created and disseminated.</p> <p>The ELC Assessment and Intervention team will identify areas for improvement and work with members to provide resources, training, written protocols and support.</p>	<p>SRLC for the creation and dissemination of materials.</p> <p>In-kind match from ELC members in the form of staff time and resource sharing.</p>
<p>Parent and Student Engagement</p>	<p>Guest speakers, virtual field trips, author chats,</p>	<p>SRLC funds Title IA, Title IC, other federal, state and</p>

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Activities	and general supplies for community events focused on literacy. Creation and printing of material that is culturally appropriate for our growing population of Hispanics and grandparents who are parenting.	local funds
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Professional learning activities that staff have attended in the past year

Data included here is for Coffee County Schools. With ELC being a new initiative, data on professional learning for other ELC members has not yet been collected. Our needs assessment however demonstrated a need countywide for professional learning, particularly in early literacy skills and assessments. School applications contain further professional learning delivered on the school or individual level. The district provided the professional learning in the table below.

Topic	Attendees
Thinking Maps	Teachers
Shoutpoint	Administrators
GTEP/GTOI	New Teachers
GLISI - Cohort #33	Elementary Teams
Melissa Forney Writing	K-2 Teachers
ESOL Endorsement	Classroom Teachers
WIDA	School Teams
Torrence Gifted Testing	Gifted Coordinators
Student Engagement	School Teams
Documenting for Improvement	Administrators
Vision/Hearing Training	School Teams
School Inservices	School Staff
Discipline & SWD	Administrators & Referral Coor.
Webb Leveling	Administrators, AC and teachers
Promoting Acad. Success for Els	Teachers
Reading First	K-2 Teachers
Reading First	Paraprofessionals
Motivating the Unmotivated Student	Administrators and Teachers
Common Core	Principals, APIs, A Coaches
Lexile Framework for Reading	Administrators, AC and teachers
New Teacher Training - SBC & Assessment	New Teachers
Putting the Pieces Together	School Counselors
SLDS	Teachers
Support Services and Priority	Migrant Staff
Unit Development	Teachers

Among Coffee County Schools' staff, **100% attended literacy related professional learning** last year.

A detailed list of on-going professional learning.

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The chart below illustrates district provided literacy related professional learning activities for the 2012-2013 school year.

Topic	Attendees
CCGPS Unit Refinement - Kindergarten	K Teachers
CCGPS Unit Refinement - 1st Grade	1st Grade Teachers
School and Industry Partnership	Teachers, Administrators, Students
Differentiation Strategies for E. Teachers	Elementary Teachers
Best Practices and Strategies for ELs	Regular and EL Teachers
Basic Spanish for Classroom Teachers	Regular and EL Teachers
Integrating Software and Internet Resources	all staff
Using Handheld Technology (iPad)	all staff
Student Engagement Strategies	All teachers
Infinite Campus for Teachers	All teachers
Project Search	SE Teachers
CCGPS for Administrators	System/School Leaders
PreK Training for Adm	Principals
School Council Training	School Council Members
New Teacher Orientation	New teachers
New Pre K Director Training	Pre K Director
Read 180	School/System Leaders
Social Worker Training	Social Worker
Teacher Keys Evaluation System	School/System Leaders
Okeefenokee Regional Transition Alliance	Transition Specialist
Migrant Training	Migrant Teacher
ESOL Push-in Training	ESOL and Regular Ed Teachers
Ga Family Connections Workshop	Family Connections Director
Literacy Design Collaborative	Sc/SS Teachers/Acad Coaches
Ga Association of School Psychologists	School Psychologists
Southern Pine MEA - Regional Conference	Migrant Teachers
Legal Issues for Administrators	School/System Leaders
GaTAPP Principal's Training	Principals
Regional Assistive Tech. Training	Assistive Tech Specialist
GTEP - Ga Teacher Evaluation Program	New Teachers
Heidi Jacobs - Digital Literacy	Elementary administration and academic coaches
Ga Project SEARCH	Teachers, Administrators
Core Access Teacher Project	SE Teachers

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Razzle Dazzle Writing - Melissa Forney	Elementary Teachers
GLISI - Ga Leadership Institute for School Improvement	School administration and teachers
PAGE Leadership Network Training	Administration
Unit development - ELA	School administration and teachers
DOE Gifted Workshop	Gifted Teachers
ELA Precision Review	School administration and teachers

In addition to the above trainings and those in the individual school plans, ELC will provide professional learning opportunities in:

- Grade and school transitions
- Home based literacy skills for parents and caregivers
- Assessment planning, implementation, and interpretation
- Early literacy resources and referrals
- Interpreting assessments from prior grades and care settings (e.g. Kindergarten teachers understanding Pre-Kindergarten assessments)
- Expectations for school readiness for birth to three providers, parents, and caregivers
- Using distance learning and integrating technology into the curriculum

The programmatic professional learning needs identified in the needs assessment.

Programmatic professional learning is identified in the literacy plan and is based upon internal and external needs assessments.

The application details the process to determine if professional development was adequate and effective.

Just like using formative and summative data to inform student instructional and intervention decisions, professional learning is assessed on a per session and long term basis. Pre and Post tests or other assessment are used for each professional learning opportunity. These assessments will measure knowledge and some skill gains. At six month and 12 month intervals the Professional Learning team will access formative and summative data to evaluate the impact of professional development on teacher practices and student learning. The Professional Learning team will present members with an evaluation plan that specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes. Evaluation will also emphasize changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. Administrators and principals will submit specific teacher and instructional related data, such as: adoption of strategies such using assessments to inform instructional and intervention decisions to adapt lesson plans, inclusion of technology for all students, use of appropriate screenings with referrals as needed, evidence of a more aligned and/or articulated curriculum and smoother student transitions.

The professional learning plan is detailed and targeted to stated goals and objectives outlined in the literacy plan

Coffee County Schools puts out an extensive professional calendar based upon needs assessments that include review of student and teacher data details of which are discussed in the literacy plan. In addition, individual schools have crafted detailed plans in their SRCL applications. The final piece to ensure birth to five professional learning is coordinated countywide to effectively meet our goals and objectives will be ELCs aggregation of the pertinent training offered and to identify gaps that need to be filled. This will be done by the Professional Learning team as discussed in the Project Plan. The team will also identify opportunities to fill those gaps and offer them to members. The team will monitor the plan throughout the year and compare to achievement data to determine if the plan needs to be modified.

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

As the overall goal of ELC is to improve student literacy, the project's main determining effectiveness factors will be:

- Increase in Pre-K students who score an 8 or higher on the Kindergarten Basic Skills and Language Test screener; and
- Decrease in percentages of Kindergartners who are retained.

The Data team, as outlined in the Project Plan, will collect, disaggregate and analyze data from members to determine progress. The team will also look at underlying factors of any changes in percentages such as: teacher incorporation of professional learning into instructional practice and lesson plans, increase in transition visits following transition training, alignment and articulation of birth to five literacy curricula and parents and caregivers incorporating home literacy skills into their homes and daily practices.

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The Early Learning Collaborative (ELC) is highly sustainable as it leverages significant existing resources and puts long term protocols and practices into place.

Extending the assessments protocol beyond the grant period

A significant percentage of the assessment protocols are already in place and being used with some success. ELC extends these assessments to the birth to three and private four and five year old providers. Once in place, members will continue to use the assessments as part of the county literacy plan. Professional learning will help reinforce these practices and, once providers begin to see the effectiveness of the protocols, the assessments will become part of the culture.

Community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment

ELC is, as its core, a community partnership. Members will be able to leverage extensive in-kind and external funds to fund yearly costs. Title II funds can be used for professional learning when appropriate. Title IA, Title IC, other federal, state and local funds could also be used to leverage resources. ELC will also research other sources of external funding beyond what already exists within the partnership. Some home based literacy materials and resources will be sourced from the Ferst Foundation and other programs. Free content, for example through the Library of Congress, will reduce the annual cost commitment. Partnerships with local business and industry will help to supplement resources. The proposed technology will reduce costs associated with professional learning and meeting travel, freeing funds that can be used to support the project.

Clear, detailed plan

As a countywide learning collaborative, one of ELC's strengths lies in its ability to leverage community resources thereby creating an inherent sustainability.

Expanding lessons learned - By functioning in teams, (see Project Plan) ELC members will be able to define and measure lessons learned in each of their section. As ELC will include the entire birth to five community, lessons learned will easily be disseminated through the county. Internal ELC evaluation will take note of positive and negative lessons learned and adjust the literacy plan, professional learning, and corresponding support activities accordingly. Updates will be posted to the literacy website and shared with stakeholders and birth to five providers in Georgia through appropriate publications.

New employee training – ELC's Professional Learning team will either share existing protocols or create new ones as needed on new employee training for ELC members. By sharing training, new employees will be sure to receive the most current, and thorough, literacy training.

Technology - The technology requested in this grant has an extremely long usable life and will be in use long after the grant ends. The system in mind is highly scalable and interoperable, ensuring its usefulness for years. In fact the technology itself contributes to the overall sustainability as content can be created and reused and members can share resources.

Professional Learning - By relying heavily on sharing resources already in existence, ELC's professional learning will self sustain past the end of the grant. Technology will record and store professional learning resources for later use. Using the train the trainer model and

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collaborative professional learning through ELC teams will further enhance the longevity.

Public awareness and home literacy materials - ELC will coordinate home literacy materials efforts with the Ferst Foundation, Reading is Fundamental, and other organizations. The resource network built by ELC will help sustain the efforts as members can pass materials (resource maps, literacy CDs, etc.) directly to their clients, reducing the need for postage. Working with a full spectrum of county birth to five providers will help ensure saturation.

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In year one SRCL budget needs will focus on installing the proposed technology, creating the resource maps and materials, creating the literacy DVD and home mailer, providing home based literacy materials, creating the literacy website, and professional learning

Technology Technology purchased under the grant will create a seamless Interactive Videoconferencing (IVC) environment connecting each of the school sites, the district offices and birth to five providers countywide. IVC will be used for ELC meetings, working team meetings, bringing in outside content, professional learning, parent and community events, and for district and countywide meetings. The system will enable multiple connection points including IVC units, laptops, desktops, and tablets and includes the ability to record, archive, and re-use content.

Resource maps and materials ELC will collect countywide information on literacy and supportive services and create materials for members, parents and caregivers with information on how to contact and access resources. Print and digital material will be created. Printing, postage, and related materials and supplies funds will be needed.

Literacy DVD and home mailer ELC will create an early literacy DVD that will include videos of a librarian modeling story time as well as videos of parents reading to their children. Readers will be representative of our community, including non native English speakers. Other related material will be included and the DVD will be accompanied by print materials with supporting information in both English and Spanish in keeping with our county demographics.

Home based literacy materials While ELC will work with Ferst Foundation, the local libraries, and other free or no cost resources, some budget will be needed for children's books and reading materials to be used at home. Mini libraries set up at churches and community centers will also need funding.

Professional learning While a significant portion of this will be included as in-kind match, some funding will be needed for external speakers, materials, and supplies.

General supplies, materials, and postage While ELC does function virtually, some general expenses are expected to support the work of the teams and sharing of resources.

Parent involvement literacy activity costs - to include as many parents as possible, ELC will bolster community literacy events with meeting supplies, cost of guest speakers, and virtual field trips, like author chats.

Travel – Travel to grant related meetings, trainings etc. as mandated by SRCL.

Content for birth to five Much of this content will be accessible via the literacy website and available for use by schools, day cares, parents, and caregivers. Virtual field trips with literacy themes, like to talk to a librarian or story time with an author, will be made available.

In following years, we do not anticipate any technology expenses. We will however require funding in other categories, though we expect them to be reduced each year as we find

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supplemental sources for home based literacy materials such as the Ferst Foundation and the Library of Congress and will only need to pay reproduction costs for some of the materials (like the DVD) generated internally.

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