



School Profile

Created: 04/10/2015

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Page 1

School Information

System Name:	Toombs County Schools
School or Center Name:	Toombs County Schools Pre K Program
System ID	738
School ID	0104

Level of School

Early Learning (Birth to Five)

Principal

Name:	Floyd-Irie
Position:	Site Directors
Phone:	912-526-8391 912 565-7781
Email:	floyds@toombs.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Marcella Alexander
Position:	Instructional Coach
Phone:	912-526-8391
Email:	alexanderm@toombs.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre K (8 classes)

Number of Teachers in School

8

FTE Enrollment

By clicking the "yes" boxes below, you are executing a legally-binding digital signature indicating that you are the authorized signatory of the entity responsible for the operation of the grant program, that you have read, understood, and agree to abide by each specific assurance and that failure to abide by any or all assurances may result in loss or reduction of grant funding.

Page 1

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Page 2

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Page 3

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

Yes

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

Yes

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

Yes

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

Yes

Page 1

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

[SRCL General Information Packet-Cohort 4](#)

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

Yes

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

[SRCL Scoring Rubric-Cohort 4](#)

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

Yes

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

[SRCL Required Assessments Chart](#)

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

Yes

Assessments

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

I Agree

Unallowable Expenditures

- **Preparation of the Proposal:** *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*
- **Pre-Award Costs:** *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*
- **Entertainment, Refreshments, Snacks:** *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*
- **Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.**
- **Incentives** (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- **Advertisements, Promotional or Marketing Items**
- **Decorative Items**
- **Purchase of Facilities or vehicles** (e.g., Buses, Vans, or Cars)
- **Land acquisition**

- **Capital Improvements, Permanent Renovations**
- **Direct charges for items/services that the indirect cost rate covers;**
- **Dues to organizations, federations or societies for personal benefits**
- Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

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

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

I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

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)

Typed Name of Fiscal Agency Head and Position Title

Date



Signature of Applicant's Authorized Agency Head (required)

Sonya Ross, Interim Superintendent

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

4/10/15

Date

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

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

Date (if applicable)

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: Sonya Ross

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

Address: 117 East Wesley Avenue

City: Lyons, Ga Zip: 30436

Telephone: 912) 526-3141 Fax: (912) 526-3291

E-mail:

rosss@toombs.k12.ga.us



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

Sonya Ross

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

4-10-15
Date (required)

Toombs County Schools: Early Learning Co-Hort 4 Competition

District Narrative

System Demographics: The Toombs County School System was established in 1906. The Toombs County School System is a poor, small, rural school system with 3300 students PK-12 located in South Georgia. We have five schools: one primary, two elementary, one middle, and one high school. Four of the five schools are located within the city limits of Lyons. Toombs Central Elementary School is located twelve miles south of Lyons. All K-8 schools are Title I Schools. Within the district we have eight Pre K classes. Six Pre K classrooms are located at Lyons Primary Elementary and the other two are located at Toombs Central Elementary School. The system poverty average is 90.02%. We have a 24.68% Hispanic population, 18% black population, and 53.24% white population.

SCHOOL	GRADES	POVERTY
Lyons Primary	PK-2	100%
Lyons Upper Elementary	3-5	100%
Toombs Central Elementary	PK-5	100%
Toombs County Middle	6-8	100%
Toombs County High	9-12	73.68%

Current Priorities: Toombs County Schools focus on priorities shown to be effective in improving the academic achievement of all students. These priorities include:

- Implementing CCGPS Literacy Standards in grades K-12
- Continuing Professional Learning Communities in each school
- Utilizing technology to improve classroom instruction
- Increasing parental involvement opportunities to improve academic achievement
- Writing across the curriculum
- Vertical Team Planning

Strategic Planning: Our improvement initiative is ‘Team Toombs’ which utilizes effective best practices leading to high levels of student academic achievement.

Vision: Continuously promote and strive for educational excellence in academic achievement, citizenship, and personal growth.

Mission: Promote educational excellence through lifelong learning and promote productive citizenship through a nurturing and caring environment for the school community.

Current Management Structure: We are governed by a seven member Board of Education and Superintendent. Each school has a Principal and Instructional Coach. Four schools have an Assistant Principal. The District also employs two Associate Superintendents who are assigned to each school for additional support. The Associate Superintendents also support the system as Special Education Director, Human Resources Director, System Psychologist, and Student Services Director. A System level

District Narrative

Toombs County Schools: Early Learning Co-Hort 4 Competition

Director of Federal Programs, Curriculum Director, and Technology Director also support the Toombs County School System. The Curriculum Director for the system also serves the system as Pre K Director and is currently serving as Interim Superintendent for the district.

Past Instructional Initiatives:

- Measures of Academic Progress (MAP) testing in grades 3-8
- Partnership for Reform in Science and Math (PRISM)

Literacy Curriculum: For ten years we have utilized direct instruction – SRA Reading Mastery and Corrective Reading in K-8. We have seen tremendous gains in reading proficiency utilizing these programs and method of instruction. However, with the transition to Common Core the ability to sustain these gains has proven to be a challenge for our system. The OWL curriculum is currently being used in our eight Pre K classes. Primarily we currently use novels to teach CCGPS, but we also utilize these resources: K-5 Harcourt Trophies, 6-8 McDougal Littell The Language of Literature, and 9-12 Holt Elements of Literature. We are currently looking at vendors and other resources to support our ELA curriculum. In addition we are seeking professional learning Pre K-12 on reading in the content areas and Instructional strategies that supports reading across the content.

Literacy Assessments: Toombs County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments, WIDA model, Measures of Academic Progress (MAP) in grades K-2, and AIMSweb. State assessments include WSS, GKIDS-R, GAA, ACCESS, Pre and Post Student Learning Objectives (SLO), Georgia Milestones, and End of Course (EOC) Assessments.

Need for Striving Reader Grant: Due to decreased funding, the instructional program has been negatively impacted. We currently have 160 days of instruction per year. We do not have money to purchase instructional materials. Professional learning funds have been utilized to compensate for financial deficits, and class sizes have increased. In order to meet the academic needs of all students, we desperately need the Striving Reader Grant to purchase high-quality literacy materials and to provide essential professional learning for our staff.

Toombs County Schools: Early Learning Co-Hort 4 Competition

District Management Plan and Key Personnel

Toombs County 2014-2015 Strategic Plan is fully supported by the district. It is the goal of the Toombs 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. Within the plan, the data supports the need to strengthen our Early Literacy Initiatives and Curriculum to better prepare students for the challenges of kindergarten.

Sonya Ross will serve as the Project Director for the grant. She is entering her twenty eighth year in education. The last ten years she has supervised curriculum initiatives and best practices at various levels. Mrs. Ross currently serves as Pre K Director for Toombs County and has worked closely with the eight Pre K teachers in the system. In addition, Mrs. Ross is currently the System's Interim Superintendent, K-12 Striving Readers Grant Coordinator, and District Curriculum Director.

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 guidelines. Upon award, district staff will work with each site Pre K Site Director to develop site **budgets and performance plans. Meeting minutes** will be kept of each monthly meeting. Data, both process and programmatic will be shared at these meetings and progress toward goals completions will be discussed.

When notified of the grant award, the system grant coordinator will convene the Early Learning Literacy Team to review the responsibilities of each team member and to ensure the individuals on the team understand the Early Literacy grant's goals and objectives, the literacy plan, and the implementation timeline.

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

District Level Team and Responsibilities Chart

District Team Member	Area of Responsibility
Sandra Floyd: Principal of Lyons Primary School, Pre K Site Director Tonawanda Irie: Principal of Toombs Central Elementary School , Pre K Site Director	Purchasing – initiate school purchases orders and manage school level grant activities
Sonya Ross: Interim Superintendent, Curriculum Director and Pre K Director Crystal Blocker: Chief Financial Officer	Finances – approve grant budgets, submit completion reports and state required reports

Toombs County Schools: Early Learning Co-Hort 4 Competition

Tomara Hampton: Accounts Payable Clerk	Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement
Julie Spivey: Payroll Clerk	Payroll – issue stipends for off contract grant training
Marcella Alexander: Instructional Coach Lyons Primary Brandon Hartley: Instructional Coach Toombs Central	Manage school level grant activities with principals and school level literacy teams; manage professional learning activities
Sonya Ross: Interim Superintendent; Curriculum Director, Pre K Director	Managing system level grant activities – coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete.
Jesse Scott: Technology Director Missy Dixon: Technology Coordinator	Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology related training.
Sabrina Woodruff: Special Educator Director Marissa Morris: Special Education Instructional Coach	Special Education – coordinating requirements and managing RTI initiatives and strategies

Toombs County Schools: Early Learning Co-Hort 4 Competition

Experience of the Applicant

Toombs 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 22 million including Federal, state, local and private funds. Each year the district has an independent audit performed to ensure effective financial practices and controls.

Three Years of State Audit Results

Audit Year	Finding	Outcome
FY 11	None	
FY12	None	
FY13	Bank Reconciliation School Nutrition	Transfer Request and bank statement protocol revised and implemented immediately.

Federal programs managed by the district provide support for numerous special education student categories; Migrant education; improvement of teacher quality; limited English proficient students: Career, Technical and Agricultural Education (CTAE); and for educationally disadvantaged students. The chart below demonstrates Federal funding exceeding \$ 50,000 and the district personnel responsible. Their experience with managing funds and coordinating resources across the district will be invaluable to our Toombs County Early Learning Initiative.

District Grants

Grant	Person Responsible
Title I Regular Funds	Deanna Stoddard
Title VIB Federal Pre-School	Sabrina Woodruff
Title VIB IDEA Regular Flow thru	Deanna Stoddard
Pre K Lottery	Sonya Ross
Title I-C Migrant	Deanna Stoddard
Federal Perkins Grants	Rhonda Stone
Striving Readers Grant	Sonya Ross
21 st Century Community Learning Center Grant	Anna Bullard

Coordination of Resources and Control for Spending

The district adheres to strict internal controls, including **spending controls** to ensure that projects are delivered with budgeted parameters and with maximized cost efficiencies. All funding is either administered or checked by the district's financial department, under the direction of the CFO. Requests for funding are received using a purchase order request form, which requires the signatures of the requester and at least one supervisor. These requests are then forwarded to the program director for approval. The program director checks funding amounts and codes the request accordingly before

Experience of the Applicant

Toombs County Schools: Early Learning Co-Hort 4 Competition

sending it to the finance office for processing. Purchase orders, stipend request, and all other financial transactions use distinctive forms that require multiple signatures for approval. Internal control procedures and audits safeguard all funding entities and ensure all funds have been expended as directed. The Program Director verifies all expenditures and ensures compliance with grant requirements. Additionally, Toombs County serves as the fiscal agent for the 21st Century Community Learning Centers Grant and SECCA, our Charter School partner.

Sustainability of past initiatives

The Toombs County School System has implemented various instructional initiatives aimed at improving student achievement. Our goal is to graduate all students skilled for success in higher education opportunities or in the 21st Century workplace. We have sustained past initiatives by securing funding from a variety of sources; local taxes, state funds, federal funds, and grants. In order to continue the Early Learning Grant Initiatives beyond the scope of grant funding, we plan to utilize the resources listed below.

Initiative	Grades	Status	Grant Funded
Positive Behavior Intervention Support (PBIS)	PK-8	Current	No
Back to School Fair	PK-12	Current	No
Standards Based Classrooms	K-12	Current	No
Lowe's School Renovation Grant	PL-2	Past	Yes
Opening the World of Learning (OWL)	PK	Current	No
Measures of Academic Progress (MAP) Testing	K-2	Past	No
Partnership for Reform in Science and Math (PRISM)	3-8	Past	No
JROTC	9-12	Current	Yes
SECCA Career Academy	9-12	Current	Yes
Professional Learning Communities	PK-12	Current	No
Teacher Mentors	PK-12	Current	No
System Writing Improvement Plan	K-12	Current	No
Direct Instruction –SRA Reading Mastery	K-8	Current	No
21 st Century Afterschool Grant	K-8	Current	Yes
Team Toombs System Improvement Initiative	PK-12	Current	No
Toombs Educational Foundation Current	PK-12	Current	Yes
Site Based Instructional Coaches	PK-12	Current	NO
Toombs County Literacy Plan Initiative	K-12	Current	Yes

Experience of the Applicant

Program History and Demographics

The Toombs County Schools Pre-K Program (TCSPP) started in 1991 as a pilot program with four classrooms housed independently in a building located in Lyons next to the Toombs County School Board offices. This building had been home to the high school in the 1980s. For the first 20 years, Pre-K funds sustained a full-time Pre-K Director whose office was originally located in the Pre-K facility. In 2004, the classrooms were relocated so that classes were housed on school campuses in the system, and with the Director's office being moved to the Lyons Primary Campus, a few blocks away in a residential neighborhood in Lyons. At this time, an additional classroom was established at the Toombs Central Campus (TCES) which is located in a very rural area twelve miles away from the county seat of Lyons. The program grew to accommodate nine classrooms of 22 students each. At its peak, three classrooms were housed at TCES. For several years, state funding was able to support an assistant director at the TCES campus. Due to a drop in enrollment, the number of classes there was reduced to two in 2012 and the assistant director position was no longer funded. The Lyons Primary Campus continues to house six classrooms.

For over ten years, the percentage of students in Toombs County Schools who are economically disadvantaged has increased. TCES and LPS have both had a 100% poverty rating for the past two years with all students receiving free lunches. Currently, of the 191 students served by the TCSPP, the demographic breakdown includes 29% Hispanic, 15% Black, 52% White, and 4% Multi-racial with 25% of all students identified as SWD.

In recent years, the TCSPP has faced drastic, ongoing budget cut. As well as losing a classroom, the maintenance of the program was turned over local school

administration. The principal at each campus now acts as the on-site Pre-K facilitator with a member of the district office acting as Director. The reduction in funding has had a drastic effect on teacher and staff turnover. In the past three years, the TCSPP has had up to 50% new teachers each year. Currently, of the eight classes, only three teachers have been in Pre-K for more than five years. Four of the teachers are either in their first year or have less than three years experience.

The system has made great gains in developing a cooperative working relationship with local day care providers and agencies in the area. Grant funding would enhance this relationship to allow better alignment of resources and the transition from age 3 to the Toombs County Pre-K Program. Research states that much of a child's development is completed by school age so it is imperative that all children have the opportunity to develop the needed pre-literacy skills.

Instructional Initiatives

TCSPP teachers/staff have participated in state sponsored Georgia Pre-K Training and on-site workshops hosted by local schools. Due to the amount of staff turn-over in the past 5 years, it has been difficult to ensure that all teachers/staff have participated in the same amount and/or kinds of training. This grant will allow us to continue provide training to all teachers/staff in an effort to positively impact instruction and achievement. It will also enable us to develop a comprehensive and effective assessment plan that will provide data about student achievement and instruction

For many years, TCSPP used the High Scope Curriculum to teach the Pre-K

Content Standards. In 2013, TCSPP purchased a more comprehensive, research-based curriculum called Opening the World of Learning (OWL) that accommodates the high-quality, research-based early learning standards for children birth to age five called the Georgia Early Learning and Development Standards (GELDS). The GELDS are aligned with the Head Start Child Outcomes Framework, the CCGPS for K-12, the Work Sampling System Assessment (WSS).

During small group instruction and independent activities, students participate in flexible groups based on ability or need. Teachers use Work Sampling System data to determine where differentiation is needed. Lyons Primary has a large number of students who are served by the Pre-school Intervention Program (PIP) and also spend part of each day in a regular Pre-K classroom.

TCSPP staff participates in DECAL meetings and training sessions. Teachers work together regularly to share ideas and discuss concerns. The Pre-K Team at LPS participates in the school-wide Positive Behavior Intervention & Supports program. Each Pre-K classroom has at least 2 desktop computers, with 4 of the 8 classrooms having a Smart Table. DECAL funding has also provided each classroom with at least 1 iPad, a digital camera, and a printer. This technology is used to aid in instruction, as well as to complete WSS.

Community and Parental Involvement

Parents are always welcome in the TCSPP Pre-K classrooms and numerous activities take place throughout the year to encourage parental involvement in the classroom. Some of these activities include Parents to Lunch, Fall Feast, Spring Fling, and a Kindergarten Round Up. Classroom teachers and the administrative team conduct

parent workshops throughout the year, as well. Workshop topics are selected based on responses to a parent survey that is conducted annually. Examples of topics covered include: Open House/Meet the Teacher, School Success, and Family Math Night.

Professional Learning Needs

The early education goal of TCSPP and the state of Georgia is to maintain high quality Pre-K programs in all schools. Teachers and assistants must be provided appropriate training in order to increase the likelihood of high quality classrooms. Due to the recent implementation of curriculum programs it has become apparent that instructional staff needs additional professional learning opportunities. First, teachers need an understanding of the developmental stages of very young children and age appropriate strategies to use with them. Secondly, instructional staff needs training in differentiation. Although both curriculum programs purchased are age appropriate and research based, teachers need a deeper understanding of effective instructional strategies to address the specific needs of each student. Many teachers struggle with how to meet the needs of the students while also using the curriculum resources that are available. Also, professional learning is needed in creating a classroom and learning environment that fosters the development of early literacy and language development while improving classroom quality.

Need for a Striving Reader Project

Pre-K advocates maintain that teachers in high quality Pre-K programs should hold bachelor's degrees and receive specialized training in early childhood education. Further, they recommend that both teachers and assistants receive salaries and benefits on

par with K-12 teachers and assistants. This is a challenge in our district because the locally supplemented funds are not available to pay the full salaries for Pre-K staff on this level.

Results of teacher and assistant surveys show the need for additional training in developmentally appropriate practices in early childhood education. Teachers and assistants also expressed the need for materials that are developmentally appropriate. The Striving Reader Grant will provide the needed funds to address the above and enhance the Pre-K program to better meet the critical literacy needs of the children of Toombs County.

As a result Toombs County has established the following as priorities:

1. Establish a system wide data team to improve and facilitate use of data driven instruction based on the use of appropriate and needed assessments.
2. Establish a professional development plan to ensure all teachers and staff are trained in the most current research and best practices.
3. Establish a community team that will work together to plan for effectively preparing all children for school.

Annually, LPS employs a needs assessment process to identify misalignment between school performance and instruction, as well as to identify gaps in student achievement. By analyzing needs assessment and student achievement data, areas of concern are identified and targeted. Students, parents, teachers, administrators, community members, and other stakeholders are included in the process of gathering and sharing data. In an effort to determine the literacy needs of the Toombs County Pre-K Program, teachers and staff involved in the Pre-K Program completed the Georgia Literacy Plan Birth to Five Needs Assessment. Pre-K teachers and assistant teachers, administrators, instructional coaches, and district staff participated in the needs assessment process. Survey results and discussion notes were analyzed and shared with the LPS Leadership Team.

As the results were reviewed, the following concerns and areas of need were identified:

- Building Block 2: Continuity of Care and Instruction
- Building Block 6: Professional Learning and Resources

We believe these findings are accurate, but we also believe that Building Block 3: Ongoing Formative and Summative Assessment must be included as an area of concern. We think it is important to remember that several of the participants in the survey have limited experience in Pre-K, but have received much training on WSS. This may skew their interpretation of the survey statements. Greater effort and attention must be given to a comprehensive assessment plan that will include, but not be limited to WSS.

Results of Georgia Literacy Plan Birth-to-Five Needs Assessment

Building Block 1. Engaged Leadership

Forty two percent of survey participants scored the Engaged Leadership component as

“Emergent”, with 25% scoring the component as “Operational”, and 33% scoring it as “Fully Operational”.

These results are indicative that even though over half of those participating in the survey understand that there is a plan in place for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy; TCSPP must be dedicated to ensuring that all TCSPP stakeholders have a better awareness and understanding of the plan.

Building Block 2. Continuity of Care and Instruction

Fifty percent of participants rated A (a community early childhood coalition exists) and C (a plan exists for connecting families to schools and daycares) as “Not Addressed”, with 42% rating D (a plan exists for connecting communities to schools) as “Not Addressed”. Forty two percent rated B (a plan exists for transitions) as “Emergent”, while 50% rated E (a plan exists for families access literacy resources in their homes) as “Emergent”. Even though both schools that house TCSPP are Title I schools with transition plans included in their Title I Plans and Continuous Improvement Plans, approximately half of the respondents did not acknowledge that fact. Additionally, these plans and expectations are communicated annually to parents, families, and all early childhood providers, including the survey participants. The Literacy Team feels that, due to the high turnover rate and lack of experience of some of the respondents, not everyone may have understood that Pre-K is included in this plan. As a result, the TCSPP Leadership Team recognizes a need for greater awareness and understanding of all stakeholders.

Building Block 3. Ongoing Formative and Summative Assessments

Over half of participants scored parts A, B, C, and D as a degree of “Operational”. However, almost half scored those same parts as “Emergent”, with 50% scoring D as “Not Addressed.” As stated earlier, we believe it is important to remember that the lack of teaching experience combined with the fact that all teachers and assistant teachers are involved with WSS and may not realize that WSS, by itself, does not fulfill the assessment needs of TCSPP. It is evident that more professional development is needed in the area of assessment and that a comprehensive assessment plan must be created and implemented.

Building Block 4. Best Practices in Literacy Instruction

100% of participants scored A (instructional design is aligned with early learning standards) and B (research-based instructional practice in literacy elements) as “Fully Operational” or “Operational”. 50% rated C (high expectations and developmentally appropriate practice focus on student interest) as “Fully Operational/Operational” with 50% rating it as “Emergent”.

Even though it is reassuring to see that stakeholders believe best practices in literacy instruction occur on a regular basis, it should be noted that professional learning in this area will continue to be ongoing.

Building Block 5. System of Tiered Intervention

100% of respondents indicated this component is “Fully Operational/Operational”.

Toombs County has a well-developed Response to Intervention (RTI) process that includes students in Pre-K. Intervention specialists work with teachers to assist in RTI and to ensure

that appropriate interventions are provided to students in need.

Building Block 6. Professional Learning and Resources

100% rated B (professional learning for in-service personnel) as “Fully Operational/Operational”, but only 50% rated A (professional learning of early literacy for community partners) as “Operational”. 50% rated A as “Not Addressed”. The teachers within TCSPP participate in professional learning opportunities provided by the Department of Early Care and Learning and the district. However, there is a need for more professional development for all providers, as well as in the community. Providers with varying levels of expertise in early literacy development serve children in the birth-to-five community.

Root Causes

In addition to the root causes mentioned, additional root causes related to environmental issues include: limited English spoken at home, limited education levels of parents, limited access to internet for families, lack of transportation, low household income, low quality of language experiences, and an extremely high unemployment rate. Many children come to preschool and kindergarten lacking language development or the experiences needed to help them be successful in school.

Summary

As a result of the needs assessment, several areas to be addressed by the TCSPP Literacy Plan were identified:

- Establish a system wide data team to improve and facilitate use of data driven instruction based on the use of appropriate and needed assessments. Implement a comprehensive assessment plan within the TCSPP.
- Establish a professional development plan to ensure all teachers and staff are

trained in the most current research and best practices. Offer professional learning opportunities about early literacy development for all birth to five providers and stakeholders.

- Establish a community team that will work together to plan for effectively preparing all children for school. Engage in knowledge and practice exchanges among all early childhood providers.

Toombs County Pre K Program Birth to Five: Literacy Plan

Pre-K plays a vital role in developing important skills in all students in all subgroups. Language and literacy development strategies used with children from economically disadvantaged homes, English Learners and special needs students look very similar at the early stages of classroom instruction. It is vital that all teachers and staff consistently use effective instructional strategies in delivering Georgia Early Learning and Development Standards (GELDS). These standards provide the foundational skills students need to be successful in language and literacy in kindergarten and future grades.

Our literacy plan was developed around the six building blocks identified in the *Georgia Literacy Plan Birth-to-Five Necessary Building Blocks for Literacy: "The What,"* developed by the Georgia Department of Education (GaDOE). The needs assessment that our literacy team conducted was used to guide us through the process as we referenced research leveraging documents such as GaDOE's *Georgia Literacy Plan: "The Why."*

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.

- Retain strong leaders and provide them with opportunities to model appropriate strategies, engage in meaningful professional development, and support with resources, curriculum, and materials to successfully implement the goals in the SRG application ("The How" p1).
- Develop a continuous school improvement process that includes district and school leadership teams analyzing program assessment data and determining programmatic alignments aligned to Georgia's Literacy Plan ("The How" p 1).
- Plan for ongoing data collection and analysis to inform program development and improvement ("The How" p 2).
- Utilize technology to collect and report results of data collection regularly to stakeholders ("The How" p 2).
- Ensure use of research-based practices aligned with GELS, Head Start Developmental and Early Learning Framework, and Learning standards for Georgia Pre-K). ("The How" p 5; "The What" p 4).
- Create a vision for implementing evidenced- based literacy practices across its Pre-K and Special Education Preschool Programs. The vision will be aligned with the literacy focus of the

Toombs County Pre K Program Birth to Five: Literacy Plan

elementary schools' and district's literacy plans (The How, p.1).

- Create a TCSPPP Literacy Team.
- Plan targeted, sustained professional development on age-appropriate language and literacy practices for its staff and invite community caregivers, teachers, assistants, principals, directors, and others to participate (The How, pp. 1-2).
- Efforts will be made to build relationships with all providers of early childhood care and services through creation of an Early Childhood Collaborative. (The How, p. 1).
- Pre-K teachers, assistants, program managers and community early childhood stakeholders will study research-based guidelines, strategies, and resources for early learning set forth in the Why document in the Georgia State Literacy Plan (The How, p. 1).
- The Pre-K Literacy Team will analyze child performance and observation data to refine literacy goals and plans aligned to Georgia Early Literacy Standards and Learning Standards for Georgia Pre-Kindergarten (The How, p. 1).
- Through collaboration with Head Start, community-based Pre-K Programs, childcare centers, etc., program assessment results and data will be shared to ensure that the needs of children transitioning into kindergarten are known, while honoring confidentiality.

Building Block 2: Continuity of Care and Instruction

A. Action: 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.

- Work together to create an Early Childhood Collaborative to be comprised of community leaders, professionals from service organizations, local government officials, childcare directors, and parents, at a minimum. (Toombs County Head Start, Toombs Family Connection, Local Private and Religious Daycares, Migrant Head Start, Local Pediatricians, Babies Can't Wait, Department of Family and Children 's Services, etc.)
- Establish a system of communication for sharing information including emails, newsletters, radio, and television coverage of literacy initiatives.

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

- Maintain the focus on transition planning by including transition activities in the annual calendars of each of the various agencies ("The How" p 5).
- Identify points of contact in the community for distributing materials to families (The How, p. 3)

Toombs County Pre K Program Birth to Five: Literacy Plan

- Continue to follow the protocols in the Babies Can't Wait Implementation Manual for the transition of children in Babies Can't Wait to the next learning environment. (The What, p. 5)
- Continue to support local Head Start programs (Toombs County and Migrant) as students transition to Kindergarten.
- TCS representatives and agency program directors meet regularly to share data and students needs.
- TCS representatives attend an annual transition meeting held at the local center to meet with parents and share expectations for Kindergarten.
- Representatives from all local agencies and daycares are invited to attend Kindergarten transition and registration meetings hosted by TCSPP each spring.
- Georgia Pre-K classes, childcare centers with four year-olds, private preschools, and Head Start Programs are invited to visit LPS or TCES and tour the facility. Each year, students participate in classroom activities, such as read alouds, with current kindergarten students.
- Kindergarten classes host Pre-K classes as they tour kindergarten and participate in kindergarten activities.
- Provide kindergarten teachers need with professional learning on the Work Sampling System. The means by which valuable information about students' literacy development is contained within the system and will provide insight to the kindergarten teacher on how to begin differentiation for the young learner.
- Provide Pre-K and preschool teachers with more indepth training about expectations for Kindergarten readiness.

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

- Continue to work with existing Georgia Pre-K providers to communicate and educate stakeholders on the availability of and eligibility for GA Pre-K in the community.
- The Pre-K Literacy Team will develop brochures, and other educational tools to provide families with guidance in supporting their child's early literacy development (The How, p. 6).
- Pre-K Center staff will identify and disseminate to parents a language and literacy development milestones reference guide to acquaint them with developmental norms during workshops and parent teacher conferences.
- The Pre-K Literacy Team will provide children with the opportunity to receive and own a book collection. The Coalition will be encouraged to provide the same book ownership opportunity to every child, birth-to-five years old, in the county. This will help to foster early, continuous interest in books and an eventual love for reading. Funding will be requisitioned from school

Toombs County Pre K Program Birth to Five: Literacy Plan

partners or acquired through fund raising initiatives.

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

- Central Office staff, including the Superintendent, attends meetings of civic and business organizations to provide updates on major initiatives and to solicit volunteers to participate as readers and mentors for classrooms at every level, including Pre-K.
- An Early Childhood Collaborative will be created for the explicit purpose of increasing student achievement through community and business connections with the school. It has created a highly regarded website of existing community resources that is constantly updated.

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

- Host several events for families with a literacy focus. (The How, p. 7)
- Create a home/school/library connection using our local early childhood providers and health providers distributing information about literacy, resources, and developmentally appropriate milestones and activities so parents can help their child (The How, p. 7).
- Establish a system of communication for sharing information including emails, newsletters, and web and radio coverage of literacy initiatives.

Building Block 3. Ongoing Formative and Summative Assessments

A. The infrastructure is in place for full implementation of screening and diagnostic assessments.

- Educate families, staff, and caregivers of the need for ongoing screening, diagnostic, and developmental assessments and the purposes of each and establish a system to ensure that children receive appropriate screening and diagnostic assessments in all settings.
- Review current RTI process and ensure understanding and implementation of the process.
- Identify and implement procedures for transferring child data from one learning environment to the next to ensure continuity of services and instruction.

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

- Administer assessments identified in the Georgia Literacy Plan Assessment Chart according to established timelines and as outlined by the Striving Readers Grant

Toombs County Pre K Program Birth to Five: Literacy Plan

- Design a data collection plan for maintaining, analyzing, and utilizing formative assessment results.
- Create procedures, time, and expectations for staff to review and analyze assessment results.
- Provide professional learning for all aspects of the formative assessments.
- Work with school leadership and through the TKES process to ensure teachers are accurately using data to individualize instruction.

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

- Continue in-house modeling and coaching of explicit, direct language instruction (“The How” p 16).
- Develop methods to evaluate the effectiveness of professional development activities (“The How” p 17).
- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans (“The How” p 17).

D. Literacy screenings are used to assess readiness of individual children for reading and writing.

- Develop a protocol for selected screenings assessments to include designated times, analyzing results, and data dissemination and storage (“The How” p 9).
- Develop a system for sharing results with parents (“The How” p 9).
- Implement procedures for transferring child data from one learning environment to another (“The How” p 10; “The Why” p 19).
- Use the data from the selected assessments to determine needs for professional development and other programmatic decisions (“The How” 10).
- Regularly evaluate the screening and diagnostic tools to ensure appropriateness for identifying

Toombs County Pre K Program Birth to Five: Literacy Plan

early learning delays (“The How” p 9).

- Provide professional development to support the selected screenings. (“The How” p. 13).

Building Block 4. Best Practices in Literacy Instruction

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

- Identify, research, and purchase new literacy materials to enhance instruction (“The How” p 13).
- Provide professional development to support the selected screenings and research-based instructional strategies for developing oral language in children birth-to-five (“The How” p. 13).
- Continue in-house modeling and coaching of explicit, direct language instruction (“The How” p 16).
- Use monitoring tools to collect data on fidelity of implementation and make program changes and curriculum adjustments based on data (“The How” p13).

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

- Identify, research, and purchase new literacy materials to enhance instruction (“The How” p13).
- Assess the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language (“The How” p13).
- Use monitoring tools to collect data on fidelity of implementation and make program changes and curriculum adjustments based on data (“The How” p13).
- Use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans (“The How” p17).
- Develop methods to evaluate the effectiveness of professional development activities (“The How” p17).

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

- Choose cross-curricular resources that align with GELDS and Head Start Child Development and Early Learning Framework that will provide guidance in developmentally appropriate practice (How, p 14).
- Purchase additional technology to engage and motivate students.
- Provide professional learning opportunities for all aspect of the building block.
- Develop methods to evaluate the effectiveness of professional development activities (“The How” p 17).
- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans (“The How” p17).

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.

- Enhance current screening and progress monitoring assessment protocol by incorporating required SCRL summative and formative tools, and administering them at the frequency required.
- Include all domains (e.g., physical, social & emotional, language, and literacy, cognitive) in the tiered intervention process (The What, p. 8).
- Ensure that all classrooms are literacy-rich by including high interest, developmentally appropriate language and literacy materials, such as regular and adapted books, bilingual books, digital literacy applications (interactive language and literacy stories, games, etc.)
- Monitor the implementation of evidence-based early literacy practices and strategies in all Pre-K classrooms using a tool adapted for this purpose.
- Provide all staff with professional learning in all the elements of tiered language and literacy instruction (The What, p. 8)

Toombs County Pre K Program Birth to Five: Literacy Plan

- Review protocols for tiered intervention and for referrals to the process (The How, p. 15)
- Add texts to the Pre-K Center’s Resource Library for parent check-out, and provide them with guidance on how to use them to stimulate language and literacy development (The How, p. 15).
- Ensure that communication between the district, administration, and teachers is ongoing and effective.
- Provide opportunities for professional learning to all system staff on new procedures, assessments, and protocols for RTI.
- Provide ongoing professional learning for all stakeholders in the process, policies and protocols for tiered intervention (“The How” p15).
- Develop tools for monitoring implementation and use monitoring tools to collect data on fidelity of implementation (“The How” p15).
- Develop an infrastructure for on-going professional development on data analysis, interpretation and instructional changes (“The Why” p24).
- Provide professional learning on understanding data using screeners, formative, and summative tools to drive instruction (“The Why” p24).

Building Block 6. Professional Learning and Resources

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

- Efforts will be made to build relationships with all providers of early childhood care and services through creation of an Early Childhood Collaborative. (The How, p. 1).
- Pair community partners with early care and educational providers to: develop trainings and materials to support family literacy (“The How” p16).
- Make applicable program standards accessible to all educators and caretakers (“The How” p16).
- Meet in collaborative teams to study data and plan curriculum and literacy strategies effectively (“The How” p17).

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

- Schedule and protect time for teachers and caregivers to collaborate and analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice

Toombs County Pre K Program Birth to Five: Literacy Plan

("The How" p17).

- Collect and analyze a variety of data to determine needs for professional learning ("The How" p 17).
- Assist staff in the use of child assessment data to evaluate the effectiveness of instruction.

Toombs County Pre K Program Birth to Five: Analysis and Identification of Student and Teacher Data

All Toombs County Pre-K classrooms use a formative assessment called Work Sampling System (WSS) to measure children's progress across 69 indicators in seven domains of learning. All indicators are aligned with the Georgia Early Learning and Development Standards (GELDS). Teachers assess children throughout the year and use the data to individualize instruction and provide guidance to families. Through the Statewide Longitudinal Data System (SLDS), this data is available to the child's teacher at the beginning of Kindergarten. Through the years, TCSP has had access to many different types of data that was used to guide instructional decision making in Kindergarten and above. Data from sources that included CRCT, STEEP, local benchmarks, MAP, GKIDs, and local placement tests were disaggregated, analyzed, and reviewed. Currently, Pre-K teachers only collect WSS assessment data. After reviewing current research, we recognize the need for the development of an assessment plan that will include additional assessments which can be used to provide diagnostic and monitoring data that direct instructional planning. We strongly believe that the Striving Readers Grant and implementation of our literacy plan would have a significant, positive impact on the amount and types of data available for our use.

Weekly, teachers participate in collaborative, professional learning teams where they discuss student data and performance and work together to plan for effective instruction. They also participate in vertical planning meetings with kindergarten, first and second grade teachers to ensure alignment of instructional practices that begins in Pre-K.

Toombs County Pre K Program Birth to Five: Analysis and Identification of Student and Teacher Data

Annually, representatives from Pre-K participate in a district wide data dig to review data and identify positive and negative trends as they become evident.

Currently, DIBELS data is available for all students in Kindergarten through 2nd grade. The most recent DIBELS data for the district indicates a strong need for intervention prior to Kindergarten. In the fall of the 2014 – 2015 school year, 56% of all kindergarten students scored below the goal for the composite score on benchmark one. When assessed again at the end of the year, 61% of kindergarten students scored below the goal for the composite score. Instead of showing an increase in student achievement, our data reflects regression across the district.

In each of the past 3 years, approximately 5 – 10% of kindergarten students did not meet the system academic requirements for promotion. All subgroups were represented equally by the students who were retained or placed. Similarly, GKIDS data for the past 3 years indicates that only about 75 - 80% of kindergarten students scored in the Meets or Exceeds categories at the end of the year. Of the areas assessed by GKIDS, the overall scores for Reading, Language, and Listening / Speaking / Viewing have indicated that approximately 80% of students are proficient with only about 55% being proficient in Writing.

When disaggregating the data, the common trend that appears seems to be that the majority of our students come from very poor socio-economic backgrounds with little to no attention to literacy development prior to coming to school. We believe the root cause of

Toombs County Pre K Program Birth to Five: Analysis and Identification of Student and Teacher Data

our lack of achievement is the gap in language and language experiences for students entering school for the first time.

In order to assess the early learning readiness of students, to gather data to assist in instructional planning, and to identify strengths and weaknesses in instruction, the TCSP will administer the following assessments

Assessment	Purposes	Skills Measured	Test Frequency	Responsible for Assessment
All Pre-K Students Actively Enrolled in TCSP				
Work Sampling Online	Screening Progress Monitoring Summative	Alphabet Knowledge, Phonological Awareness, Concepts of Print, Oral Language, Alliteration and Rhyming, Vocabulary, and Reading Comprehension	WSO artifacts collected daily Ratings are updated as documentation is entered weekly	Teachers Assistant Teachers only assist with collection of documentation
Birth – Three Only				
Developmental Profile 3 rd Edition	Screening	Development & function (physical, adaptive, social-emotional, cognitive, communication)	2 X per year Oct / April	Teacher or Testing Team Member
Four-Year Olds Only				
PALS-Pre- K	Screening Progress Monitoring Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language	3 X per year (Oct/Jan/April)	Testing Team Member
Peabody Picture Vocabulary Test - 4 th Edition, Form A/B	Screening Progress Monitoring Outcome	Vocabulary Oral Language	2 X per year (Oct/Apri)	Testing Team Member
CLASS	Teacher-Child interactions	Classroom	1 X per year	DECAL – Outside assessor

Toombs County Pre K Program Birth to Five: Analysis and Identification of Student and Teacher Data

Teacher Data

Teacher Certification

Level	Number of Teachers
T-4	7
T-5	0
T-6	1

Teacher Retention

Total Experience	All Teachers	Paraprofessionals
Less than 3 years	4	2
3 -10 years	0	1
10-15 years	2	0
15-20 years	0	3
20-25 years	1	2
25 years or more	1	0

GOALS
<ol style="list-style-type: none"> 1. Establish a system wide data team to improve and facilitate use of data driven instruction based on the use of appropriate and needed assessments. Implement an ongoing assessment plan within the TCSPP that is comprehensive and effective. 2. Establish a professional development plan to ensure all teachers and staff are trained in the most current research and best practices and have the knowledge and skills needed to carry out the assessment and instructional plans. 3. Establish a community team that will work together to plan for effectively preparing all children for school. Engage in knowledge and practice exchanges among all early childhood providers.
OBJECTIVES
<ul style="list-style-type: none"> • Identify assessments to be administered and provide a timeline for use. • Provide ongoing professional development targeting specific assessments and their purposes, the assessment calendar, and use of assessment data to

drive instruction and differentiation.

- Offer professional learning opportunities regarding early literacy development for all birth to five providers and stakeholders.
- Continue to provide ongoing training to support effective, direct, and explicit reading instruction for all students.
- Continue to provide ongoing training to support effective literacy instruction for all students.
- Contact local service organizations, government officials, childcare directors, community leaders, professionals and parents, at a minimum, to create an Early Childhood Collaborative. (Toombs County Head Start, Toombs Family Connection, Local Private and Religious Daycares, Migrant Head Start, Local Pediatricians, Babies Can't Wait, Department of Family and Children 's Services, etc.)

As identified by the needs assessment, TCSPP will specifically address these

components:

- Building Block 2: Continuity of Care and Instruction
- Building Block 3: Ongoing Formative and Summative Assessment
- Building Block 6: Professional Learning and Resources

The plan will also include additional evidence based best practices that support all six building blocks of early learning and literacy.

Project Goals and Objectives directly related to the identified needs based on the results of the Birth to Five Needs Assessment and analysis of student and teacher data, the goals of our project are as follow:

Goal 1: Increase students' readiness for kindergarten by improving language and pre-literacy skills.

Objective: Ensure that all Pre-K teachers understand and implement evidence-based literacy practices in language and literacy-rich classrooms.

Goal 2: Ensure that all Pre-K teachers have knowledge of how to implement evidence-based literacy practices and strategies in Pre-K classrooms.

Objective: Provide on-going, job-embedded professional learning for all teachers, assistants and staff on how to implement developmentally-appropriate, high interest literacy and language activities.

Goal 3: Establish a system wide data team to improve and facilitate use of data driven instruction based on the use of appropriate and needed assessments.

Objective: Implement an ongoing assessment plan within the TCSPP that is comprehensive and effective.

Objective: Identify assessments to be administered and provide a timeline for use.

Objective: Purchase assessments, needed materials, and training.

Objective: Administer assessments and disaggregate data in a timely manner.

Goal 4: Establish a professional development plan to ensure all teachers and staff are trained in the most current research and best practices and have the knowledge and skills needed to carry out the assessment and instructional plans.

Objective: Provide ongoing professional development targeting specific assessments and their purposes, the assessment calendar, and use of assessment data to drive instruction and differentiation in the RTI process.

Objective: Offer professional learning opportunities regarding early literacy development for all birth to five providers and stakeholders.

Objective: Continue to provide ongoing training to support effective, direct, and explicit reading instruction for all students.

Objective: Continue to provide ongoing training to support effective literacy instruction for all students.

Goal 5: Establish a community team that will work together to plan for effectively preparing all children for school. Engage in knowledge and practice exchanges among all early childhood providers.

Objective: Contact local service organizations, government officials, childcare directors, community leaders, professionals and parents, at a minimum, to create an Early Childhood Collaborative. (Toombs County Head Start, Toombs Family Connection, Local Private and Religious Daycares, Migrant Head Start, Local Pediatricians, Babies Can't Wait, Department of Family and Children 's Services, etc.)

The TTSP Literacy and Leadership Teams will work together to accomplish these goals.

Teams will meet regularly to review the goals and determine progress toward achieving each goal. Toombs County district personnel will assist with any goals that may not be progressing as expected.

RTI Model

We will continue to implement a strong RTI model. The implementation of a comprehensive assessment and data analysis plan will increase the effectiveness of the current RTI process.

As noted in the schedule below, students participate in a variety of literacy activities throughout the school day. Classrooms are literacy-rich, and instruction is designed to meet the needs of all children through individual, small and large group activities. Specialized services are provided to students with IEPs. The schedule below shows the activities that occur in a four-tier model.

Considers practices already in place when determining goals and objectives

All eight classrooms use the WSO system of assessment. With training and purchase of additional screeners, additional data will be available for monitoring student and program literacy needs. This additional data will support the protocols and practices already in place in our current RTI program.

Goals to be funded by other sources

DECAL will continue to fund some annual teacher training, as well as to purchase materials and resources that will support the TCSPP literacy plan. For example, classrooms will still receive funds to purchase consumable supplies, books, other literacy materials, and even technology.

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

TCSPP adheres to the schedule and learning standards required by Bright from the Start. A sample Pre-K literacy schedule is listed below. Literacy is incorporated into all parts of the day, such as small group and center time. Students receive between 60-90 minutes of language and literacy instruction per day.

Reference to “What and Why” document as a guide for establishing goals and objectives

“TheWhat” and “The Why” documents were used as a guide for establishing goals and objectives. The guidelines from the Department of Early Care and Learning (DECAL) and the Georgia Department of Education (GaDOE) were utilized in determining goals for children age birth-to-five.

The early literacy research emphasizes the importance of providing young children (birth-to-five) with quality early learning experiences, in language and literacy rich schools and homes, coordinated by providers and parents who understand evidence- based practices

Toombs County Pre K Program Birth to Five: Project Plan – Procedures, Goals, Objectives & Support

(Building Block 4-Continuity of Care and Instruction for All Young Children and Building Block 4-Best Practices for Literacy Instruction in “The Why” document, pp. 3-7 and 13-14, respectively). The same body of research (Building Block 1-Engaged Leadership) underscores the importance of involving stakeholders in setting a vision and establishing a plan for approaching early literacy across the settings in which a community’s children are provided care (The What, p. 5-6).

The Georgia Literacy Team further noted in “The Why” document that, “Unfortunately, Georgia’s child care currently is not of the quality that it needs to have to support early vocabulary and oral language skills in an optimal fashion (p.62).” Much of the lack of quality in the state’s preschool programs appears to be related to a lack of providers being trained on quality programming and practices that are developmentally appropriate. The National Governors Association (NGA) maintains that states and communities are beginning their efforts to improve early language skills too late –around kindergarten (*The Governor’s Guide to Early Literacy: Getting All Students Reading by Third Grade*, October 2013, p. 3). In addition to focusing on the birth to five continuum, NGA supports 1) engaging and supporting parents as partners in early language and literacy development, 2) adopting comprehensive language and literacy standards and curricula, and 3) equipping professionals with the skills and knowledge needed to support early language and literacy development (pp. 4-5).

Sample Daily Schedule			
7:30 – 7:55	Greeting	10:55 – 11:05	Story Time #1
7:55 – 8:25	Breakfast	11:05 – 11:35	Lunch
8:25 – 8:35	Opening Activity	11:40 – 12:30	Outside
8:35 – 8:45	Phonological Awareness	12:30 – 12:45	Story Time #2
8:45 – 8:55	Music and Movement #1	12:45 – 1:45	Rest Time
8:55 – 9:15	Direct Instruction Language Acquisition Lesson	1:45 – 2:15	Large Group Literature
9:15 – 9:45	Small Groups	2:15 – 2:30	Closing
9:45 – 10:45	Centers	2:30 – 2:55	Snack
		2:55 – 3:05	Dismissal

Toombs County Pre K Program: Assessment/Data Analysis Plan

Detailed listing of current assessment protocol

Currently, all TCSPS classrooms use the Work Sampling Online System to gather assessment data and monitor student progress throughout the year (“The Why”, page 100). The Work Sampling System is an early childhood formative assessment that is aligned with the Georgia Early Learning and Development Standards (GELDS). Teachers assess children throughout the year and use the data to individualize instruction and provide guidance to families. Pre-K teachers use the data collected from WSS to make instructional decisions and differentiation is provided during small group instruction. Small groups are flexible and change based on the developmental needs of students as indicated by assessment data.

In addition to WSS, the ACCESS test is administered to any student whose first language is not English. This is a language proficiency test that serves as an indicator of whether or not the student qualifies for English as a Second Language (ESOL) services. The test is administered in the spring and results are shared with parents during face-to-face conferences.

Currently, the following assessments are used:

Assessment	Purpose	Skills	Frequency
Georgia Work Sampling System – Pre-K	Ongoing, Progress Monitoring	Social-Emotional, Adaptive, Communication, Motor and Adaptive	On-going
Locally developed placement test- Kindergarten	Screening, Placement	Reading, Math - Early Literacy & Numeracy	1 time - End of Pre-kindergarten
ACCESS for ELL PreK - 2	Screener, Monitor Growth	Language	1 time per year
Vineland	Diagnostic	Adaptive Behavior	Initial evaluation for IDEA & every 3 years
BASC- Behavior Assessment Children - 2 nd ed.	Diagnostic	Behavior	Initial evaluation for IDEA & every 3 years
Comprehensive Test of	Diagnostic	Processing	Initial evaluation for

Toombs County Pre K Program: Assessment/Data Analysis Plan

Phonological Processing			IDEA & every 3 years
Wechsler Intelligence Scale for Children	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years
Differential Ability Scales: Second Edition	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years
Kaufman Adolescent and Adult Intelligence Test	Diagnostic	Cognitive	Initial evaluation for IDEA & every 3 years
Kaufman Test of Educational Achievement	Diagnostic	Achievement	Initial evaluation for IDEA & every 3 years
Cognitive Abilities Test	Diagnostic	Mental ability	Initial placement - Gifted
Terranova	Diagnostic	Achievement	Initial placement - Gifted
Gifted Rating Scales	Diagnostic	Motivation	Initial placement - Gifted
Gifted Evaluation Scale	Diagnostic	Creativity	Initial placement - Gifted

Comparison between current and SRCL assessment plan

Funds from the Striving Reader Grant will assist with the purchase of required assessments that are not currently being administered in Pre-K. These assessments will enhance the use of WSS by providing additional information for teachers to use during planning and progress monitoring. The assessments to be added include the following assessments:

- DP-3
- PALS-Pre-K
- PPVT4 Form A/B
- CLASS

Toombs County Pre K Program: Assessment/Data Analysis Plan

Incorporation of new assessments into the current assessment schedule

All new assessments will be included in the district assessment schedule for Toombs

County and will be administered as noted in the Assessment Plan.

Assessment	Purposes	Skills Measured	Test Frequency	Who
Birth - Three Only				
Developmental Profile - 3 rd Ed.	Screening	Development & function (physical, adaptive, social- emotional, cognitive, communication)	2 X per year (Oct/April)	Teacher or Testing Team Member
Four-Year Olds Only				
PALS-Pre- K	Screening Progress Monitoring Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language	3 X per year (Oct/Jan/April)	Testing Team Member
Peabody Picture Vocabulary Test - 4 th Ed., Form A/B	Screening Progress Monitoring Outcome	Receptive Vocabulary	2 X per year (Oct/April)	Testing Team Member
CLASS	Effectiveness of Teacher-Child interactions	Classroom Interactions	1 X per year	DECAL or Certified Testing Team Member

Discontinued Assessments

There are no assessments to be discontinued.

Professional Learning

Professional learning is essential for the new assessments to be effective and have a positive effect on instructional outcomes. As noted on page 19 of “The Why”, “there is a need for educators who will receive the assessment information in following years to receive training about how to interpret and use the data from the assessments previously

Toombs County Pre K Program: Assessment/Data Analysis Plan

administered to students. This is particularly evident in the transition from early childhood programs into local schools. New teachers will receive online and face-to-face Work Sampling Online training as required by Bright from the Start.

Professional learning will also be provided on the administration, interpretation and application of results for each new assessment for all staff. All TCSPP and Testing Team members will be provided an overview of the Pals Pre-K, Peabody Picture Vocabulary Test (4th Edition), Developmental Profile (3rd Edition), and the CLASS Observation Tool. The overview will explain the purposes of the assessments and an explanation of the scores, as well as any training required for administering the assessments. They will also be provided an overview of the CLASS Observation Tool in order to learn more about its purposes and how it can positively affect instruction.

Parent and Stakeholder Data Presentation

At the beginning of the school year, parents will be notified about the additional assessments required to gather data. Additionally, WSS data is shared with parents during conferences throughout the year. Individual student assessment results will continue to be presented to parents through parent meetings, progress reports and parent conferences, which are held at the end of fall and spring semesters. The information to be shared with parents will continue to include Narrative Summary Reports and portfolio artifacts from WSS, but will also included data from Pals Pre-K, Peabody Picture Vocabulary Test (4th Edition), and Developmental Profile (3rd Edition). The data will be explained to parents and suggestions will be given as to how parents can help their students be successful in school. As data becomes available, the TCSPP Leadership Team will review the data during

Toombs County Pre K Program: Assessment/Data Analysis Plan

regularly scheduled meetings. At the end of the year, the team will analyze results of summative literacy assessments and discuss program wide strategies and interventions to be provided. Also, WSS data will be available to Kindergarten teachers through the Statewide Longitudinal Data Service.

Data to Inform Strategies

During weekly planning meetings, teachers and assistants will review formative data and discuss ways to adjust instruction to address identified needs. Data will guide small group planning, as well as individual interventions. The results of the assessments will also help teachers plan lessons and instruction based on the use of effective instructional strategies.

Detailed plan who will perform the assessments and how the plan will be accomplished

The TCSPP Testing Team will ensure that the assessment plan is implemented following state and district approved test administration procedures. The team will also assist in determining who will be trained and when and how training will occur.

Toombs County Pre K Program Birth to Five: Resources, Strategies, and Materials to Support the Literacy Plan

TCSPP will use SRCL funds to support and implement the TCSPP Literacy Plan. All strategies and resources directly align with the needs assessment results, data, and root cause analyses. They also directly impact literacy, access to print, instructional engagement, and teacher support.

a) List of resources needed to implement the literacy plan, including those that foster student engagement:

- Computer-based diagnostic assessment for early literacy including assessment materials for each of the required assessments: DP-3, PALS-Pre-K, PPVT4 Form A/B, and CLASS.
- 21st Century technology – including, but not limited to equipment, software, and access (e.g., additional document cameras, upgrades to technology infrastructure, additional interactive whiteboards, computers, website subscriptions, etc.).
- Additional print materials, texts/books (fiction, nonfiction, informational) to increase variety and volume in classroom collections and the media center.
- Professional learning targeting the use of assessments and assessment data including strategies for providing needed interventions identified.
- Professional learning opportunities targeting early literacy development for all birth to five providers and stakeholders.
- Additional resource materials to share with parents and other care-givers regarding effective practices for the development of early literacy.

b) List of activities that support literacy intervention programs:

- Allocation of adequate time for literacy instruction
- Use of Pre-K OWL curriculum
- Instruction guided by GELDS

Toombs County Pre K Program Birth to Five: Resources, Strategies, and Materials to Support the Literacy Plan

- Professional learning provided by DECAL
- Use of Work Sampling System
- Allocation of adequate time for interventions
- Systematic use of universal screeners to identify areas of need (Tier 2 and Tier 3)
- Continued support and coaching of effective instruction
- Professional learning, coaching, and support of identifying needed interventions and fidelity of implementation
- Continued implementation of the 4-tiered RTI model
- Research-based, scientifically evidenced intervention materials (K-2)

c) List of shared resources available:

- At least 2 computers in each classroom
- 1 projector in each classroom
- 1 portable scanner
- Access to print and non-print resources via the media center
- 2 computer labs – total of 70 computers
- 1 technology room outfitted with laptop, document camera, projector, and interactive whiteboard
- Pearson OWL Curriculum
- Student resources – texts, interactive activities, and website subscriptions that support literacy
- 1 copier
- Teacher access to file sharing through the LAN

In addition to these resources, Pre-K Teachers use the Georgia's Pre-K Program Instructional Quality (IQ) Guide for the Learning Environment to help determine what resources to provide for their classrooms. This guide requires that there should be enough materials for all children in the classroom and that they are accessible within the learning

Toombs County Pre K Program Birth to Five: Resources, Strategies, and Materials to Support the Literacy Plan

areas.

See **g)** for a general list of current classroom resources for each classroom in the TCSPP.

d) List of library resources available:

- Variety of print and non-print materials
- Variety of fiction, non-fiction, and informational texts at various reading levels
- Reference books
- 1 computer – required for circulation desk
- 1 laptop, projector, and interactive whiteboard
- Planned literacy activities and instruction, correlated with units of study, and delivered by media specialist
- 1 poster maker

e) List of activities that support classroom practices:

- 100% participation of all teachers in regularly scheduled, professional learning teams
- Daily collaborative planning time
- Instructional coaching, job-embedded professional learning, and support of classroom instruction
- Training and monitoring of effective, research-based instructional strategies
- Regularly scheduled vertical team meetings that encompass all content areas
- Regularly scheduled leadership/literacy team meetings
- PLTs to support purposeful, collaborative planning for the creation/revision of units of study and the subsequent instruction
- PLTs to support review of data and instructional practices

Toombs County Pre K Program Birth to Five: Resources, Strategies, and Materials to Support the Literacy Plan

f) List of additional strategies needed to support student success:

- Consistent and efficient use of and access to technology – in classrooms, computer labs, media center, and teacher workrooms
- Technology capacity for efficient storage and access of student data
- Professional learning targeting the use of technology, literacy/writing instruction, targeted intervention, and assessment
- Continued professional learning targeting effective strategies to promote literacy development

g) General list of current classroom resources for each classroom in the TCSP

Reading Area Materials are accessible, labeled and organized
There are books for all children enrolled. Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, multicultural
Books that reflect current topics are rotated
Books are displayed and organized forward facing so children can easily see them
Props to develop alphabetic principle
Props to promote language development
Listening station and CD player with headphones, books and recorded stories
Writing instruments of various sizes
Vocabulary cards with words and pictures
Real/found materials
Paper
Name cards of children in the classroom with picture and name
Dramatic Play
Area is spacious to accommodate a minimum of 5 children.
Housekeeping furniture
Dress-up clothing storage
Table and chairs
Basic shelves for housing dramatic play materials
Dolls – at least 5
Quality dress-up clothes (both genders represented)
Full-length mirror

Toombs County Pre K Program Birth to Five: Resources, Strategies, and Materials to Support the Literacy Plan

Props for kitchen play
Props for cleaning play
Props and furniture for pretend play with babies
Collection of empty containers
Additional housekeeping accessories
At least one Prop box for an additional dramatic play theme.
Props to encourage beginning reading and writing skills
Blocks
The majority of unit blocks are stored on shelves for easy accessibility and sorted, labeled and organized for easy clean-up.
Block area is located away from traffic patterns.
Block area is large enough for a minimum of 5 children.
Organized storage for blocks and props and accessories
Standard unit blocks
Large wooden hollow blocks
Block accessories
Real/found materials
Materials to promote literacy development
An additional type of block Examples: cardboard, foam, plastic
Math
Math/manipulative materials are housed on low shelves near a table or designated play
One for each of the following: counting, sorting, recognizing shapes, and hand/eye
Materials for measuring
Real/found materials
Math and manipulative materials to address different developmental levels and to meet children's needs as they progress throughout the year
Puzzles of varying levels of difficulty and number of pieces (3 types)
Math games
Materials to promote literacy development.
Science
A sensory table with tools to dig, scoop, pour and measure is open and accessible daily.
Basic shelving to house science materials
Basic materials: Magnets, binoculars, magnifying glasses, prisms, color paddles
Discovery experience materials
Pictures and collections related to science/nature
Something living for children to care for

Toombs County Pre K Program Birth to Five: Resources, Strategies, and Materials to Support the Literacy Plan

Materials to promote literacy development
Texture/sensory table materials are varied and changed monthly.
Art
Table and chairs
Drying space or rack
Full-sized easel accessible daily
Shelving for housing art materials
Crayons
Markers
Paper of different sizes, colors, textures
Scissors (appropriately sized) enough for a small group of children
Collage materials
Play dough or soft clay and tools
Glue
Fresh Paint for easel
Paint brushes appropriately sized
Paper for easel
Painting smocks
Materials for three-dimensional creations
Materials for promoting literacy development
Music
Music player (separate from the listening center)
Musical props Examples: scarves, ribbons, bean bags
Musical instruments (various types of instruments; at least 22 total)
Age-appropriate music Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign

g) Alignment plan for SRCL and all other funding

TCSPP will continue to use local funds and DECAL funds as allocated in the past. See the budget summary and sustainability plan for a more detailed explanation of how the Toombs County School System funds TCSPP. SRCL funding will be used to supplement, not supplant, existing funds.

Toombs County Pre K Program Birth to Five: Resources, Strategies, and Materials to Support the Literacy Plan

SRCL funding will be used to:

- Pay stipends to teachers and PSE assistants for any additional work days. They will receive their daily rates to 3 additional days in order to provide targeted literacy training with lead teachers.
- Pay for substitutes that will be required to supervise classes when teachers attend training and collaborative planning specifically named in the SRCL.
- Pay for assessment materials required (PALs Pre-K, PPVT, DP 3 and CLASS manuals). SRCL schools are required to administer the PALS-Pre-K assessment 3 times a year.
- Pay fees associated with contracted staff to administer required assessments.
- Providing current, meaningful, research-based professional development to all teachers and staff.
- Pay for training materials and supplies.
- Pay costs associated with parent workshops that may include materials and supplies.
- Purchase student and teacher literacy materials and supplies.

h) How proposed technology purchases will support RTI, student engagement, instructional practices, writing, literacy, etc.:

Proposed technology purchases will be limited to software or equipment or materials required to effectively implement the assessment plan.

Professional Learning Strategies

The TCSPP and school system are both dedicated to providing effective, on-going professional learning opportunities to faculty and staff in order to improve the literacy skills of all learners.

Some of the professional learning activities Pre-K teachers have participated in include:

Professional Learning Activity	Percentage of Teachers Attending
Staff Meetings for In-House Trainings: <ul style="list-style-type: none"> • Effective Instruction • Differentiation • SLDS • SLOs • PBIS • Literacy • TKES • Smart Table • Technology Tuesdays 	100%
Weekly Professional Learning Teams	100%
Behavior Management	12%
New Teacher Orientation	16%
Regional BFTS Training	100%
Online Pre-K Courses from BFTS	100%
Work Sampling Online	100%

On-going Professional Learning

The goal of professional learning is to support viable, sustainable training and

education, improve teacher instruction, and ultimately promote student achievement.

(Why, p.141) Therefore, to ensure continued growth through professional learning, teachers are afforded varied and ongoing professional learning opportunities based on student data and teacher needs. Administrators provide time for staff to participate in professional opportunities which include participation in coaching, peer-mentoring, learning community meetings and content and grade level teams.

- PLTs to facilitate ongoing, collaborative data review and analysis
- PLTs to facilitate ongoing, collaborative instructional planning and unit revision
- Effective Use of Assessments and Assessment Data
- Review of Effective Instructional Practices
- Mentoring
- Co-Teaching Support
- New Teacher Support
- GaDOE Content and Instructional Support Webinars
- Ongoing Literacy Training and Support
- Job-embedded Coaching and Support
- Differentiation
- RTI and Intervention Training and Implementation

Professional Learning Needs

Because effective professional learning is known to improve classroom teaching and increase student achievement, a critical component of effective instruction and increased student achievement is the training and support teachers and staff receive that is directly related to evidence based needs ("The Why, p.141). In order to be effective, professional learning must be developed in "ways that promote critical thinking and higher order performance" with the goal of increasing student achievement (Why, p.140).

The professional learning needs listed below directly correlate to the TCSPP needs assessment process and resulting data:

- Assessment planning, implementation and interpretation of data
- Training specific to all administered assessments including WSS
- Literacy and effective instructional strategies needed as identified by assessment data
- Interpreting assessments from prior grades and care settings

Professional learning is essential for the new assessments to be effective and have a positive effect on instructional outcomes. As noted on page 19 of “The Why”, “there is a need for educators who will receive the assessment information in following years to receive training about how to interpret and use the data from the assessments previously administered to students. This is particularly evident in the transition from early childhood programs into local schools. New teachers will receive online and face-to-face Work Sampling Online training as required by Bright from the Start. Professional learning will also be provided on the administration, interpretation and application of results for each new assessment for all staff. All TCSPP and Testing Team members will be provided an overview of the Pals Pre-K, Peabody Picture Vocabulary Test (4th Edition), Developmental Profile (3rd Edition), and the CLASS Observation Tool. The overview will explain the purposes of the assessments and an explanation of the scores, as well as any training required for administering the assessments. They will also be provided an overview of the CLASS Observation Tool in order to learn more about its purposes and how it can positively affect instruction.

In addition, professional learning will be provided to address:

- Grade and school transitions

- Home based literacy skills for parents and caregivers
- Early literacy resources and referrals
- Expectations for school readiness for birth-to-five providers, parents, and caregivers

Effectiveness Measures

A variety of methods will continue to be used to measure the effectiveness of the implemented professional learning opportunities. For example, professional learning initiatives are, and will continue to be, monitored through classroom walkthroughs using school and system developed forms. Likewise, student achievement data including, but not limited to formative, summative, and diagnostic data will be reviewed by teachers and the leadership and literacy teams. Teachers will also continue to participate in grade and content level collaborations. These team meetings provide teachers with additional opportunities for peer support. During these collaborative opportunities, data is reviewed and analyzed to drive instructional decisions and to determine the need for additional professional learning. Through these efforts, continued growth and improvements are ensured as the professional learning will be monitored and adjusted accordingly **(The How, p.20)**.

The TCSPP Leadership and Literacy Teams will work together to regularly review the goals of the SRCL grant and review classroom, walkthrough, and assessment data to determine if the goals are being met. The Leadership Team will also meet with the Childhood Education Coalition to share their findings and determine any needed next steps.

TCSPP and our system will continue to share a commitment for implementing a gold standard literacy program after the project funding concludes.

Plan for Extending Professional Learning

- Instructional coaches will continue to facilitate job embedded professional learning. Toombs County Schools will continue to house an instructional coach on each Pre-K campus and fully fund their positions.
- All teachers will participate in job embedded professional learning throughout the school year. (Comprehensive Reading Solutions modules, In-house training, GaDOE and DECAL webinars.)
- Teachers and administrators will attend sessions sponsored by GADOE Striving Reader project staff to gain knowledge and skills necessary to deliver and sustain effective literacy instruction.
- Collaborative teams will function as professional learning communities and support teachers in using literacy strategies effectively.
- Teachers will continue to meet regularly to collaborate on instructional planning based on GELDS.
- Teachers will meet regularly to review and analyze data.
- Peer observations will be conducted in model literacy classrooms for ongoing modeling and support of evidence-based literacy practices.
- Leadership/Literacy Team will continuously analyze student data to evaluate the effectiveness of professional learning. Topics for on-going literacy PL will be selected based on student and teacher identified needs.

Plan for Extending Assessment Protocols, Replacing Print Materials, Sustaining Technology

- Purchase assessment protocols and replacement materials as part of the annual budgets once the SRCL funds are no longer available.
- Continue to use instructional funding provided by Bright from the Start to assist in funding literacy resources
- Continue to seek technology grants to update technology.

Plan for Developing Community Partnerships and/or Sources to Assist with Funding

- After the life of the grant, continue to maintain an ongoing relationship with the Childhood Education Coalition.
- Foster relationships with outside entities to help fund additional literacy initiatives (Toombs County Lyons Club, Snapdragon Book Foundation, Toombs County Foundation, Ron Hall, Peoples Bank, etc.)
- Enlist community partners to heighten awareness about reading and literacy.
- Continue to share student successes in the local newspaper, school newsletters, and via social networks.
- Continue to communicate to stakeholders the importance of early literacy and developmentally appropriate activities.

The Toombs County School System has a long record of regarding the TCSP as a high priority and recognizing its services as invaluable to the success of Toombs County Schools. The ultimate goal for all children in Toombs County is for them to graduate from Toombs County High School ready to be successful in college or in a career. This is evident by the amount of local funding dedicated annually to maintain the Pre-K Program above what state funding is able to sustain. The Toombs County School System supports TCSP by providing annual funding for:

- Dedicated facility on the LPS campus, classroom space on the TCES campus
- All needed maintenance/operations funding including, but not limited to, custodial supplies/janitorial salaries
- Approximately \$15,000.00 for transportation (drivers' salaries and benefits, fuel)
- Matching local certificate supplements for all certified staff
- 100% of internet services
- Extended year duties for Pre-K director 100%
- Use of Student Information System
- Copier fees, maintenance, any overages
- Telephone services 100%

- \$5,000.00-\$7,000.00 technology/supplies

From the amount of local funding already allotted to the TCSPP, it is evident that TCS is dedicated to the success of Pre-K and will continue to use state and local budgets, as appropriate and permissible, to sustain the SRCL literacy plan beyond the life of the grant.

Toombs County Schools Pre K Program Birth to Five: Budget Summary

Budget Summary

The overarching goal of the SRCL grant is to improve literacy instruction and increase student achievement in literacy. Funds will be used to achieve the goals identified by the needs assessment and outlined in the TCSPP project plan:

Goal 1: Increase students' readiness for kindergarten by improving language and pre-literacy skills.

Goal 2: Ensure that all Pre-K teachers have knowledge of how to implement evidence-based literacy practices and strategies in Pre-K classrooms.

Goal 3: Establish a system wide data team to improve and facilitate use of data driven instruction based on the use of appropriate and needed assessments.

Goal 4: Establish a professional development plan to ensure all teachers and staff are trained in the most current research and best practices and have the knowledge and skills needed to carry out the assessment and instructional plans.

Goal 5: Establish a community team that will work together to plan for effectively preparing all children for school. Engage in knowledge and practice exchanges among all early childhood providers.

In order to achieve the goals identified in the TCSPP Literacy Plan, Striving Reader Grant funds will be used to:

- Pay stipends to teachers and staff additional work days needed. Not to exceed 3 additional days in order to provide targeted literacy training with lead teachers.
- Pay for substitutes needed to supervise classes when teachers attend training and collaborative planning specifically named in the SRCL.
- Pay for training, materials, and supplies needed to administer assessment noted in the TCSPP Assessment Plan. (PALs Pre-K, PPVT, DP 3 and CLASS manuals, kits, etc).
- Pay fees associated with any contracted staff needed to administer required assessments.
- Providing current, meaningful, research-based professional development to all teachers and staff.

Toombs County Schools Pre K Program Birth to Five: Budget Summary

- Pay costs associated with parent workshops that may include materials and supplies.
- Purchase student and teacher literacy materials and supplies.

The SRLC grant will provide the initial funding for a comprehensive assessment plan, effective professional learning, and support for a literate community. The life of the grant will allow us to build a strong foundation for each of these initiatives and provide time for the Toombs County Leadership and Literacy Teams to identify any additional areas that require funding. The grant will also provide time for the Toombs County School System to readjust funding, as needed, to sustain the literacy plan long term. Through the use of the SRCL funds and implementation of the TCSPP Literacy Plan, we will enable our students to Georgia's goal for all students to "become self-sustaining, lifelong learners and contributors to their communities" (Why, p. 31). By accomplishing this we will create a continuous cycle of literacy in our community.