

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program
LEA Grant Application
System Cover Sheet.

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344		DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Jeff Davis County School System		Project Number: (DOE Assigned)	
Total Grant Request: \$2,148,297		System Contact Information:	
		Name: Dr. Martha McBride	Position: Director of Instruction and Title I
Number of schools		Phone: 912-375-6705	Fax: 912-375-6020
in system: 4 plus Pre-K	applying: 4 plus Pre-K inc. 0-5		
Congressional District: First		Email: mmcbride@jeff-davis.k12.ga.us	

Sub-grant Status

- Large District (45,000 or more students)
- Mid-Sized District (10,000 to 44,999 students)
- Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

X	School District	Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency	Nationally Affiliated Nonprofit Agency- other

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: Dr. Lula Mae Perry

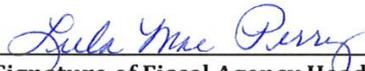
Position/Title of Fiscal Agent's Contact Person: Superintendent, Jeff Davis County Schools

Address: P.O. Box 1780

City: Hazlehurst Zip: 31539

Telephone: (912) 375-6700 Fax: (912-375-6703)

E-mail: lperry@jeff-davis.k12.ga.us


Signature of Fiscal Agency Head (required)

Dr. Lula Mae Perry
Typed Name of Fiscal Agency Head (required)

Superintendent, Jeff Davis County School System
Typed Position Title of Fiscal Agency Head (required)

December 15, 2011
Date (required)

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Jeff Davis County Narrative for Striving Readers Comprehensive Literacy Grant 2011

Current priorities for Jeff Davis County Schools (JDCSS) are based on the system vision to “Lead the State in Improving Student Achievement.” These priorities, based on areas of need identified by an analysis of both system and school achievement data, are to:

- Increase the graduation rate
- Increase English/language arts and reading Georgia High School Graduation Test (GHSGT) scores
- Increase writing scores in state-assessed grades of 5, 8, and 11
- Increase the number of days of instruction for pre-K
- Implement a comprehensive reading literacy program including birth-to-five
- Increase number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests (CRCTs) in third through eighth grades in reading and English/language arts
- Increase number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition End of Course Tests (EOCTs)
- Increase number of students in the students with disabilities and black subgroups scoring in the Meets category on the CRCTs and EOCTs
- Increase the use of differentiated instruction strategies
- Continue the implementation of the Thinking Maps program in K-12 classrooms
- Implement Write from the Beginning and Beyond-Writing Across the Curriculum in grades K-8
- Update Learning-Focused units to reflect Common Core Georgia Performance Standards
- Increase reading comprehension with a focus on using Lexiles
- Increase students’ ability to read non-fiction texts and access to more non-fiction materials
- Improve science/social studies instruction through the use of higher-order thinking skills
- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure. The Jeff Davis County School System operates four schools, Jeff Davis Primary (K-2), Elementary (3-5), Middle (6-8), and High (9-12) as well as Jeff Davis Pre-K. The schools are governed by the JDCSS Board of Education members and Superintendent and are managed on a day-to-day basis by a principal and an assistant principal with the exception of the Pre-K led by the Pre-K director. Each school’s instructional program is supported by a school improvement specialist, the overall program K-12 School Improvement Specialist, the Director of Instruction and Title I, Director of Professional Learning/CTAE/ Student Records, Director of Technology, Migrant, Gifted, and Title III,

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Director of Special Education, and Director of Testing and Attendance. The JDCSS financial records are managed through the Finance Director, the Accounts Payable Director, and the Personnel/Payroll Director. The system does not employ any Directors of Reading/ELA to manage the system's literacy program.

Past Instructional Initiatives. The mission of the JDCSS is to "Lead the State in Improving Student Achievement." Past initiatives of the Jeff Davis County School System include having participated in the Reading Excellence Act (REA) that included the birth-to-five component, Enhancing Education Through Technology, Comprehensive School Reform Demonstration (CSRD), and 21st Century Community Learning Centers grants. Other past instructional initiatives include:

- Implementing of the Georgia Performance Standards (GPS)
- Integrating Technology into Instruction
- Implementing of Learning-Focused Strategies (Mathematics; Vocabulary; Differentiating Instruction; Reading Comprehension; Catching Kids Up; Flex Groups; Leadership & Accountability)
- Improving writing skills through implementing Thinking Maps and Six Traits of Writing
- Implementing Differentiated Instruction Strategies
- Increasing Rigor and Relevance in the Social Studies Classroom
- Increasing Literacy in the Science Classroom
- Increasing Student Literacy through Technology through Jeff Davis Primary Grant
- Implementing Six Effective Elements of Mathematics Instruction

Literacy Curriculum. The JDCSS utilizes the Learning-Focused model as well as a variety of instructional materials to implement the Georgia Performance Standards. The literacy curriculum is composed of Creative Curriculum, A Beka, Bright from the Start curriculum standards, basal readers, *Open Court*, SRA's *Reading Mastery*, McDougal-Littell's *The Language of Literature*, trade books, novels, literature, science, and social studies textbooks, and various other modes of text such as USA TestPrep reading selections and UpFront Scholastic magazines.

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Literacy Assessments. The JDCSS student assessment system is arranged in three tiers consisting of state-mandated, district-level, and building-level assessments. Data analyses of results from assessments are critical to the overall instructional and academic effectiveness of the JDCSS. In compliance with Georgia law, the General Assembly prescribed as part of the A+ Education Reform Act of 2000 that teacher evaluations include, “the role of the teacher in meeting school’s student achievement data, including the academic gains of students assigned to that teacher.” Administrators must closely examine the results of achievement tests. Careful study of this data assists teachers in establishing target goals and allows every school to set performance targets for critical areas as well as increased gains in achievement scores for high-performing students. These assessments follow a comprehensive continuum ranging from teacher-generated assessments to nationally-normed standardized assessments. The assessments within each tier serve as performance leading or lagging indicators and document changes in student performance based on comparisons to previous assessments. Through detailed analysis of these changes and benchmark assessment results, the district is able to identify achievement gaps, evaluate the effectiveness of both its curriculum and instructional program at all levels, and determine interventions to raise student achievement and close achievement gaps. Some of the assessments administered are as follows:

- Work Sampling System (portfolio system for Jeff Davis Pre-K) and Special Education Pre-School Intervention Program
- PS-4 Checklist (grade Pre-K)
- Criterion-Referenced Competency Tests (CRCTs, grades 1-8)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS, grade K)
- Assessing Comprehension and Communication in English State-to-State (ACCESS, grades K-12)
- World-Class Instructional Design and Assessment (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Georgia Alternate Assessment (GAA, grades 1-12)
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS) (grades K-5)
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) w/Special Education
- Cognitive Abilities Test (CogAT, grade 2)
- Iowa Test of Basic Skills (ITBS, grades 4 and 6)
- Online Assessment System (OAS benchmarking) (grades 1-12)

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- JDCSS benchmark tests (grades K-12)
- Predictor tests (writing, grades 4, 6, 7, and 10; GHSGT science and social studies, grade 10)
- Georgia Writing Assessments (grades 3, 5, 8, and 11)
- Scholastic Reading Inventory (SRI, grades 3-5)
- Georgia High School Graduation Tests (GHSGT, grade 11)
- End of Course Tests (EOCT, grades 9-12)
- PSAT, SAT, ACT, AP Exams (grades 9-12)
- Georgia Work Ready Assessment (grade 12)
- STAR Reading (grades 6-8)
- STAR Math (grades 6-8)
- Measures of Academic Progress (MAP) (grades K-8)
- Georgia RESA Assessment of Student Progress (GRASP) (grades K-10)
- Informal Phonics Inventory (grades K-2)

The system is currently streamlining the assessment process. In grades 1-8, the system is changing from administering the Georgia Online Assessment for benchmarking to the Measures of Academic Progress (MAP) for diagnostic and benchmarking purposes. MAP measures growth of each student and gives a Lexile score. GRASP is used in grades K-10 for progress monitoring for RTI purposes. System directors, building-level administrators, school improvement specialists, and teachers analyze both formative and summative assessment data by subgroup and domain in order to collaboratively make appropriate instructional decisions. Jeff Davis County School System administrators and school improvement specialists meet with teachers within their buildings to guide the data analysis process.

Need for a Striving Reader Project. There is and will continue to be a need for a reading project such as the Striving Reading Comprehensive Literacy Grant until every child in the JDCSS is reading on or above grade level. As state and federal funds continue to decrease, it is imperative that our system continue to seek competitive grant funds such as the SRCL grant to provide professional learning and instructional materials and technology to improve the academic achievement of all our students. There is a need for professional learning on the most current literacy research and for the instructional materials to support the implementation of the new CCGPS. Many students do not have access to a variety of leveled texts at school. Of adults over the age of 25, 36.7% have not completed high school,

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compared to 21.4% statewide. Because of the high poverty (32.9%) and high unemployment rates (14.41% in Jeff Davis County) in rural southeast Georgia, many of our students do not have access to literacy materials at home; therefore, it is imperative they be provided these materials during the school day.

Reading is the foundation upon which all learning is based. Jeff Davis High and the Jeff Davis County School System did not make Adequate Yearly Progress (AYP) in 2011 because of the high school graduation rate and the number of students failing to meet and/or exceed the English/language arts portion of the Georgia High School Graduation Test. For several years, the data has indicated a need to improve teachers' skills and strategies in how to teach writing and students' abilities to write effectively. The SRCL grant would provide the necessary professional learning and materials to improve both the classroom teachers' and students' literacy skills; thereby, impacting the graduation rate and the number of students meeting and exceeding in reading/English/language arts on the CRCT.

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Eligibility of Schools and Centers - 2011 Data

	% F/R	AYP Status	N DNM Mock CRCT Reading Grade 1	% DNM Mock CRCT Reading Grade 1	N DNM Mock CRCT Reading Grade 2	% DNM Mock CRCT Reading Grade 2
Jeff Davis Primary School	70.16%	Met AYP	43	17%	44	20%

	% F/R	AYP Status	N DNM Mock CRCT ELA Grade 1	% DNM Mock CRCT ELA Grade 1	N DNM Mock CRCT ELA Grade 2	% DNM Mock CRCT ELA Grade 2
Jeff Davis Primary School	70.16%	Met AYP	58	24%	52	25%

	% F/R	AYP Status	N DNM CRCT Reading Grade 3	% DNM CRCT Reading Grade 3	N DNM CRCT Reading Grade 4	% DNM CRCT Reading Grade 4	N DNM CRCT Reading Grade 5	% DNM CRCT Reading Grade 5
Jeff Davis Elementary School	59.8%	Met AYP	15	7%	31	14%	18	8%

			N DNM CRCT	% DNM	N DNM CRCT ELA	% DNM CRCT ELA	N DNM	% DNM
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	% F/R	AYP Status	ELA Grade 3	CRCT ELA Grade 3	Grade 4	Grade 4	CRCT ELA Grade 5	CRCT ELA Grade 5
Jeff Davis Elementary School	59.8%	Met AYP	15	7%	30	13%	14	6%

	% F/R	AYP Status	N DNM CRCT Reading Grade 6	% DNM CRCT Reading Grade 6	N DNM CRCT Reading Grade 7	% DNM CRCT Reading Grade 7	N DNM CRCT Grade 8	% DNM CRCT Reading Grade 8
Jeff Davis Middle School	62.0%	Met AYP	23	9%	18	9%	8	4%

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	% F/R	AYP Status	N DNM CRCT ELA Grade 6	% DNM CRCT ELA Grade 6	N DNM CRCT ELA Grade 7	% DNM CRCT ELA Grade 7	N DNM CRCT ELA Grade 8	% DNM CRCT ELA Grade 8
Jeff Davis Middle School	62.0%	Met AYP	28	11%	12	6%	12	6%

	% F/R	AYP Status	Graduation Rate	GHS GT ELA N DNM	% DNM GHS GT ELA
Jeff Davis High School	59.92%	Did not make AYP	72.2%	21	13.3%

	N DNM Grade 5	% DNM Grade 5	N DNM Grade 8	% DNM Grade 8	N DNM Grade 11	% DNM Grade 11
Georgia Writing Test Scores	67	30%	49	25%	38	24%

LEA Process for Selecting Schools. JDCSS only operates one school per grade span; therefore, to be a birth-to-grade 12 grant, no selection of schools was necessary. All Jeff Davis County Schools (Jeff Davis Primary School K-2; Jeff Davis Elementary School 3-5; Jeff Davis Middle School 6-8; Jeff Davis High School 9-12) as well as Jeff Davis Pre-K, Head Start, Mt. Zion Learning Center, and Jeff Davis Learning Center are all eligible and decided to participate.

The director of instruction invited the academic leadership team to the SRCL overview webinar November 1. Administrators presented the grant opportunity to their leadership teams and staffs. Needs assessments were conducted in each building, including the 0-5 centers, and this data was the

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determining factor in all schools in the system pursuing the grant. The director of instruction and several school improvement specialists attended the Striving Readers’ Grant Technical Assistance Workshop held at Heart of Georgia RESA on November 4, 2011. System administrators and school representatives were invited to a meeting on November 8 to review the grant requirements. The director of instruction and the K-12 school improvement specialist also met with interested birth-to-five representatives on November 10 to review grant requirements.

Assurances (Required): See preliminary grant pages before the LEA Cover Page.

EXPERIENCE OF THE APPLICANT

The Georgia Department of Audits conducts a financial audit of the Jeff Davis County School System’s financial records each year. Programs receiving more than \$300,000 a year may be selected for a Federal Compliance Audit. No findings were found with state and federal funds for the years 2006-2010 with the exception of FY06. The finding was “fiscal requirements of schoolwide program not fully implemented for not fully consolidating funds.” This was a Title IA nonmaterial noncompliance item and was not substantial enough to be required to be reported by OMB Circular-A133. The financial records for FY11 are currently being audited by the Georgia Department of Audits. See Appendices A and B for individual programs and amounts.

a) Jeff Davis County Funded Initiatives and Integration with SRCL
Writing is a major area of concern that is being addressed through Write from the Beginning and Beyond. It is a writing program that encompasses K-8 and teaches basic structure as well as strategies for teaching various genres of writing. The teachers will be incorporating mini lessons and focused modeled writing lessons from this program into integrated units that being devised using the Common Core Georgia Performance Standards (CCGPS).
Critical thinking and writing are focused on through Thinking Maps. Thinking Maps is a language of eight visual patterns used in all content areas K-12. Thinking Maps incorporates teaching students how to think critically by drawing and using thinking maps to help them visualize, organize, and think about their

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thought processes. Students are able to form links to their own emotional frames of reference and ownership of their thinking processes and learning by using the maps. Thinking Maps will be used in conjunction with reading materials purchased through the Striving Reader Grant in order to help students to process, understand, and write about information they are reading.

Best practices are addressed through the Learning-Focused model. Learning-Focused is a planning model for balanced instruction used to develop engaging lessons to assist students with transferring their learning to new information. The model is based on best teaching practices and effective teaching strategies. The Striving Reader grant may provide professional learning to update units and lessons based on CCGPS as well as the purchase of instructional materials and technology.

Decreasing gaps in academic achievement of subgroups is done through Georgia RESA Assessment of Student Progress (GRASP). GRASP is a universal screening/progress monitoring tool designed to identify and track students who are in need of reading and/or math intervention. It is a formative assessment that provides the teacher with a collection of curriculum-based measurements on an individual student's progress and provides probes for progress monitoring. GRASP may be used to identify students who are struggling; whereas, the SRCL grant funds will provide materials to assist in individualizing instruction based on tiered needs.

Decreasing gaps in academic achievement of subgroups is also done through Measures of Academic Progress (MAP). MAP is an adaptive testing tool that measures growth, indicates the precise instructional level of each student, and suggests areas of strengths and weaknesses for all students. Striving Reader Grant materials will enable us to achieve this goal and to purchase books at varying Lexile levels and interests to increase student motivation.

Another focus on improving the gaps in academic achievement of subgroups is addressed through the Jeff Davis 21st Century Community Learning Centers program. This program provides a seamless transition between the regular program and the afterschool and summer school programs. This transition will be enhanced as teachers in the CCLC programs will be trained in the most recent reading strategies through the SRCL grant. This is crucial since FY12 is the final year of the current CCLC grant.

Increasing rigor of units is imperative. This process has occurred through the Georgia Performance Standards and will continue as units are developed based on the Common Core Georgia Performance Standards (CCGPS). CCGPS are standards for K-12 in English/language arts and mathematics that will provide a consistent framework to prepare students for success in college and/or the 21st Century workplace. The CCGPS is aligned to the CRCT for grades 1-8 and the End of Course Tests (EOCTs) for grades 9-12. Striving Reader will allow us more flexibility in acquiring materials needed to improve instruction in reading and writing.

Increasing rigor into the social studies classroom has been concentrated on by giving teachers reading and other strategies to enhance the rigor of the social studies classroom. These strategies would be used in conjunction with strategies in the Striving Reader Grant (such as making predictions, making inferences, visualizing, synthesizing, etc.) to increase the student's ability to read complex text independently and to

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increase student writing in the social studies classroom.

Increasing literacy in the science classroom is another area of concern. Integrating Reading into Science is an initiative where reading strategies are incorporated into the science curriculum and will be used in conjunction with strategies (such as making predictions, making inferences, visualizing, synthesizing, etc.) in the Striving Reader Grant to increase the students' abilities to read complex text independently and to increase student writing in the science classroom. SRCL will provide access to more science print materials.

Increasing literacy through technology has been focused on through the Increasing Student Literacy Technology Grant that was awarded to Jeff Davis Primary School. The grant builds capacity for using technology to improve literacy and technology as students are immersed in the CCGPS. The grant seeks to leverage the Lexile Framework to improve student reading and writing scores and improve professional learning opportunities for teachers.

b) Non-funded Initiatives. The LEA implemented Differentiated Instruction internally with no outside funding support. The differentiated instruction professional learning was developed by the K-12 school improvement specialist and redelivered in each building by the school improvement specialist. The focus of the differentiated instruction has been on the tiered model and the use of the menu strategy. Using materials purchased through the Striving Reader Grant will enable the teachers to plan more tiered activities and give students more choice when using the menu strategy.

c) LEA Capacity. All the personnel who have agreed to assist with the implementation are uniquely qualified to ensure that the grant funds are expended as budgeted. Previously, system and school personnel have been involved in grant management and in the designing and delivering of high-quality professional development through numerous grant projects:

- Comprehensive School Reform Demonstration Grant (CSR) for all four schools - \$200,000.00
- K-12 Professional Development Enhancement Grant - \$25,000
- Technology Literacy Challenge Funds for four schools - \$600,000
- Reading Excellence Act Grant for two schools - \$1.5 million
- FY04-FY08, FY11 Title IID Technology Grants - \$772,334
- 21st Century Community Learning Centers Grant for four schools - \$3.15 million
- American Recovery and Reinvestment Act of 2009 (ARRA) - \$1.13 million

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State and federal funds have been coordinated to ensure that both the regular day-to-day instructional programs and competitive grant monies are used to enhance student achievement. These funds include Title I Part A Disadvantaged Children, Title II A Improving Teacher Quality, Title III English to Speakers of Other Languages (ESOL), Title I C Migrant Education Program, 21st Century Community Learning Centers, Title VI B Individuals with Disabilities Education Act (IDEA), Title VI Part B Rural and Low Income, American Recovery and Reinvestment Act of 2009 (ARRA), Early Intervention Program (EIP), Remedial Education Program (REP), and donations.

d) Sustainability. Through a coordination of all of the local, state, and federal funds mentioned above, any programs implemented through the receipt of grants have been sustained, as appropriate. The system will continue to seek outside funding to implement system initiatives.

RESOURCES

a) Alignment Plan for SRCL and Other Funding. No schools in the JDCSS are in needs improvement; therefore, they have not been eligible to receive any School Improvement Grants (SIG). Furthermore, the JDCSS is not a participant in Race to the Top and does not directly receive funds from this program. Jeff Davis Primary, Jeff Davis Elementary, and Jeff Davis Middle School are all Title I Distinguished Schools and should be receiving a minimal amount (\$742 per school in FY11) during FY12. JDCSS is fortunate to be the recipient of a 21st Century Community Learning Centers grant that provides afterschool and summer school learning that will be coordinated with the SRCL grant. A new CCLC application will be submitted for FY13.

b) Alignment of FY12 Federal and State Funds By Building								
	Title I A	Title I C	Title II A	Title III A	Title VI Part B	Professional Learning	21 st CCLC	IDEA

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LEA	\$85,226	\$55	\$700	\$333	\$68	\$30,000	\$69,334	\$100,000
JDPS	\$270,878	\$2,172	\$35,897	\$11,542	\$13,000	\$1,800	\$88,787	\$625,000
JDES	\$285,927	\$2,172	\$35,897	\$11,500	\$12,000	\$ 2,100	\$86,264	\$625,000
JDMS	\$268,494	\$2,172	\$31,000	\$9,500	\$20,000	\$ 1,700	\$52,150	\$625,000
JDHS	\$56,525	\$2,172	\$20,800	\$4,500	\$23,000	\$1,900	\$53,465	\$625,000
Pre-K	\$790,000 is received from Bright from the Start Georgia Department of Early Care and Learning.							

c) A plan to ensure that no supplanting takes place. Not applicable per GaDOE.

d) SRCL will add value to the existing resources in the schools by increasing: access to non-fiction texts; professional learning based on the most current literacy research; access to 21st Century technology, software and digital content; access to print materials to include social studies and science; the knowledge base of how to use Lexile scores to enhance reading instruction; access to materials in media centers; and the pre-k days of instruction. The SRCL funds may provide for the upgrade and the professional learning of current software and/or web-based software aligned to the CCGPS and to the school literacy plans.

LEA Use of Federal and State Funds, including Title I and Title II Resources. Over \$760,000 in the Title I funding is allocated to personnel, mainly at the school level. Title I, Title I C, Title III, Title VI Part B, and Title VI B provide supplemental instructional materials, parent involvement activities, equipment, trade books, technology, and software to assist program-specific learners in meeting annual measureable goals. CCLC funds can only provide these same services for use in afterschool and summer programs. Title I has provided Riverdeep’s Destination Reading and Compass Reading/ELA, but no professional learning has been provided on either of these programs in six years.

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Title II A and state professional learning funds are devoted to professional learning including stipends for off-contract training and may supplement the SRCL funds, when necessary.

MANAGEMENT PLAN AND KEY PERSONNEL

a) In addition to monthly school literacy team meetings, the Jeff Davis SRCL grant will be managed system-wide through the monthly leadership team meetings that include all program directors and the superintendent. Grant implementation will also be monitored through the monthly Academic Leadership Team Professional Learning Community (PLC) and the monthly School Improvement Specialist PLC coordinated by the SRCL system contact Dr. Martha McBride, Director of Instruction & Title I. Periodic meetings will be held between the Finance Director and Dr. McBride to review the budget and expenditures and submit the state-required reports. a), b), and c) are in the management plan below.

<p>a), b), & c) MANAGEMENT PLAN AND KEY PERSONNEL</p> <p>for Day-to-Day Jeff Davis SRCL Program Implementation</p>

Area of Responsibility	Individual Responsible	Supervisor
Purchasing – originate & process purchase orders	Saralyn Stapleton, Pre-K Director Cathy Varnadoe, Marcia Hillsman, Natalie Hayes, Debbie Hobbs, Denise Darley, Letta Cox, Deneta Lightsey, Janellda Cain	Dr. Martha McBride, Director of Instruction and Title I; SRCL System Contact
Finance Director – approve SRCL budgets & submit completion reports & SRCL state-required reports	Betty Corbitt	Dr. Lula Mae Perry, Superintendent

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Accounts Payable Clerk – match invoices with packing slips & resolve, if necessary; process SRCL payments on time	Debbie Montford	Dr. Lula Mae Perry
SRCL Site-Level Coordinators – manage SRCL grant activities in their buildings;	School Improvement Specialists (SISs): K-2 Cathy Varnadoe; 3-5 Marcia Hillsman, 6-8 Natalie Hayes, 9-12 Debbie Hobbs	Principals: K-2 Sandy Layman, 3-5 Chuck Crosby, 6-8 Richard Stone, 9-12 Dr. Cecelia McLoon
Director of Pre-K & CCLC – manage the birth-to-five SRCL & CCLC, parent activities, & professional learning; approve & purchase orders; budgets	Saralyn Stapleton (SRCL 0-5 Coordinator over: Denise Darley, Family Connection Director; Letta Cox, Head Start Resource Specialist; Deneta Lightsey, Mt. Zion Learning Center Director)	Dr. Martha McBride
Dir. of Instruction & Title I; SRCL System Contact; approve & process SRCL purchase orders; budget; coordinate implementation of SRCL activities & professional learning	Dr. Martha McBride	Dr. Lula Mae Perry
K-12 School Improvement Specialist – manage SRCL professional learning & assist SISs with SRCL grant	Janelda Cain	Dr. Martha McBride
Director of Professional Learning/CTAE/Student Records – approve & process professional learning purchase orders, registration, & travel	Joyce Davis	Dr. Lula Mae Perry
Dir. of Technology/Title IC & Title III/Gifted – obtain bids; approve technology purchase orders; coordinate installation & maintenance of technology &	Keith Osburn	Dr. Lula Mae Perry

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infrastructure		
Director of Special Education; manage RTI	Kaye Hudgens	Dr. Lula Mae Perry
Director of Assessment – coordinate required SRCL assessments	Gail Jump	Dr. Lula Mae Perry

d) All of the system and school administrators and birth-to-five center directors are excited about the opportunities the SRCL grant will afford our teachers and students. Each is aware of the expectations of the SRCL, is willing to be responsible for their portion of the grant implementation, and will provide the system-level support necessary to successfully implement the SRCL goals and objectives in each of the Jeff Davis County Schools and in the birth-to-five community. See Appendix C for Letter of Support.

SUSTAINABILITY PLAN

a) **Lessons** learned through the SRCL project will be **shared** with new staff members each fall. This training will be provided by the K-12 school improvement specialist and/or the building school improvement specialists. Information may be shared with other schools through regional, state, and RESA meetings and conferences. Lessons will be shared within the LEA through the collaborative professional learning communities that are presently in place.

b) The JDCSS will dedicate the necessary funds to **extend the assessments** beyond the grant period. Title I A, Title III, Title VI Part B, CTAE, and Title VI B funds, as well as local and QBE funds, will be coordinated, as necessary, to continue the assessment of our students.

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c) Professional learning will be extended beyond the grant period by school improvement specialists attending state-sponsored professional learning opportunities and redelivering to the staffs during professional learning days or during their weekly collaborative meetings. Each certified new hire will receive SRCL training completed during the grant by attending professional learning sessions scheduled by the building school improvement specialists or by the K-12 school improvement specialist. Funding may be provided by Title I A, Title II A, Title I C, Title III, Title VI Part B, Title VI B, CTAE, local, QBE, and/or state staff development funds.

d) The technology and site licenses acquired and maintained through the SRCL funds will be sustained through coordinating Title I A, Title I C, Title III, Title II D, Title VI Part B, Title VI B, local, CTAE, SPLOST, and QBE funds. Grant monies such as Title II D will be sought when the system is eligible. Professional learning to continue integrating technology into instruction may be provided through coordinating Title I A, Title I Part C, Title II A, Title III, Title VI Part B, Title VI B, CTAE, and/or state professional learning funds. eRate funds will be sought to continue infrastructure upgrades and development. The system will supply the necessary technology personnel to sustain the technology beyond the grant period.

BUDGET SUMMARY

The overarching need of the SRCL grant is to improve the reading and writing achievement of the Jeff Davis County students. This will be achieved through increasing pre-k instructional days; professional learning; increasing access to print materials, especially in science and social studies, in the classroom and in the media centers; unit writing to reflect the CCGPS in all subject areas; access to technology and software; additional wireless access points to access digital content and web-based literacy programs; digital content; interactive white boards; laptops; mobile devices (exp. eReaders, iPads, Kindle Fire); classroom libraries; non-fiction texts; Lexiled libraries and stipend funds to Lexile

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media center and classroom books; textbooks/supplemental trade books; supplemental reading programs; school pads; and instructional materials; and administrative costs.

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APPENDIX A

a) Experience of the Applicant - LEA Audit Chart			
LEA-Project Title	Funded Amount	Is there audit?	Audit results
National School Lunch Program	\$6,732,287.36	Yes	** No findings were found with our state and federal funds for the years 2006-2010 with the exception of FY06 as described above.
ARRA 2009 Child Nutrition	\$32,398.63	Yes	
Education Technology State Grant	\$7,313.51	Yes	
GDOE Food Donation	\$232,136.51	Yes	
Special Education	\$2,967,083.63	Yes	
ARRA Stabilization Funds	\$1,934,811.00	Yes	
English Language Acquisition Grants	\$120,726.19	Yes	
Enhancing Education through Technology	\$379,844.395	Yes	
Improving Teacher Quality State Grant	\$729,094.88	Yes	
Rural Education	\$405,844.85	Yes	
State Grants for Innovative Programs	\$18,882.21	Yes	
Title I Grants	\$4,088,793.68	Yes	
Title I ARRA	\$183,502.49	Yes	
American Recovery and Reinvestment 2009 (ARRA) Child Care and Development Block Grant	\$3,200.00	Yes	
21 st Century Community Learning Centers	\$2,513,083.18	Yes	
Vocational Education/ Career and Technical Education	\$208,006.37	Yes	
Migrant Education	\$324,068.38	Yes	

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R.O.T.C. Program	\$190,688.92	Yes	
Total of State Grants including Pre-K	\$81,599,398.52	Yes	

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APPENDIX B

a) Experience of the Applicant – School Audit Chart								
Schools	FY06	FY07	FY08	FY09	FY11	Funded Amount	Is there audit?	Audit results
	Project Title	Project Title	Project Title	Project Title	Project Title			
JDPS					Title IID ARRA Student Literacy Competitive Grant	\$93,538	Yes	Presently being audited
JDES		Title IID eMath Grant				\$40,356	Yes	No findings
	Title IID eMath Grant					\$124,369	Yes	No findings
JDMS			Teachers, Teamwork and Technology			\$93,952	Yes	No findings
JDHS					Title IIA Advanced Placement Grant	\$1400	Yes	Presently being audited
		Title IID ITEE				\$92,250	Yes	No findings
	Title IID Competitive Wireless Grant					\$75,000	Yes	No findings

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Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

Striving Readers Comprehensive Literacy Grant

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APPENDIX C

To Whom It May Concern:

We are pleased to pledge our support for the Jeff Davis County Birth-to-Five Striving Readers Comprehensive Literacy (SRCL) grant program. Funding acquired through the SRCL grant will afford the most current scientifically-researched reading instruction for our staffs, as well as provide professional learning, instructional materials, books, media materials, equipment, technology, and extended pre-K days. We are aware of the grant expectations and will work collaboratively to ensure all grant requirements are met.

We welcome the opportunity to participate in this grant opportunity in an effort to increase the literacy achievement of our students.



Dr. Lula Mae Perry, Superintendent



Dr. Martha McBride, Director of Instruction/Title I



Joyce Davis, Director of Professional Learning/CTAE/Student Records



Gail Jump, Director of Testing and Attendance



Keith Osburn, Director of Technology/Title IC/Title III/Gifted



Kaye Hudgens, Director of Special Education



Janellda Cain, K-12 School Improvement Specialist



Saralyn Stapleton, Jeff Davis Pre-K and CCLC Director



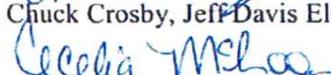
Sandy Layman, Jeff Davis Primary Principal



Chuck Crosby, Jeff Davis Elementary Principal



Richard Stone, Jeff Davis Middle Principal



Dr. Cecelia McLoon, Jeff Davis High Principal



Denise Darley, Family Connection Director & Pre-K Project Director



Letta Cox, Head Start Resource Specialist



Deneta Lightsey, Mt. Zion Learning Center Director

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Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

GEORGIA DEPARTMENT OF EDUCATION Striving Readers Comprehensive Literacy Grant

DOE Use Only Date and Time Received:		DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Jeff Davis Pre-K, Head Start, Mt. Zion Learning Center, and Jeff Davis Learning Center		Total Grant Request: \$ 327,401	
System: Jeff Davis County		School Contact Information:	
		Name: Saralyn Stapleton	Position: Pre-K Director
Number of Students		Phone Number: 912-375-5048	Fax Number: 912-375-1464
350		Email Address: sstapleton@jeff-davis.k12.ga.us	
Number of Teachers			
26			
Free/Reduced Lunch %	80.10 %		
Principal's Name: Saralyn Stapleton		Other Reform Efforts in School:	
		Principal's Signature:	

School and Center Cover Sheet

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

**GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Grant**

School and Center Cover Sheet

DOE Use Only Date and Time Received:		DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Jeff Davis Pre-K, Head Start, Mt. Zion Learning Center, and Jeff Davis Learning Center		Total Grant Request: \$ 327,401	
System: Jeff Davis County		School Contact Information:	
		Name: Saralyn Stapleton	Position: Pre-K Director
Number of Students		Phone Number: 912-375-5048	Fax Number: 912-375-1464
350		Email Address: sstapleton@jeff-davis.k12.ga.us	
Number of Teachers			
26			
Free/Reduced Lunch %	80.10 %		
Principal's Name: Saralyn Stapleton		Other Reform Efforts in School:	
		Principal's Signature: <i>Saralyn Stapleton</i>	

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Jeff Davis Birth-to-Five Striving Readers Comprehensive Literacy Grant 2011

School History. Jeff Davis Pre-K is a Bright From the Start program funded by the Georgia Lottery and sponsored by the Jeff Davis Board of Education located in Hazlehurst, GA. Our enrollment is 196.

Our demographic data consists of the following percentages of the school population:

- **Free/Reduced Lunch 80.10 %**
- Black = 11.8 %
- White = 58.7 %
- Hispanic = 20.9%
- Asian = 1%
- American Indian = 0 %
- Multi-racial = 7.7 %
- Male = 51 %
- Female = 49 %
- Migrant = 3.06%
- Special Education = 8.16 %

	BOE Pre-K	Head Start	Learning Center	Mt. Zion
Free/Reduced Meals	80.10%	100%	46.67%	34.55%

The Jeff Davis Pre-K staff includes nine lead teachers, nine assistant teachers, one secretary/bookkeeper, and one director. Head Start employs two teachers and two teacher assistants to work with 37 three and four year olds. Mt. Zion Learning Center utilizes seven teachers, two assistants, and one director to serve 55 children from birth to age four. The Learning Center staff includes six teachers, one paraprofessional, one childcare director and one Pre-K director serving 62 children.

Jeff Davis Pre-K has undergone many changes since its beginning in 1992-1993. The changes include:

- 1992-1993: Jeff Davis County Board of Education began providing Pre-K by serving students in three county daycare homes with one teacher working with the daycare providers.
- 1993-1994:
 - Two teachers provided services to students in six homes.
 - One Resource Coordinator provided services to the families of enrolled students.

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

- The system's special education director served as the program director.
- 1997: Two classes moved into a portable building located on the campus of the primary school and two Lead Teachers and two Assistant Teachers served students.
- 1998: One additional classroom established and one additional portable classroom moved onsite.
- During the 2001-2002 school year, Jeff Davis County was awarded an expansion class. The fourth lottery funded Pre-K class for Jeff Davis County schools opened in January 2002. This pre-K class met in the media center of the primary school from January 2002 until the end of that school year. During the summer, the single portable building was exchanged for one that included two classroom and the four classes operated on the campus of the primary school for the next two years.
- During the summer of 2004, Jeff Davis Board of Education was awarded another expansion class. This fifth Georgia Pre-K classroom operated out of the newly renovated primary school. During the summer of 2004, the existing Pre-K director asked the superintendent to name another individual to assist her with the Pre-K director duties and responsibilities. From August 2004 through December 2004, Dr. Libby Kimball and Mrs. Saralyn Stapleton shared the responsibilities of the Pre-K director.
- In January 2005, Dr. Kimball turned the program over to Mrs. Stapleton. The summer of 2006 was exciting for the Jeff Davis Pre-K program. In addition to moving out of the portable buildings and into our own center, we were also awarded two additional Pre-K classrooms. This allowed us to serve 140 students and their families. We were delighted in the fall of 2007 when we were awarded another classroom which increased the number of students we could serve to 160.
- Our final expansion class was awarded in the summer of 2008. At the time, we were able to serve 180 students and their families. Working together with Head Start which was located in our building and the Learning Center Pre-K, we were able to provide services to most of the four year olds in the community whose families wanted them to attend a public four year old program.
- During the summer of 2010, our school system opened a new middle school and our program was re-located into the old middle school building. This building, located in the same general area as the other schools and the board office was completely renovated in 2000. It is a much newer building than our previous center.

Concerted Services, Inc. (CSI) is a private, non-profit organization originally established under the Economic Opportunity Act of 1964 to fight America's War on Poverty. CSI is a Community Action Agency. Community Action Agencies are governed by a uniquely structured Board of Directors where members come from three diverse segments of each community: 1/3 low income; 1/3 private sector; and 1/3 public sector. CSI operates programs in 28 (18%) rural counties in Southeast Georgia, one of which is the Head Start located in the Jeff Davis Pre-K building.

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Administrative and Teacher Leadership Team. The Leadership team for Jeff Davis BOE Pre-K is comprised of two teacher representatives, two assistant teacher representatives, a representative from the special education faculty, the migrant education paraprofessional who serves Pre-K families, and the Pre-K director. The team was formed during the 2009-2010 school term. Members are selected by the entire Pre-K staff and meet to discuss the needs of the school. Leadership team members seek input from other staff members and decisions are made concerning many areas of the school, especially school improvement. We feel we have a responsibility to our students and community to ensure we provide all students with experiences that will prepare them to enter kindergarten with the readiness skills needed to succeed in kindergarten and beyond.

Past Instructional Initiatives. In the past, Jeff Davis Pre-K participated in the Reading Excellence Act grant with Jeff Davis Primary School during the beginning in the summer of 2002. All staff members completed a summer reading institute during 2002 and 2003, as well as ongoing professional learning based on scientifically-based reading research.

Current Instructional Initiatives. Jeff Davis Board of Education Pre-K has always utilized the High Scope High Reach curriculum. We currently utilize the High Scope High Reach curriculum that has been used by Jeff Davis Pre-K since the classrooms were established. The teachers and assistant teachers work together to plan instructional activities that utilize the High Scope strategies to teach the Bright From the Start Georgia Content Standards. All staff members complete a minimum of 15 hours of professional learning each school year.

Professional Learning Needs. Based on current needs assessment, as well as building scores on last year's CLASS observations and student performance, there is a need for professional learning in the following areas. According to our CLASS observation reports, as a school we scored low in the area of Concept Development, Quality of Feedback, and Language Modeling. This indicates a need for more

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professional learning to promote higher-order thinking skills; providing quality responses to student ideas, comments, and work; and facilitating and encouraging students' language development. In addition to general language development, we also need more information on meeting the needs of our large Hispanic population. This is critical since many times our young students do not speak any English when they enter our program, and we do not have bi-lingual Pre-K staff members. Our latest needs assessment indicates that staff members believe additional technology training would enable them to utilize the Work Sampling System Online assessment more effectively. Additional identified learning needs include: creating instructional units incorporating Bright From the Start Content Standards; utilizing technology to share instructional resources, mathematics concepts for Pre-K, and vocabulary development.

Need for a Striving Readers Project. On the 2011 Kindergarten Registration Screening Instrument, 25% of students scored at or below the level to indicate a need for Early Intervention classes. Jeff Davis Pre-K needs this striving Readers project in order to improve the program we provide for the four year olds we serve. Our first need is to add back instructional days to match the school system days of instruction. Student days were decreased by 10 percent this year due to severe state budget cuts. Our second need is for extensive current scientifically-based professional learning for the birth-to-five staffs. Although the Jeff Davis School System participated in the Reading Excellence Act initiative eight years ago, only five of our current staff members completed the early literacy component of that reform program. Additionally, only four of our current teachers have completed the High Scope training, and one of them is on extended medical leave. Furthermore, the Striving Readers Comprehensive Literacy (SRCL) project will enable the birth-to-five centers to adopt a new curriculum that provides a scope and sequence and a continuum of learning based on research. We would also like for the curriculum to be correlated to Work Sampling, the Pre-K statewide assessment instrument. This

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is critical because we are beginning to experience a high level of teacher turn-over due to the financial changes imposed on the lottery-funded Pre-K programs by the state. Many teachers cannot afford to teach in a program that does not pay based on training and experience and offers no chance of advancing financially. The SRCL grant will enable us to increase print materials in classrooms throughout the community, provide print material in the home, increase technology for our students and staff members, and establish community-wide resources for parents of children from birth-to- five years old. The resources will include brochures that will be available in agencies that serve families throughout the community and family literacy activities specifically for parents of young children such as “Ages and Stages”, Language Development, and Reading with Your Child.

Jeff Davis County is a high poverty area. As a result, most of our students are at a disadvantage when it comes to exposure to cultural and diverse experiences that are outside of the town of Hazlehurst. The nearest metropolitan cities are two hours and more away. Students are dependent on the school for the exposure and utilization of technology and books. They have limited experiences from which to draw when applying what they know to new learning experiences. Our high school did not make AYP due to the graduation rate and the number of students meeting the standards on the GHSGT English/language arts test. Many at-risk students who do not read well do not graduate from high school. SRCL grant activities can assist the birth-to-five teachers as they impact the students who feed into the Jeff Davis County School System. Many more resources are desperately needed so our students can be exposed to the world.

School Literacy Team

Literacy Team Structure

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

a) A listing of the members of the site-based literacy team. The Jeff Davis Birth-to-Five Site Based

Literacy Team includes the following individuals:

- Letta Cox, Resource Specialist for Concerted Services (Head Start)
- Denise Darley, Jeff Davis Family Connection Director
- Deneta Lightsey, Mt. Zion Learning Center Director
- Elaine McCall, Jeff Davis Learning Center Director
- Saralyn Stapleton, Jeff Davis Board of Education Pre-K Director

b) The function of the site based literacy team in terms of the needs assessment. The function of the site based literacy team in terms of the needs assessment was to compile the needs assessment survey and to distribute them to the stakeholders. The data was analyzed to determine the needs of each program as well as to identify overall needs for the county.

c) Minutes of the meetings of the site-based literacy team: To date, we have had three meetings. See Appendix A.

d) How the site based literacy team communicates and includes all members of the staff in the decision making process. The site based literacy team members communicate with all members of the staff at the individual centers through staff meetings, surveys and e-mails. Each program representative keeps the stakeholders in her program updated on the progress of the initiative.

Literacy Team Schedule

The Jeff Davis Birth-to-Five Literacy Team will continue to meet to address needs of the community. If our grant is funded, we will meet monthly to monitor the implementation of the initiative. If we do not receive funding, we will meet at least quarterly to discuss literacy issues and pursue other funding to meet the needs that were identified through this process.

Literacy Team Initiatives

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Through our meetings, we have determined that we need to implement a universal screener in our programs so that consistent data is available for identifying needs of children in our county. We will explore option of providing parenting information for families of children from birth. Presently, parent meetings/family literacy activities are provided for students in Head Start, the Learning Center Pre-K and the Jeff Davis Board of Education Pre-K. The team will work with other agencies to plan literacy activities for families of children from birth through Pre-K at least once a quarter. We will also meet with local physicians and ask them to include books and other literacy-related information and activities in their facilities.

ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

a), b), and d) are not applicable to birth-to-five. **c)** Currently, the only common assessment for children birth-to-four in Jeff Davis County is the Kindergarten Registration Test which is administered in the spring. Data is only provided for one year, because this particular instrument was first utilized in the spring of 2011. The average scores for the four centers working on this initiative are listed below.

Birth to Five Program	Average Score
Jeff Davis Board of Education Pre-K	103 out of 165
Jeff Davis Head Start	81 out of 165
Jeff Davis Learning Center Pre-K	83 out of 165
Mt. Zion Learning Center	123 out of 165

e) Teacher Retention Data

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Attrition Rate* of Jeff Davis Pre-K Teachers		
School Year	Number	Percent of Teacher Population
2010-2011	0	0
2009-2010	0	0
2008 – 2009	1	12.5

Attrition Rate* of Jeff Davis Head Start Teachers		
School Year	Number	Percent of Teacher Population
2010-2011	0	0
2009-2010	0	0
2008 – 2009	0	0

Attrition Rate* of Jeff Davis Learning Center Teachers		
School Year	Number	Percent of Teacher Population
2010-2011		
2009-2010		
2008 – 2009		

Attrition Rate* of Mt. Zion Learning Center Teachers		
School Year	Number	Percent of Teacher Population
2010-2011	0	0

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2009-2010	0	0
2008 – 2009	0	0

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

f) Professional Learning:

Professional Learning Activity	Year(s) Offered	Number of Participants	On-site (school) or Off-site (Central office, conference, or other)
Relationships, Relationships, Relationships: Behavior Management through the Building of Relationships.	2011/12	All Staff	JD Pre-K
Mathematical Concepts for Pre-K: Number Sense	2011/12	All Staff	JD Pre-K & Learning Center Pre-K
Pre-K Requirements and Updates (In-house PLs during weekly sessions)	2011/12	All Staff	JD Pre-K
Vocabulary Development	2011/12	All Staff	JD Pre-K & Learning Center Pre-K
Mathematical Concepts for Pre-K: Geometry	2011/12	All Staff	JD Pre-K & Learning Center Pre-K
Instructional Unit Development	2011/12	9	JD Pre-K & Learning Center Pre-K

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Language Development for ELL w/First District RESA Vondesa Lee	2010/11	All staff	JD Pre-K
Response to Intervention	2010/2011 and ongoing	All certified staff	JD Pre-K
Phonological Awareness w/Reading First - Carol Hartley	2010	All Staff	JD Pre-K
Online Pre-K courses and Elluminate sessions	2010 and ongoing	All staff	JD Pre-K & Learning Center Pre-K

Teacher Professional Learning Needs

- Training on understanding of Early Learning Standards
- Writing effective units to address Early Learning Content Standards and Common Core Correlation
- Additional training for implementation of Work Sampling Online
- Training for integrating technology into instruction

Curriculum Needs

- Professional learning for implementing new curriculum.
- More training in the components of the CLASS.
- Opportunities for writing and revising units that are aligned to the Common Core Georgia Performance Standards

Technology Needs

- More updated technology to include interactive boards, touchscreen computers, and accessories for technology
- Maintenance of existing technology

NEEDS ASSESSMENT

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

a) The FY12 Jeff Davis Comprehensive (CORE) Literacy Model Needs Assessment Survey consisted of two parts: Part 1 Comprehensive Instructional Practices and Part 2 Comprehensive Literacy Model: Instructional Resources Survey.

b) FY12 Jeff Davis Comprehensive (CORE) Literacy Model Needs Assessment Survey was dispersed to all staff members at Jeff Davis Pre-K, Jeff Davis Head Start, Jeff Davis Learning Center, and Mt. Zion Learning Center by their Literacy Team representative. This leader was responsible for the dispersing and the collecting of this Survey. Once all surveys were collected, the data was compiled.

c) All staff members at Jeff Davis Pre-K, Jeff Davis Head Start, Jeff Davis Learning Center, and Mt. Zion Learning Center serving children from birth through Pre-K participated in the needs assessment:

AREAS OF CONCERN

a) **Clearly identifies the areas of concern as they relate to the researched-based practices found in the “What” document.**

b) **Identifies the specific age, grade levels, or content areas in which the concern originates.**

a) and b) Writing: The area of alphabet knowledge is a major concern for the Birth-to-Five Literacy Team. This concern is especially critical in the Pre-K age group. On the Kindergarten Registration Test, students scoring below 56 were eligible for Early Intervention services during kindergarten. Fifty one children scored below 60 or in the low average range on the instrument. While we do not have specific data to verify which areas the students did not master, it is unlikely that students who scored this low were able to name letters and the sounds they make or identify words that begin with a given sound. Beginning the 2012-2013 school year, the state of Georgia will implement the Common Core Curriculum as the adopted state curriculum. We need to better prepare our children from birth-to-five to enter

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kindergarten with the skills needed to master the new state curriculum. The SRCL program can help us achieve this goal.

Another area of concern is the number of students who enter four year old programs with limited vocabulary. Many of our students have not had the opportunity to participate in meaningful conversations at home or in their child care setting. They have limited experiences or background knowledge on which to connect new concepts. Our rural location and high level of poverty increase our need to provide rich literacy experiences for students and their families. This supports our need for additional print materials for classrooms, a curriculum that is scientifically-based, and updated technology to help increase the vocabulary of our students. Additionally, it supports our need to add the days back to the Pre-K calendar so that our staff members have more instructional days to provide rich literacy experiences for our children.

c) **Identifies the area of concern and details the steps the school has or has not taken to address the problems.** The programs have taken steps to address the students' performance on the Kindergarten Registration Test. Following the assessment, the director meets with the teachers and reviews the scores. This information is used to make decisions regarding professional development and instructional strategies. During the past two years, teachers from the four year old programs have met with the kindergarten teachers and discussed expectations. Pre-K teachers have also participated in phonological awareness professional learning with the K-2 teachers from Jeff Davis Primary School. We have begun to utilize a Response to Intervention system that is more consistent with the K-12 procedures and utilize the WSO system in order to more easily share information and use data to drive instruction.

ROOT CAUSE ANALYSIS

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

a) The root or underlying causes of the area of concern may be related to the lack of experiences that many of our children have had. Also, many of our lower performing students have poor attendance.

b) The specific grade levels that are affected. The only grade level that we have consistent data for is the four year olds. This is typically the Pre-K and or the Head Start four year old group.

c) A specific rationale for the determination of the cause. The staff members at Pre-K, Head Start, Learning Center, and Mount Zion Learning Center feel that if students are taught using a curriculum that is research-based that meets the needs of children from birth-to-five and are exposed to more diverse print materials and updated technology, there will be an increase in student attendance and performance in all academic areas.

d) What has been done in the past to address the problem? Staff members in the Head Start and Pre-K programs have had professional development on strategies to improve literacy. However, so much more can be done in improving literacy if we have more resources to provide ongoing training for staff members who work with all children from birth to age five and more instructional materials and technology with which to engage the children.

e) New information the needs assessment uncovered. The needs assessment provided an opportunity for teachers to think about and research those tools which could be used in order to improve reading and writing. Our survey results and collaborative planning with other programs revealed several areas that we need to address as a community. This includes establishing a systematic data collection protocol, providing an updated research-based curriculum that meets the needs of our Pre-K students and adding back the days to the Pre-K calendar. As a result of this research into available technology, we were surprised at the age of our computers, and how little exposure to technology we offer our young children.

SCHOOL LITERACY TEAM

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

a) A listing of the Jeff Davis Birth-to-Five site based literacy team is as follows:

- Letta Cox-Resource Specialist for Concerted Services (Head Start)
- Denise Darley, Jeff Davis Family Connection Director
- Deneta Lightsey, Mt. Zion Learning Center Director
- Elaine McCall, Jeff Davis Learning Center Director
- Saralyn Stapleton, Jeff Davis Board of Education, Pre-K Director

b), c), and d) The function of the site based literacy team in terms of the needs assessment. This literacy team was created for the purpose of analyzing the Birth-to-Five literacy program in Jeff Davis County and for reviewing research to seek out ways to improve our literacy instruction. In addition, the team has the responsibility of communicating with other staff members about what we are doing as well as asking for their input and suggestions. Concerns are addressed and recommendations from everyone are considered.

Literacy Team Schedule. The Literacy Team has designated the first Thursday morning of each month for meetings.

Literacy Team initiatives will include continuing the data analysis of assessments, planning of professional learning for staff members, planning of family literacy events and other activities as well as monitoring the implementation of the initiative. Team members will support the teachers through each of these projects. The Literacy team will ensure that monies received from SRLC will be dispersed according to the needs assessment and the proposed budget.

PROJECT GOALS AND OBJECTIVES

Goals to Be Funded by Striving Reader

a) **Project Goals related to the identified needs.**

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- Increase the number of instructional days for Pre-K students. The first priority is to add back the 20 days that were cut from the Pre-K calendar.
- Address the literacy needs of children birth to age 5 including children who are English learners and students with disabilities. This will include promoting the Georgia Early Learning Standards and Pre-K language and literacy standards in programs serving children birth to 5.
- Promote and provide guidance on developmentally-appropriate literacy based curriculum for children birth to age 5. The curriculum will address the four components identified by the National Early Literacy Panel: Oral Language: Phonological Awareness; Alphabetic Knowledge, and Print Awareness.
- Establish a system of data collection, evaluation, and program improvement. This will include implementing a system of screening assessments to inform planning and instruction.
- Employ strategies to motivate students. For young children, motivation for literacy learning is especially intertwined with playful interactions and routines. Playful social interactions with adults and peers motivate young children to explore, create with and begin to make meaning with print. This will include providing students with opportunities to make choices about what they read and write, which requires rich classroom libraries and writing centers.
- Utilize technology as a tool for teaching students the skills to read, write, and communicate.

b) Project Objectives (measurable)

- Establish evidenced-based professional learning opportunities for teachers and other staff members serving children birth to age 5.
- Continue to provide daily instructional schedule that meets the requirements set forth by Bright From the Start.
- Increase the amount of print materials available for children. Inventory sheets will provide evidence of this increase in ample texts in classrooms.
- Increase the percentage of students scoring at or above the average score on the Kindergarten Registration test.
- Increase the amount of exposure to technology in the birth to five classrooms.
- Align birth-to-five literacy plan with K-12 goals in order to provide transition support.
- These objectives will serve as the measure of ALL goals that deal with increased achievement in student proficiency in literacy. By the end of Pre-K, 95% of students will score at proficient level on the Work Sampling Online Developmental Checklist in the following areas:
 - gaining meaning in listening
 - following two- or three-step directions
 - demonstrating phonological awareness
 - speaking clearly enough to be understood without contextual clues
 - using expanded vocabulary and language for a variety of purposes including but not limited to vocabulary across all seven domains
 - showing beginning understanding of concepts about print

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- beginning to develop knowledge about letters
 - comprehending and responding to stories read aloud
 - representing ideas and stories through pictures, dictation, and play
 - letter-like shapes, symbols, and letters to convey meaning
 - understanding purposes for writing including but not limited to writing across all the seven domains
- These objectives will serve as a measure of **motivation** prompted by the availability of rich classroom libraries along with a well-equipped media center/lending library and technological tools that will enhance student proficiency in reading and writing:
 - Increased number of books in classroom libraries
 - Increased number of media center/lending library checkouts by parents and caregivers.
 - Increased number of family literacy activities for parents of children birth-to-five.

C . Research-based practices in the “What and Why document as a guide for establishing goals

and objectives. The School Literacy Team used the “ What and Why “ documents as a guide for establishing goals and objectives. The goals were adapted from the Recommendations/Goals of the Department of Early Care and Learning (DECAL) to the Georgia Department of Education (GADOE) for children birth to age five. There is a need in our community to re-establish an Early Childhood Collaborative to support literacy initiatives for children birth to age five. In order to meet these goals and objectives, we will be planning and facilitating on-going professional learning opportunities for day care providers. Topics will focus on the implementation of the Georgia Early Learning Standards and the utilization of developmentally appropriate research-based assessments that will be used to identify students’ strengths and weaknesses, determine if fundamental content-based literacy skills are lacking and monitor student progress toward goals and set new goals. The independent evaluation commissioned by DECAL and carried out by the Frank Porter Graham Child Development Institute found that preschool classrooms in child care settings routinely scored low to moderately low on items related to literacy. These findings support our goals related to meeting the literacy needs of children from birth to age five and the professional learning needs of their care-takers and teachers. In addition, we will use

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continue to revise the Tiers of Intervention process for birth-to-five to transition into the system used by the school district

d) Considers practices already in place when determining goals and objectives.

Two of our programs are already using the WSO and a third is utilizing assessments approved by Bright From the Start. We will build on these and strive to adopt a universal screener that will be used to assess the children three times a year and report findings to parents. We will also educate parents on literacy related topics as well as stages of child development. There is a plan to create a consistent data collection process for our programs and to encourage other providers to join our efforts so that the school system will receive the same basic data on all students when they enter Pre-K, Head Start, and or Kindergarten.

e Goals to be Funded with Other Revenue Sources. We have no other grants from which we are receiving funds. Presently, we are in the final year of a system 21st Century Community Learning Centers’ grant that provides a summer program which includes a component for the incoming kindergarten students who have scored the lowest on the Kindergarten Registration Test. Pre-K funds, Head Start funds, and Family Connection funds will be coordinated with SRCL funds to support birth-to-five initiatives.

SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

a), b), and c) The Birth-to-Five Literacy Plan, as displayed below, states the goals and objectives, who will implement, and what is to take place:

A) Goals	B) Who will	C) What will take place?
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For objectives, see Column C	implement?	Measurable Objectives
<p>Increase the number of instructional days for Pre-K students. The first priority is to add back the 21 days that were cut from the Pre-K calendar.</p>	<p>With approval from local BOE (JDBOE Pre-K) and the Family Connection Advisory Board (Learning Center Pre-K), the SRCL funds will be used to add 21 days back to the Pre-K calendar.</p>	<p>With approval from local BOE (JDBOE Pre-K) and the Family Connection Advisory Board (Learning Center Pre-K) the Birth to Five funds will be used to add 21 days back to the Pre-K calendar.</p> <p align="center">Timeline: 2012-2013 School Year</p>
<p>Address the literacy needs of children birth to age 5 including children who are English learners and students with disabilities. This will include promoting the Georgia Early Learning Standards and Pre-K language and literacy standards in programs serving children birth-to-five.</p>	<p>Birth to Five Literacy Team; Pre-K Teachers and Assistant Teachers, Staff members at all participating centers.</p>	<p>Establish evidenced-based professional learning opportunities for teachers and other staff members serving children birth to age five.</p> <p>Continue to provide daily instructional schedule that meets the requirements set forth by Bright From the Start.</p> <p>Increase access to print materials available for children. Inventory sheets will provide evidence of this increase in ample texts in classrooms.</p> <p>By the end of Pre-K, 95% of students will score at proficient level on the Work Sampling Online Developmental Checklist in the following areas:</p> <ul style="list-style-type: none"> ● gaining meaning in listening ● following two- or three-step directions ● demonstrating phonological awareness ● speaking clearly enough to be understood without contextual clues ● using expanded vocabulary and language for a variety of purposes including, but not limited

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		<p>to, vocabulary across all seven domains</p> <ul style="list-style-type: none"> ● showing beginning understanding of concepts about print ● beginning to develop knowledge about letters ● comprehending and responding to stories read aloud ● representing ideas and stories through pictures, dictation, and play ● letter-like shapes, symbols, and letters to convey meaning ● understanding purposes for writing including, but not limited to, writing across all the seven domains
<p>Promote and provide guidance on developmentally-appropriate literacy based curriculum for children birth to age five. The curriculum will address the four components identified by the National Early Literacy Panel: Oral Language: Phonological Awareness; Alphabetic Knowledge, and Print Awareness.</p>	<p>Birth to Five Literacy Team; Pre-K Teachers and Assistant Teachers, Staff members at all participating centers.</p>	<p>Teachers will research developmentally-appropriate curriculum and select a new curriculum for the Pre-K classes at both the local school system and the Learning Center.</p> <p>Staff members will participate in professional development to effectively implement the curriculum.</p> <p>Staff members will participate in professional learning related to CLASS.</p> <p>Vertical planning meeting will be held with staff members from participating programs at least once a quarter.</p> <p>Planning meetings with the K-2 Literacy Team will be held at least twice a year.</p> <p>Grant funds will be used to provide the new curriculum and professional development, as well as additional</p>

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		<p>resources for implementation.</p> <p>Timeline: 2012 and ongoing</p>
<p>Establish a system of data collection, evaluation and program improvement. This will include implementing a system of screening assessments to inform planning and instruction.</p>	<p>Birth to Five Literacy Team; Pre-K Teachers and Assistant Teachers, Staff members at all participating centers,</p> <p>Special Education Department</p>	<p>The team will select a research-based screener to use with all age groups birth-to-five and develop a protocol for implementing a consistent data collection process. The literacy team will meet with the local special education director and seek guidance prior to meeting with staff members to implement the process. Professional development will be provided as needed to gather, report and use the data.</p> <p>Timeline: 2012 and on-going</p>

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<p>Employ strategies to motivate students. For young children, motivation for literacy learning is especially intertwined with playful interactions and routines. Playful social interactions with adults and peers motivate young children to explore, create with and begin to make meaning with print. This will include providing students with opportunities to make choices about what they read and write, which requires rich classroom libraries and writing centers.</p>	<p>All instructional staff members in the Birth-to-Five programs</p>	<p>Students will benefit from technology provided through Striving Readers, which will facilitate students to become more motivated to explore print and other literacy-related activities. Funds will be used to increase the print material available for use at school and at home.</p> <p>Implementation of the use of lending libraries in all participating programs. The use during the first year will be compared to the use prior to the establishing of new family literacy activities and cooperative planning of literacy events.</p> <p>Timeline: Implementation of the use of expanded technology in school upon receiving of tools and on-going professional development on the effective use of technology in the classroom.</p>
<p>Utilize technology</p>	<p>Everyone is involved in</p>	<p>Increase the amount of exposure to technology in the</p>

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<p>as a tool for teaching students the skills to read, write, and communicate.</p>	<p>the process of tiered instruction. School counselor is the identified coordinator of RTI, but teachers will progress monitor on a routine basis and school administration and school improvement specialist will monitor from a building perspective.</p>	<p>birth to five classrooms. This will be done by comparing the number and age of technology devices currently available for birth-to-five children with the technology that will be available to birth to five classrooms upon implementation of the grant.</p> <p>Timeline: In progress and on-going</p>

d) Details the current instructional schedule.

Reading/Language/ Schedule

Birth through Four Year Old Programs

The birth through four year old programs follow the literacy schedules designated by Bright From the Start for the program that are implementing. In the three and four year old programs, this includes a balance of total group, small group, and individual instruction.

e) Plan for Tiered Literacy Instruction. See Appendix C.

Plan for Tiered Literacy Instruction Process

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Step 1-Identification. Teachers will complete **The PreK Developmental Checklist** to determine presence or absence of developmental literacy and language skills. Children whose literacy and language skills appear deficit will receive a point for deficiencies with skills. Students with higher scores will indicate potential delays. The school psychologist will score and determine a range of scores. A cut score will be determined and students falling in the higher range will be considered as having potential delays and a plan of remediation will be developed.

Step 2-Tier 1. Students falling above the cut score will receive a plan of remediation. The teacher will write a goal to improve a specific language/literacy skill or related skill in the area of motor, intellect, social, or adaptive skills. The skill in need of remediation will be determined by doing an item analysis of the Pre-K Developmental Checklist. The teacher will monitor progress using the **Tier 1 Developmental Checklist**. After a specified period, the teacher will complete and analyze the **Tier 1 Developmental Checklist** and determine if the student needs more intense remediation.

Step 3-Tier 2. When a student shows no progression on skills identified as deficit, the teacher will contact the parent to indicate they have observed deficiencies with skills identified. The plan of remediation will be discussed with the parent and the teachers will deliver more intense classroom strategies. The teacher will progress monitor by collecting percentage data to indicate if the student can perform. Results will be collected on the **PreK/Head Start RTI Data Sheet**. After four data points indicate no growth, the teacher will meet with the parent and the RTI committee and move the student to Tier 3. Minutes will be documented on the **Tier 3 Meeting Minutes** and a **Referral Form for Informal Assessment** will be completed. Goals will also be written and more specific strategies will be attempted.

Step 4-Tier 3. Intense strategies will be used to address areas of deficit noted. Informal observations will be completed by the speech language pathologist and school psychologist to identify specific areas of disorder. Referral for **Tier 4** will be made after completion of informal screenings and review of data.

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Step 5-Tier 4. A complete evaluation will be completed with input from the parent, school psychologist, speech-language pathologist, preschool intervention teacher, and classroom teacher. A specialist report will be completed and results will be discussed with parents. An eligibility team will determine if the student is a student with a disability and if that disability negatively impacts that student's educational performance. An IEP will be developed to address areas of deficit.

f. Resources for Tier I Instruction

- Georgia Early Learning Standards, classroom manipulatives, classroom computers, reading library/media center, playground, language boxes
- Personnel responsible – teachers, paraprofessionals, administration

g) Tier 2 – These are interventions typically done three times per week and progress monitored by using teacher data collection every two weeks:

- Paraprofessional doing individual reading
- Acceleration with picture vocabulary cards
- Labeling objects in the classroom with words and pictures
- Listening to Phonemic Awareness songs and rhymes on CD with headphones
- Peer Group activities
- Starfall website
- Color, number, and sound/letter flashcards
- Individualized instruction
- Reading by a volunteer reader daily
- Partner Learning with High School Workers
- Individualized Activity Room Time

Tier 3

Use same interventions as Tier 2 just more frequently, daily and probed weekly. Language boxes for students struggling the most.

Tier 4

Inclusion and Co-Teaching Models

ABA Resource Classrooms

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h) Jeff Davis Birth-to-Five Literacy Team is not receiving Race to the Top or SIG (School Improvement Grant) dollars. We do benefit from the CCLC grant which funds a summer program for our most at-risk four year old students based on kindergarten registration scores and teacher recommendation. The Literacy Plan, which includes project goals and objectives, has been written in compliance with the early learning standards, SACS goals, and the beliefs, missions, and philosophies of the participating programs.

STRATEGIES AND MATERIALS INCLUDING TECHNOLOGY TO SUPPORT PLAN

a) Current classroom resources for each classroom that support literacy, including instructional technology, include:

- Basic materials for classroom per Bright From the Start guidelines
- Computer (at least six years old)
- Dramatic Play Items
- Materials for centers
- Teacher laptop (three years old)
- Limited Classroom libraries

b) A generic list of shared resources.

- Books in previous lending library
- Consumable instructional materials such as paint, glue, paper, crayons, etc.
- One Interactive Board in Pre-School Intervention for JDBOE Pre-K to share with PIP teacher
- Large Screen TV
- Laminator
- LeapPad stories for LeapFrog Units (at least six years old)

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c) Current library resources

- Not applicable for birth-to-five centers

d) A list of additional resources needed to implement the literacy plan including student engagement.

- Classroom Libraries
 - Texts that support teaching units of study
 - Texts that represent all genres
 - Early Childhood Books
 - Bi-lingual books
 - Parent brochures
 - Universal Screener kits and questionnaires
- Interactive whiteboards and software for all classrooms
- Classroom computer with touchscreen
- CD read-along listening centers and library for each classroom

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

- Small Group Instruction
- Differentiated Instruction
- Center Time
- Music and Movement

f) A generic list of intervention activities that support literacy intervention programs.

- Inclusion
- One-on-One Reading
- Flexible Grouping
- RTI (Response to Intervention)
- Summer school
- Early Intervention Program (EIP)

g) A generic list of additional strategies needed to support student success

- Services for EL in birth to five settings
- Strategies for effectively implementing CLASS
- Collaborative Planning
- Flexible grouping

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- Using Data to drive instruction
- Using Technology to enhance instruction

PROJECT PROCEDURES AND SUPPORT

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

Birth-to-five programs follow the schedule required by their Bright From the Start. A sample Pre-K literacy schedule is listed below. Literacy is also incorporated into other parts of the day such as small group and center time.

Time	Content	Description
10 – 15 minutes	Story Time 1	A minimum of two planned opportunities for story time are required daily. An adult reading to children.
10 -15 minutes	Large Group Literacy	At least one planned Large Group Literacy Activity (all) will take place daily. Literacy activities develop the foundation for reading and writing; it is important to incorporate these practices throughout the day with smaller groups of children, as well.
15-20 minutes	Phonological Awareness Activities	Phonological Awareness Activities can be planned for both large and small group instructional times. Large group experiences are appropriate for exposure to phonological awareness. Small group settings provide an optimal instructional time

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		that can address the varying levels of phonological awareness development and can more effectively support children’s individual skills.
10 -15 minutes	Story Time 2	A minimum of two planned opportunities for story time are required daily. An adult reading to children.

b) Shows a schedule that is designed for RTI.

The schedule is determined by the intervention process. **See Appendix B.**

PROFESSIONAL LEARNING CONTENT AND STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEEDS

The table below indicates **a) the professional learning activities the staff have attended in the past year, b) the number of hours of professional learning, c) the % of staff attending professional learning, d) a detailed list of on-going professional learning, and e) the preferred method of delivery of professional learning.** The Birth-to-Five groups prefer the training from the presenter when possible but often use the redelivery method of professional learning to allow staff members to participate in training held locally. The teachers often have job embedded professional learning sessions that are held during nap times. Topics for professional learning are guided by ongoing professional training provided by Bright From the Start and other Early Childhood agencies.

Professional Learning Activity	Year(s) Offered	Number of	On-site (school) or
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		Participants	Off-site (Central office, conference, or other)
Relationships, Relationships, Relationships: Behavior Management through the Building of Relationships.	2011/12	All Staff	JD Pre-K
Mathematical Concepts for Pre-K: Number Sense	2011/12	All Staff	JD Pre-K
Pre-K Requirements and Updates (In-house PLs during weekly sessions)	2011/12	All Staff	JD Pre-K
Vocabulary Development	2011/12	All Staff	JD Pre-K
Mathematical Concepts for Pre-K: Geometry	2011/12	All Staff	JD Pre-K
Instructional Unit Development	2011/12	9	JD Pre-K
Language Development for ELL with First District RESA Vondesa Lee	2010/11	All staff	JD Pre-K
Response to Intervention	2010/2011 and ongoing	All certified staff	JD Pre-K
Phonological Awareness with Reading First - Carol Hartley	2010	All Staff	JD Pre-K

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Online Pre-K courses and Elluminate sessions	2010 and ongoing	All staff	JD Pre-K & Learning Center
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f) The programmatic professional learning needs identified in the needs assessment is:

- Training on understanding of Early Learning Standards and how they are aligned to the Common Core Standards
- Writing effective units to address the Early Learning Standards
- Training for implementing the components of CLASS
- Training for integration of technology into instruction
- Training for the implementation of the new Pre-K curriculum
- Training for the implementation of the data collection system

Additional Professional Learning Needs:

Training will be necessary for the use of the technology. In addition, more training for teaching the Early Learning Standards and more efficiently utilizing the WSO system is needed.

ASSESSMENT/DATA ANALYSIS PLAN

a) A detailed listing of the school’s current assessment protocol is displayed below:

Program	Assessment	Purpose	Skills	Frequency
JDBOE Pre-K	Locally Developed checklist	RTI screeners	Developmentally appropriate motor, cognitive, and social skills	Completed during the first 3 weeks of school
JDBOE Pre-K and Learning Center Pre-K	WSO	To determine student progress on the content standards	Language and Literacy, Mathematical Development, Scientific Development, Social	Checklist – every 5 weeks Progress Report – twice a year

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			Studies Development, Creative Development, Social and Emotional Development, and Health and Physical Development	
Head Start	Children are screened upon entry into the program by the Ages and Stages or DIAL-3 tools dependent on their age.	Screeener	Developmentally appropriate motor, cognitive, and social skills	Child assessments are ongoing and reported out to the parents three times per program year.
Head Start	Creative Curriculum Teaching Strategies GOLD assessment;	To determine student progress on the content standards	Social Emotional, Cognitive, Language and Literacy, Creative and Physical	Child assessments are ongoing and reported out to the parents three times per program year.
Learning Center – birth through three year olds	Ages and Stages Developmental Checklist	Screeener	Developmentally appropriate motor, cognitive, and social skills	Once per year

b) An explanation of the current data analysis protocol.

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The Birth-to-Five Literacy Team will establish a systematic data analysis plan. Currently, the four programs administer the assessment listed above, and the only constant measure is the Kindergarten Registration Test administered by the primary school.

c) A comparison of the current protocol with the SRCL assessment plan. Many of the assessments in the SRCL plan are designed for early literacy. Utilizing these assessments and establishing a consistent system for gathering, reporting, and using data to plan instruction will create a stronger birth-to five early literacy program for the families in our community.

d) The new assessments will be implemented along with the required Bright From the Start assessments. One of our main goals is to establish a system of data collection, evaluation, and program improvement. We will utilize the new assessments to meet that goal.

e) A narrative listing current assessments that might be discontinued as a result of the implementation of SRCL. With the implementation of SCRL, we will determine one set of assessments and utilize them consistently. We will discontinue the locally-developed screeners.

f) Teachers will need to be trained on the new early literacy assessments such as the ELLCO. Ages and Stages, and CLASS.

g) Currently, each program presents their data to staff members and parents. The summary of program data is usually presented to staff members, and parents receive their child's individual data. With the implementation of the data collection system, we will be able to implement the sharing of the collective data with members of the Birth-to-Five Literacy Team as well as with parents and other stakeholders. Staff members will receive training in data analysis so they will be better able to use the information to improve instruction.

BUDGET SUMMARY

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Jeff Davis Birth-to-Five will utilize SRCL funds to add back the twenty-one days that were taken from the Pre-K calendar due to statewide budget cuts. Funds will also be used for professional learning (stipends and/or substitutes, as well as travel and registration). This will include a study of and unit writing for the Early Learning Standards, training for the implementation of a systematic data collection system, and the training necessary for utilization of resources that SRCL grant monies will afford. In addition, funds have been set aside for any school-wide training that the grant requires. We have budgeted technology items that will help us to incorporate literacy across all content areas. They include interactive boards, projectors, and new touchscreen computers for each classroom. The children need access to richer classroom libraries. As a result, we have budgeted for early childhood books including bi-lingual books for our diverse student population. Supplies have been included for family literacy activities, as well as professional learning endeavors, including paper, toner, and ink. Dollars have also been set aside for extra wireless access points and installation and maintenance of technology that is purchased with SRCL.

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APPENDIX A

Striving Readers Comprehensive Literacy Grant

Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

Striving Readers
Birth to Five
Community Providers

8:30 am. - 10:15 am.

Martha McBride, BOE Dir. of Inst. & Title I

Patty Elli

Jeff Davis Health Dept

Janelle Cain

K-12 School Improvement Specialist

Mary Fogle

Concerted Services Inc. Ast. Ed Specialist

Deneta Lightsey

Mt Zion Learning Center

Suelyn Stapleton

Jeff Davis Pre-K

Debbie Dewley

JD Family Connection / Learning Ctr / Pre-K ddewley@jeff-davis.k12.ga.us

Mary Fogle - mfgogle@concertedservices.org

Bonnie Gaskins - bgaskins@concertedservices.org

Deneta Lightsey mzl67429@yahoo.com

Agenda:

- 1) Welcome
- 2) Overview of Grant
- 3) Review of Grant Application
- 4) Discussion of Interest in grant
- 5) Question
- 6) Schedule next meeting for 11/14/2011

Minutes: The group of Birth-to-five program reps met with Dr. McBride and Mrs. Cain to discuss the Birth to five component of the Striving Readers grant and determine the level of interest in forming a collaborative to apply for the grant. Following discussion of the application, Mt. Zion Learning Center, Head Start & BOE Pre-K agreed to work on the proposal.

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APPENDIX B

Jeff Davis PRE-K RTI Summary

2010-2011 TERM

Tier 1

(USE ONE SHEET FOR EACH PROBLEM AREA)

Student's Name _____ DOB _____ Teacher _____

UNIVERSAL SCREENER: PRE-K WORK SAMPLING SYSTEM

PROBLEM AREA IDENTIFIED: (check one)

Personal/Social Development Language/Literacy
 Mathematical Thinking Physical Development and Health
 Speech/Articulation

(attach work sampling data (Appropriate and Sufficient Documentation to document deficit area)

SUMMARY OF INTERVENTION TO INCREASE SKILLS IN PROBLEM AREA

Intervention Utilized		Intervention Utilized	
<input type="checkbox"/>	Redirection/Limit choices	<input type="checkbox"/>	Repeat Question-Redirect –Model answer
<input type="checkbox"/>	Proximity Control	<input type="checkbox"/>	Model "Think Aloud" procedures
<input type="checkbox"/>	Problem Solving Stories	<input type="checkbox"/>	Small Group Instruction
<input type="checkbox"/>	Peer Tutor/Role Model	<input type="checkbox"/>	Individualized Instruction-break skill into small steps
<input type="checkbox"/>	Role Play	<input type="checkbox"/>	Extra time to learn a skill
<input type="checkbox"/>	Model Appropriate Skill/ Positive Practice of Skill	<input type="checkbox"/>	Repetition Daily with review of learned skill
<input type="checkbox"/>	Student draws picture of negative incident and then discusses better choices	<input type="checkbox"/>	Use picture cards to practice answering "wh" questions.
<input type="checkbox"/>	Lending Library	<input type="checkbox"/>	Modeling correct speech sounds
<input type="checkbox"/>	Extra Practice (fine motor skills)	<input type="checkbox"/>	Parent Conference/At-Home activities
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:

Notes: _____

EFFECTIVENESS OF INTERVENTION:

NOT YET IN PROCESS PROFICIENT

RECOMMENDATIONS:

CONTINUE IN TIER 1, with more intense differentiation
 PROBLEM RESOLVED—EXIT TIER INTERVENTION
 MOVE TO TIER 2 FOR MORE INTENSIVE STRATEGIES

DATE: _____

Revised May 2010

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Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center, Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High

APPENDIX B

**PRE-K RTI SUMMARY
2010-2011 TERM
TIER 2**

Student's Name _____ DOB _____

Teacher _____ Date Moved to Tier 2 _____

Universal Screener Used: Pre-K Work Sampling System
 Lollipop (attach scores)
 Basic Skills Checklist (BSC) (attach scores)
 DIAL-R
 Inappropriate behaviors observed during screening

Student Results: _____
Expected Score: _____ Class Average: _____

IDENTIFIED AREAS OF WEAKNESS:

ADAPTIVE SKILLS

Taking care of age appropriate personal skills: _____

PRE-READING SKILLS

Alphabetic Principal

Phonemic Awareness

MATH SKILLS

Patterns, sorting, one-to-one correspondence

Counting objects, rote counting, identifying numbers

LANGUAGE

Verbally stating information asked including body parts, personal info, position

Words, sequencing, colors, recalling series of digits

SPEECH

Difficulty producing age appropriate sounds

MOTOR

Writing name/letters, copying shapes

Mobility issues

BEHAVIOR

Attending difficulties

Following rules and routine

Defiance/non-compliance

Aggression

Difficulty interacting appropriately with peers/adults

INTERVENTION RECOMMENDED

Teacher Notes:

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APPENDIX C

JEFF DAVIS COUNTY SCHOOLS

Kaye Hudgens, Special Education Director

REFERRAL FORM FOR PRESCHOOL SPECIAL EDUCATION SCREENING

Child's Name _____ Sex _____ Race _____ Birthdate _____ Age _____
Address _____ City/Town _____ Zip _____
Parent/Guardian _____ Home/Cell Phone _____ Work _____
Primary Language Spoken in Home _____ Teacher, if applicable _____

*Referred by: _____

Other agencies, schools, specialists that have been involved with this child: _____

Attach these required documents:

- _____ Birth Certificate
- _____ Hearing/Vision Screening with "passed" results
- _____ Social Security Card of child (copy)
- _____ Proof of Jeff Davis County residency (such as a utility bill)
- _____ Medicaid Card, if applicable
- _____ RTI Forms, if student attends PreK or Headstart

The above student has difficulties with the following: check all that apply

- | | |
|----------------------------------|----------------------------------|
| _____ Speech intelligibility | _____ Communicating wants/needs |
| _____ Following directions | _____ Social/interacting skills |
| _____ Tantrums | _____ Toilet Training |
| _____ Defiance and/or Aggression | _____ Motor Skills (fine, gross) |
| _____ Readiness to Learn Skills | _____ Emotional issues |
| _____ Other _____ | |

SUMMARIZE STRATEGIES THAT HAVE BEEN PUT IN PLACE TO IMPROVE THE ABOVE IDENTIFIED AREAS OF CONCERN. LIST DATES/RESULTS OF THE INTERVENTION.

Strategies Tried: _____

Results: _____

Parent Approval for Referral

I give permission for my child, _____, to be screened in all or some of the following areas: cognition, speech/language, motor functions, achievement, social/emotional/behavioral, adaptive skills. This may include observations and direct assessment.

Parent/Guardian Signature

Date

Date SPED OFFICE Received _____

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*Jeff Davis County – Jeff Davis Pre-K, Jeff Davis Learning Center, Mt. Zion Learning Center,
Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*

APPENDIX C

Child's Name _____
Date of Birth _____
Referral Source _____

**JEFF DAVIS COUNTY SCHOOLS
PRE-K HANDICAPPED/SDD/SPEECH-LANGUAGE REFERRAL
TRACKING DOCUMENT**

DATE	INITIALS	
_____	_____	Referral Received with required documents
_____	_____	Logged/Entered in SEMS as a Referral
_____	_____	Referral sent to R. Stone
_____	_____	Prior Interventions Documented
_____	_____	Screening Completed(DIAL-3) _____ R. Stone _____ K. Jones Refer further for _____ Speech _____ SDD _____ other _____ no further testing suggested from screening _____ interventions provided to school/parent
_____	_____	Administrative Data completed by: Stone/Jones
_____	_____	Referral packet given to: _____ T. Ingley _____ K. Hudgens
_____	_____	Referral packet reviewed
_____	_____	Evaluation date scheduled; date- _____
_____	_____	Consent to Evaluate given to parent
_____	_____	Consent to Evaluate returned
_____	_____	Evaluation completed
_____	_____	Completed Evaluation Packet given to Stone/Jones
_____	_____	Complete Section 2,3,4 of Eligibility –Stone and/or Jones
_____	_____	Meeting scheduled and notice sent to parent, sped staff, regular school director and teachers, BCW (as applicable)
_____	_____	IEP Draft completed before placement
_____	_____	Eligibility/Placement Date: _____
_____	_____	All copies of paperwork sent to Sped Office for approval (with this form on top)
_____	_____	Corrections made; paperwork returned to SPED office

Striving Readers Comprehensive Literacy Grant

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Head Start, Jeff Davis Primary, Jeff Davis Elementary, Jeff Davis Middle, Jeff Davis High*