

School Profile

Created Friday, April 11, 2014

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School Information

District Name:	Glynn County Pre-K Competition
School or Center Name:	FACES2.0

Level of School

Early Learning (Birth to Five)

Principal

Name:	Stephanie B. Thompson
Position:	Principal
Phone:	912-267-4229
Email:	facesgcssprek@gmail.com

School contact information

(the persons with rights to work on the application)

Name:	Stephanie B. Thompson
Position:	Principal
Phone:	912-267-4229
Email:	facesgcssprek@gmail.com

Grades represented in the building

example pre-k to 6

Preschool and Pre-K

Number of Teachers in School

22

FTE Enrollment

624

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

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

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

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- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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

[SRCL General Information Packet-Cohort 3](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 3](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.

Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 - 1. Disqualify the Applicant, or
 - 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 - 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 - 1. The award; or
 - 2. Their retention by the Applicant; and
 - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

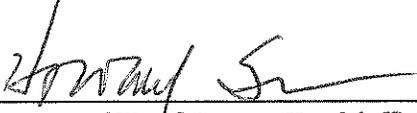
No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

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

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

III. Incorporation of Clauses

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



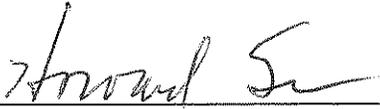
Signature of Fiscal Agency Head (official sub-grant recipient)

Howard S. Mann - Superintendent

Typed Name of Fiscal Agency Head and Position Title

4/11/14

Date



Signature of Applicant's Authorized Agency Head (required)

Howard S. Mann - Superintendent

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

4/11/14

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Joan Boorman

Position/Title of Fiscal Agent's Contact Person: Director of Testing

Address: 1313 Egmont St

City: Brunswick Zip: 31520

Telephone: (912) 322-1109 Fax: (912) 267-4146

E-mail: boormanj@glynn.k12.ga.us

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

Howard S. Mann - Superintendent

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

4/11/14

Date (required)

History:

Glynn County is located in the southeastern corner of the state along the Atlantic coastline and is a study in contrasts. The county is one of Georgia's original eight counties, created in 1777 from 423 square miles of land formerly held by Creek Indians. Some of the wealthiest people in the country reside or have second homes on Sea Island (6th wealthiest zip code in America) and St. Simons Island, which is less than 10 miles from extreme poverty that rivals that of developing counties. One in four of our children live in high poverty neighborhoods. The poverty rate is over 40% in census tract 8, located in the City of Brunswick and whose children attend the FACES Pre-Kindergarten Center, per 2010 statistics. The area's crime rate is twice the average for Georgia counties. An estimated 21%-30% of our residents function at the lowest literacy level. Twenty-eight percent of babies are born to mothers with less than 12 years of education, and 30% of the children are living in single parent households.

Demographics:

Glynn County School District (GCSD) serves approximately 12,745 students. Of that population, 6.6% are under age 5, nearly 20% are of primary school age (6-19), 58% are between the ages of 20-64 and 15.3% are age 65 and older. The racial makeup of Glynn County is 51.3% white, 39.5% African American, 6.5% Hispanic or Latino, 1.4% Asian, 0.5% American Indian and Alaska Native, 0.2% Native Hawaiian and other Pacific Islander, and 1.7% two or more races. Twelve percent of GCS students are classified in special education, and 6% are classified as having limited English proficiency. FY'14 data reveals that 62.85% of our students qualify for Free/ Reduced Lunch. Nine of ten

elementary schools and all four middle schools are Title 1. In addition, two High Schools share an Alternative School (Jackson Learning Center), and one locally funded charter school, Golden Isles Career Academy.

Strategic Planning:

The District Strategic Plan is a planning and implementation tool to guide the day-to-day practices and push the District forward by establishing mission, visions, beliefs, and goals to improve student achievement, and strengthen school-community relationships and partnerships. The literacy goals are contained in Goal 3. The literacy objectives in Goal 3 correlate to GaDOE The “Why”, 1C p. 32). The Strategic Plan Goals (without indicators/objectives) are:

Strategic Goal I	The Glynn County Board of Education and district staff will provide a rigorous and relevant education with high expectations for teaching and learning that enables students to graduate from high school and pursue higher education or a career path.
Strategic Goal II	The Board of Education and district staff will establish policies, procedures and practices that support student achievement and provide accountable administrative oversight
Strategic Goal III	District staff will implement a curriculum that engages students at all grade levels, promotes teacher effectiveness and student learning, and provides for effective assessment of teaching practices and student mastery of standards.
Strategic Goal IV	The Glynn County Board of Education and district staff will ensure that each school receives the resources and support necessary to nurture an environment that is safe, secure and conducive to individual student success
Strategic Goal V	District staff will implement systems and practices that utilize a range of data to measure student performance, assess teaching and administrative effectiveness, and promote continuous improvement in all areas.

Current Management Structure: The schools are governed by a seven member Board of Education with the Superintendent and are managed on a day-to-day basis by a Principal, Assistant Principal(s) and Instructional Coach at each school. The Assistant Superintendent for Student Achievement is responsible for Grades 6-12 and the Executive Director of Early Academic and Intervention Programs manages Grades K-5. The District employs a full-time:

- Coordinator
 - Central Registration/Records System
 - K-12 Literacy
 - K-12 Math
 - K-12 Instructional Coaches (7C The “Why” p. 144)

- Director
 - Special Education
 - Professional Learning Director
 - Federal Title and Grant Programs
 - Food and Nutrition
 - Public Relations Director
 - Information Technology Director
 - Testing/Grants/International BACC Director

- Executive Director
 - Human Resources

The team is committed to the SRG and will execute the duties as referenced in the district management plan and key personnel.

Past Instructional Initiatives—

In the past, the district initiated the following to support instruction. All continue to be in place:

- Learning Focused Schools (10 years)
- Thinking Maps (7 years)
- Student Longitudinal Data System (SLDS)
- 45-Day Action Plans (based on school-to-district data)
- Thinkgate (9 years); replaced with Data Director in FY' 14—System wide data warehouse; schools use it to access data and to scan benchmark data in order to create a student profile.
- Use of Technology to Support Instruction and Data Analysis—Most classrooms are equipped with SMART boards (but some need replacing or updated to Mimio Boards).
- Pint Pirate Program for Parents of Early Learners ages 2 to 4 (38 years)

Current Priorities:

The district is facing many challenges as our student population grows, changes, and as needs and issues arise within the core academic subjects. Literacy across the curriculum with a strong focus on writing (due to the CCGPS) has taken center stage as the focus for the district. These priorities include:

- Design/ deliver Professional Learning (PL) in Writing Across the Curriculum Pre-K-12
- Provide training for vocabulary Pre-K-12
- Provide PL on the five pillars of reading
- Provide PL to grades 6-12 teaching reading and writing in the content areas
- Provide more PL for leadership on assessment and data-driven instruction
- Implement 45-Day Action Plans for Pre-K
- Explore options to improve reading and writing and problem solving for SpEd, ESOL, and all other sub populations for students who struggle in these content areas
- Continue to improve parent involvement and offer more professional learning to Parent Involvement Coordinators/Centers in our schools with Pre-K to help parents help their children at home in areas of weakness
- Explore technology and digital learning programs to improve classroom instruction
- Assist the early (birth to 5) literacy community with their initiatives to increase neighborhood reading centers, literacy materials, and parent involvement
- Provide a training venue for childcare and private providers; invite their staff to literacy trainings and other professional learning as appropriate
- Communicate regularly with the birth to 5 community providers regarding family literacy activities held at the Pre-K center
- Collaborate to develop a campaign that encourages parents to sign up for library cards, particularly if children aren't enrolled in an organized pre-school program
- Implement 45-Day Action Plans (data digs) for Pre-K

Literacy Curriculum:

Georgia created a new accountability system called the College and Career Ready Performance Index (CCRPI), which show how schools are performing. GCS' baseline CCRPI in 2012 was 79.5 (based on 100 points), versus the state's score of 83.4. The chart below reveals how each Glynn County Elementary School scored on the continuum:

Glynn County School District 2013-14: FACES-Pre-K, District Narrative

	CCRPI	% students scoring at Meets or Exceeds on the English Language Arts CRCT	% students scoring at Meets or Exceeds on the Reading CRCT	% students scoring at Meets or Exceeds on the Grade Five Writing Assessment	% students in grade 3 achieving a Lexile measure equal to or greater than 650*	% students in grade 5 achieving a Lexile measure equal to or greater than 850*
State of GA	83.4	92	94	79	60.8	64.1
District	79.5	92	94	75	57.9	67
Altama ES	69.4	83	83	64	48.1	33.8
Burroughs-Molette ES	58.1	78	78	45	18.3	21
Glyndale ES	90.9	90	89	76	52.9	58.2
Golden Isles ES	84.5	90	93	75	52.2	58.6
Goodyear ES	73.7	89	90	73	46.2	36.8
Greer ES	96.4	97	97	79	74.3	84.1
Oglethorpe Point ES	98.7	98	99	91	80.9	83.5
Satilla Marsh ES	87.6	96	96	78	68.1	79.5
Saint Simons ES	98.3	95	97	78	77.9	80.8
Sterling ES	76.1	90	95	79	51.5	63.1

*Adjusted Performance Indicator

Source: Georgia Department of Education 2012 College and Career Ready Performance Index (CCRPI).

The district scored well below the state CCRPI average as did 4 of the 10 elementary schools. Language Arts and Reading scores reflect about half of our schools are below in both categories. Eight of 10 schools scored below the district average in writing (writing is a district-wide goal). Lexile scores remain more problematic area due to vocabulary, weaknesses in background knowledge, and text complexity. (2E1, 2E2, The “Why” p. 46-48).

Other district data calculated CCRPI Lexile Scores by grade bands and revealed: 1,819 (28.7%) of elementary students tested maintained Lexile scores below CCRPI cut points (52 percentile), and 734 students were below grade level (of 6,351 elementary K-5 students tested) (The “Why” 7G3, p. 151). Reading and literacy across the curriculum continues to plague our early learners. The district took action by developing a district wide literacy plan based on the 10 Sections of the “Why”, the “What” and the “How” documents and applied for the Striving Reader Grant to assist in action steps and funding.

The ELA curriculum is based on the Common Core Georgia Performance Standards (CCGPS). (The “Why”, 4D p. 85). GCS’ believes in establishing challenging expectations to increase individual student performance. Our system offers a comprehensive learning program including gifted and AP classes to meet the needs of exceptional learners, while special courses are offered to help those with personal learning challenges, but much more is needed as indicated in our CCRPI data to prepare students to be college and career ready. GCS’ goal is to provide research-based learning opportunities to enhance each student’s academic, social, and emotional

growth. We are currently restructuring the literacy curriculum to include research-based programs Pre-K -12 to enhance instruction across all tiers. It is expensive, and the district is placing a critical eye on realigning budgets to fund initiatives in Cohort 3 and beyond so plans can become actions.

Literacy Assessments Pre-K, FACES, Leaps and Bounds:

To remain in compliance with DECAL guidelines (which discourage “assessments on demand”) (The “Why”, P.5 p. 20). Pre-K assesses literacy with a variety of instruments: Work Sampling Online (WSO) is currently used; most of the assessments are informal, and rely on teacher observations and knowledge of the developmental needs of each child. Basic skills are assessed frequently for instructional planning. Breakthrough to Literacy, the now obsolete literacy curriculum, provides end-of-year data for each child assessing letters-sounds, print awareness, and phonologic knowledge. EIP (Early Intervention Program) assessments, also at year end and again the first week of kindergarten, assess basic skills common to early childhood educational programs (colors, counting, 3-step directions, letter and number identification) and literacy skills like letter sounds, rhyming and print awareness.

Literacy Assessments—District:

GCS utilize both local and state assessments to examine student literacy progress. Local assessments include DIBELS Next, Basic Literacy Test (BLT). The state assessments include GKIDS, GAA, ACCESS, CRCT, CRCTM, EOCT, GHSG, and writing assessments in grades 3, 5, and 11. The CCGPS drive the district in literacy. An Instructional Coach in each K-8 school, and an Assistant Principal for Curriculum and Instruction is employed in each HS to provide support for teachers and students.

Lexile measurements among our students are below expected levels for CCRPI as stated above. The inability to interact with complex text and lack of vocabulary and comprehension is limiting the skills of our students and interferes with performance in all areas as indicated in the CCRPI data. The lack of instruction in reading skills for students beyond third grade in CCGPS has created a delta of students that still require explicit literacy instruction.

Need for a Striving Reader Grant:

In spite of our teachers' best efforts, we have increasingly more students who are not able to read by the end of third grade, thus carrying gaps into subsequent grades where the demands for reading are even higher. As stated earlier one in four of our children live in high poverty neighborhoods. The poverty rate is over 40% in census track 8, located in the City of Brunswick and whose children attend the FACES Pre-Kindergarten Center, per 2010 statistics. This poverty greatly impacts our economy and the lives of our young children. "People who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion (The Why, p. 28)." Literacy instruction should be implemented and reinforced throughout all classes daily. It is important to make good reading skills and literacy a habit rather than a lesson (The Why, p. 32).

Our district-wide literacy needs assessments conducted in conjunction with this grant application and school data analysis provided the district with a sense of urgency that could not be ignored. Our literacy curriculum lacks consistency and research-based tier interventions that teach, motivate, and engage students as 21st century learners.

District Literacy Committee

The revamping of the District Literacy Committee aligns with the mission of Georgia's Literacy Plan. This application represents a strategic comprehensive improvement plan focused on implementing "The How" with fidelity for student Birth to 5. Although GCS did not receive the former Cohort 3 Birth -12 Grant, the districts is undergoing many of the initiatives depicted in the needs assessments and in the Grant Application. GCS is in the process of realigning budgets to implement stronger literacy interventions that include:

- Hiring a K-12 Literacy Coordinator to assist with reading and writing across the curriculum.
- Implementing a plan for Balanced-Literacy Pre-K-12 to rollout through FY'17.
- Purchasing a K-2 research-based phonics instruction program to strengthen vocabulary (SRG Cohort 3 Grant funds will provide a Pre-K component to align).
- Purchase a K-8 research-based literacy intervention to close the achievement gap and place students on a predictable path to college and career readiness that includes:
 - Personalized learning progressions for each child.
 - Embedded assessments to ensure children are taught to mastery.
 - Technology that complements what teachers do best, and enables them to maximize efficiency.
 - Provide an engaging, supportive environment for children.
 - SRG will funds will be used to purchase the Pre-K research-based literacy program for solid alignment Pre-K-8.

The SRG will help Cohort 3 Birth to 5 to address their literacy challenges and better prepare students for reading and writing in the 21st century; we realize that our needs are great. Our classrooms lack the technology and streamlined curriculum to meet the needs of all learners. GCS has a very diverse population and some of the students, have large deficits in their learning as noted in the chart. GCS students have a need for intense intervention to make the gains necessary to be on grade level and improve their CCRPI scores. The SRCL grant will assist our district in implementing a streamlined literacy plan that incorporates research-based practices in every classroom beginning at Pre-K.

Plan for Grant Management:

The Glynn County School leadership has extensive experience implementing large, complex grant programs and will implement Striving Reader Cohort III with fidelity.

Upon grant award, the Literacy Coordinator and Executive Director of Early Learning Academics/Intervention Programs will reconvene all stakeholders to attend a technical assistance session to revisit grant goals and objectives, and provide guidance on creating performance plans and budgets aligned to the literacy plan. Assessment training, budget requirements, grant monitoring, and audit procedures will be put in place (based on SRG guidelines and assurances). Grant stakeholders will prepare to attend the required summer professional development workshop provided by the Georgia Department of Education (GaDOE).

Grant Operations: The following chart designates stakeholders accountable for the Striving Reader Grant, and designates assigned duties and responsibilities:

Glynn County School District 2013-14: FACES-Pre-K, District Management Plan and Key Personnel

Day to Day Grant Operations— Tasks	Person Responsible/ Position	Responsibilities and Duties	Supervisor
District-wide Grant Coordination	Mr. Howard Mann, Superintendent	Ultimately responsible for grant implementation, keeping the Glynn County Board of Education briefed on grant results, allocating the necessary resources to ensure fidelity of implementation.	Seven Member Board of Education
	Mrs. Sung Hui Lewis, Executive Director of Early Learning Academics/Intervention Programs (Building Blocks 1-6)	Accountable for the SRG and supervision of the SRG Project Manager to integration of proposed strategies and supports with other system processes to ensure alignment to the district's literacy and strategic plan; communication of best practices to schools across the district to support sustainability of	Mr. Howard Mann, Superintendent

Glynn County School District 2013-14: FACES-Pre-K, District Management Plan and Key Personnel

		SRG; compliance and submission of grant reports and paperwork; monitors implementation of evidenced-based literacy instruction in classrooms.	
	Dr. Debbie Craven, K-12 Literacy Coordinator (Building Blocks 1-6)	Monitor vertical alignment of curriculum and professional learning through the RESA collaborative for the SRG; convene District Literacy Team; discuss and evaluate grant implementation; work jointly with the Pre-K Director in communicating best practices throughout the district and monitor grant status.	Mrs. Sung Hui Lewis, Executive Director Early Learning Academics/Intervention Programs and Mr. Ricky Rentz, Assistant Superintendent of Student Achievement

Glynn County School District 2013-14: FACES-Pre-K, District Management Plan and Key Personnel

	Dr. Kimberly Gabriel, Mrs. Beth Cox, Mrs. Laura Herrington, Instructional Coach Liaisons for Pre-K (Building Blocks 1, 2, 4, 6)	Coordinate all activities between pre-kindergarten and kindergarten teachers, provide professional learning, and collaborate transition plans	Mrs. Sung Hui Lewis, Executive Director Early Learning Academics/Intervention Programs and Dr. Debbie Craven, K-12 Literacy Coordinator
Finance	Mrs. Andrea Preston, Assistant Superintendent of Finances	Provide strategic guidance concerning the budget for implementation. Mrs. Preston reporting to the Superintendent, and assisting the Superintendent in communication with the Board of Education.	Mr. Howard Mann, Superintendent
Purchasing	Mrs. Catherine Wilson, Accounts Payable Supervisor	Receive and process school literacy purchase orders based on approved budgets; maintain up-to-date ledger on expenditure of all grant funds	Mrs. Andrea Preston, Assistant Superintendent of Finances

Glynn County School District 2013-14: FACES-Pre-K, District Management Plan and Key Personnel

<p>Assessment Coordination</p>	<p>Dr. Joan Boorman, Director of Grants/Testing/International BACC (Building Block 3)</p>	<p>Provide guidance for grant implementation and assessments; work with the Superintendent and Assistant Superintendent of Finances in communications with the Glynn County Board of Education; works with schools to identify, purchase, and implement assessments approved in the grant; monitors implementation of assessment and testing schedule</p>	<p>Mr. Howard Mann, Superintendent</p>
<p>Site-Level Coordination</p>	<p>Mrs. Stephanie Thompson, Pre-K Director, and Principal of FACES and Leaps and Bounds (Building Blocks 1-6)</p>	<p>Coordinate and, oversee the SRG program; manage the grant budget for the school; engage in partnerships between the school and community; maintains compliance with The Department of Early Care and Learning: Bright from Start regulations.</p>	<p>Mrs. Sung Hui Lewis, Executive Director Early Learning Academics/Intervention Programs</p>

Glynn County School District 2013-14: FACES-Pre-K, District Management Plan and Key Personnel

Technology	Mrs. Shelly Nelson, Technology Instructional Coordinator (Building Block 6)	Oversee technology services and professional development related to technology.	Mrs. Sung Hui Lewis, Executive Director Early Learning Academics/Intervention Programs
Special Education	Dr. Carol Geiken—Director of Special Education (Building Block 5)	Work closely with the Pre-K Director to assist with training, assessment, and management of student growth.	Mrs. Sung Hui Lewis, Executive Director Early Learning Academics/Intervention Programs
Response to Intervention	Mrs. Amy Yacobacci— SST Specialist (Building Block 5, 6)	Work closely with all staff to assist in understanding and implementing RTI and SST	Mrs. Sung Hui Lewis, Executive Director Early Learning Academics/Intervention programs
	Mrs. Shirley Moore, Special Education Parent Mentor (Building Block 2)	Work with and provide resources for special education families in the Glynn County Schools	Dr. Carol Geiken, Director of Special Education

Glynn County School District 2013-14: FACES-Pre-K, District Management Plan and Key Personnel

Professional Learning Coordination	Mrs. Charlotte Lawson (Building Block 6)	Coordinate with the RESA collaborative to schedule all PL relating to SRG (The "Why", 9j, p. 168); track all PLUs for program staff	Mr. Howard Mann, Superintendent
Parent Involvement	Ms. Darlene Moye, Title I Director (Building Block 2)	Responsible for all duties and activities regarding Title I for the Glynn County Schools	Mrs. Andrea Preston, Assistant Superintendent of Finances
	Marihelen Newman, Title 1 Parent Involvement Coordinator (Building Block 2)	Coordinate with all Parent Involvement Workers assigned to Title I schools in Glynn County	Darlene Moye, Title I Director

Understanding of Grant Personnel Regarding Goals, Objectives and Implementation Plan

All individuals listed above have participated in development of the application through discussions and in meetings concerning the grant. Working with the district literacy committee, school-based literacy teams, and the district Strategic Plan, the development of the goals and objectives has been an on-going, collaborative process.

Method for Involving Grant Recipients in Development of Budgets and Performance Plan

The district literacy team will provide technical support to the Pre-K including budget review and plans for horizontal and vertical connections within the literacy plan.

On-going Meetings to be Held with Grant Recipients

The K-12 Literacy Coordinator will continue district literacy team meetings which includes stakeholders across the district to keep a targeted focus on the literacy goals, the rollout of the SRG, and to troubleshoot. The Superintendent and District Leadership will continue monthly A-Team meetings, monthly principal meetings, and bi-weekly curriculum and instruction meetings to keep all communication between school and community current concerning the Literacy Goals and the SRG. The Pre-K Principal will continue site-based literacy team meetings monthly (and or frequently if needed). The District Pre-K Director, the Executive Director of Early Learning Academics/Intervention Programs, and the District K-12 Literacy Coordinator are members and attend the monthly Coalition (Baby Steps) meetings to identify needs and focus efforts for support.

The district capacity to coordinate resources and control of spending: The Glynn County School Business and Financial Department personnel closely monitor the budget, expenditures, and successful audit reports with a strong track record of implementing large competitive grants as well as state and federal funds. Management controls for this grant will be established according to the Responsibilities of the Fiscal Agent (**SRG Cohort 3 application packet, p.13**). The following table identifies grants at the federal and state levels sustaining results over time. The District has sustained past initiatives by securing funding from a variety of resources: Title 1, Title IIA, Title IV, and Professional Learning. The table below identifies successful implementation (but not inclusive of all grant awards) over the past five years:

Glynn County School District 2013-14: FACES-Pre-K, Experience of the Applicant

FY' 13 Grant	Funder	Award Year	Funded Amount
The past five+ years indicated <i>NO</i> audit findings; letters from the GaDOE verify the findings are closed for these five years.			
Georgia Pre-K Program	Bright from the Start 24 Classrooms	2013	\$1.7M
Title 1	U.S. Department of Education	2013	\$5M
Special Education Grants to States	U.S. Department of Education	2013	\$2.5M
Migrant Education	Georgia Department of Education	2012	\$35K
Special Education Pre-School Grant	Georgia Department of Education	2012	\$83K
Education and Homeless Children Act	Georgia Department of Education	2012	\$48K
English Language Acquisition Grant	Georgia Department of Education	2012	\$86K
Improve Teacher Quality State Grants	Georgia Department of Education	2012	\$611K
Special Education Grants to State	Georgia Department of Education	2012	\$2.5M
Teacher College: Reading	Georgia Board of Regents	2010	\$30K
Chinese Language Development	The College Board/Hanban	2009	\$51K
McKinney-Vento	Georgia Department of Education	2009	\$75K
Readiness & Emergency Management for Schools	U.S. Department of Education	2009	\$225K
Twenty-First Century Community Learning Center	Georgia Department of Education	2008	\$921K

Capacity to coordinate resources and control spending: The past five+ years indicated *NO* audit findings; letters from the GDOE verify the findings are closed for those five years. Glynn County Schools has rigorous internal controls that ensure funds are properly used to achieve intended results. Mrs. Andrea Preston, Assistant Superintendent of Finances (reports to the Superintendent), will oversee all expenditures. Mrs. Preston has a flawless record (*NO* audit findings) for the past 20 years in the Glynn County School District. Her dedicated experience to Glynn County Schools showcases her commitment to handle all financial aspects of the grant.

The district is committed to SRG and values the opportunity to provide high-quality literacy supports to schools. Mr. Howard Mann, Superintendent of Schools, has made this literacy initiative a district priority. The district has assigned Dr. Joan Boorman, Director of Grants/Testing/International BACC, Mrs. Sung Hui Lewis, Executive Director Early Academics /Intervention Programs (both report to the Superintendent), and Dr. Debbie Craven, K-12 Literacy Coordinator, to collaborate with the Pre-K Director, Mrs. Stephanie Thompson (both report to Mrs. Lewis) to develop and implement literacy and performance plans, create budgets to support grant goals, monitor school inventories to insure state and federal compliance, provide professional learning resources, monitor grant implementation, and facilitate the assessment process.

Past Initiatives	Years of Support
Learning Focused Schools	10 years
Twenty First Century Community Learning Center	6 years
Breakthrough to Literacy	10 years
Write from the Beginning	3 years
Professional Learning Communities	10 years
Thinking Maps	7 years
Pint Pirate Program (Parenting)	38 years

Sustainability of Past Initiatives: Learning Focused practices, Thinking Maps, and Professional Learning Communities are still redelivered and refreshed through job-embedded professional learning and collaboration led by the system professional learning director and instructional coaches based within each school. The hiring of the K-12 Literacy Coordinator helps build capacity and push the literacy initiative forward. Throughout the grant process, the SRG stakeholders will work to identify funding sources, write grants, and allocate resources for sustainability. The Glynn County Schools is undergoing budget discussions, revisions and reallocations of funds in order to support the district literacy goals and the SRG initiative beyond the grant period. These discussions build capacity based on lessons learned to bring on future cohorts of schools.

LEA Initiatives implemented internally with no outside funding support include:

1. 2012 Hiring of the District Instructional Technology Coordinator
2. Instructional Coaches at each elementary, middle, and high school
(7C The “Why” p. 144)
3. Professional Learning opportunities (site-visits to schools, conferences, full-day planning sessions for teachers, Summer Literacy Academies).
4. Pint Pirate Program (for parents with children ages 2-4).

District Commitment:

As a recipient of many grants the Glynn County Schools understand the importance of strong leadership and governance structure for grant management. The district held multiple meetings beginning October 1, 2013 with district and community stakeholders to assist in the grant discussions, plans, and development. Neighboring districts were solicited for lessons learned, for grant details, and requirements. Several calls to Julie Morrill, the GaDOE program lead, were made for clarification and to request a visit to the GCS district to assist with details, but her schedule did not permit the face-to-face visit. A district literacy plan was developed this year, and goals are included in the District Strategic Plan. The district literacy committee was revamped to combine reading and writing committees to one entity, literacy. The district literacy committee meets bi-monthly with agendas and minutes that are shared district-wide; school literacy committees meet monthly with agendas and minutes, and their decisions impact decisions within the District Curriculum and Instruction Committee for planning and rolling out.

Background:

The GCS has maintained an ongoing commitment to the Pre-K program through actions as evidence by their continuation to pay for Training and Experience (T & E) after DECAL Bright from the Start funding was cut (2011) for Pre-K. The district also did *not* cut the amount of days Pre-K students were served. The district support verifies the sustained commitment to the Pre-K program.

School History (what we do):

For our purposes, SRCL emphasis will be placed on students enrolled at the FACES (Family and Children Educational Services) Pre-Kindergarten Center which contains the largest concentration/highest percentage of at-risk families within the Glynn County (GCSD). However, it should be emphasized as well that the remaining prekindergartners being served in GCSD elementary schools, though they may represent a different demographic, share all programmatic decisions and resources.

The Pre-Kindergarten Program began as a pilot for at-risk students in 1992. In 1995, the program grew to 20 classes and became available for all students on a lottery system. Currently, there are 24 pre-kindergarten classes in GCSD. Thirteen of these are located at the FACES Pre-Kindergarten Center and 11 at elementary schools. These classes are broken-down into; 4 co-teaching/inclusion classes, 3 Head Start three and four year-olds co-teaching/inclusion classes, and 2 self-contained special education classes of three and four year-olds. The remaining 4 are regular education classes (totaling 624 students). Eighty-eight percent of the students enrolled qualify for free and/or reduced lunch; this is

an increase from the two previous years. The student population currently enrolled is 60% African American, 20% Hispanic/Latino, 15% White and 5% Two or More Races.

In addition, the Pint Pirate Program has been in existence at Brunswick High School since 1976. This program is for children 2-4 years old, 3 days a week from 8:30am-11:30am. This program helps parent to understand how to work with their child at home on early learning and social skills.

Administrative Teacher Leadership Team

The administrator at FACES serves as the school principal and Director for the entire GCSD Prekindergarten program. Among her duties and responsibilities are: writing and maintaining the prekindergarten grant, maintaining the waiting list, conducting the lottery selection of students, contacting families for registration and enrollment, securing and maintaining required documents, purchasing materials and supplies for the program, conferencing with parents and staff, providing professional learning opportunities, conducting weekly staff meetings, scheduling screening dates, attending eligibility and IEP meetings, participating on various committees at the school, community and district level, completing observations and evaluations of staff, and writing summer transition program grant for prekindergarten students.

All FACES teachers are certified and all are highly qualified (The “Why” 7E, p 150). Fifty percent of these educators have Bachelors; 35% hold Masters; and 15% have earned Educational Specialist degrees. A growing number of new hires are dual-certified Early Childhood and SpEd. There is a high teacher retention rate at FACES, with the majority

of teachers remaining over 10 years. All teachers rotate through chairing and serving on school committees and volunteer for special school projects or initiatives. Others may serve as Teacher Support Specialists (if trained), Lead teachers for Regular Education and SpEd, representatives for SACs when appropriate, GLISI, and interview candidates for hiring. Several of our faculty has been named finalists in for Teacher of the Year and two regularly sit on the Superintendent's Advisory Board for school issues. Paraprofessionals are trained regularly through GCSD professional development and Bright From the Start; much of their training is done in a group with teachers.

Students enrolled in the Internship course work with the Pint Pirates, are responsible for planning lessons, teaching and caring for the children in a preschool setting. The ratio at Pint Pirate is 1:1 with a maximum of 14 students for students ages 2-4.

To address our youngest learner's, four community reading centers have been established with over thirty volunteers trained in audible reading to read at these centers. In addition, "Tips to Parents" brochures were created by the community foundation and distributed throughout the community.

Since inception the Pre-Kindergarten program uses a research-based curriculum based on developmentally appropriate practices approved by DECAL. The curriculum also incorporates social/emotional curriculum, large group community learning and Conscious Discipline.

Current Initiatives:

A variety of curricular resources are used, particularly in the areas of language and literacy, with an emphasis on a print-rich classroom environment, a daily schedule with meaningful reading and phonological awareness activities and a strong technology component. Teachers support the development of reading and writing skills by creating an environment that actively involves children in meaningful literacy activities. Some of these resources in Pre-K classrooms include:

- Language and literacy items, books of all genre types and writing supplies are added to each area of the classroom. By enhancing the learning centers with literacy materials, the teachers can engage with the children to increase their phonological awareness, phonemic awareness, and vocabulary development and emerging kindergarten readiness.
- Activities using print occur throughout the instructional day-- in large group activities, small group and independent play. A "print-rich environment" incorporates books, all types of writing materials, lists, charts, labeling by teacher and students, samples of writing efforts and center props that promote reading and writing.
- Interactive white board and shared tablets
- Frequent language experience activities through word work, shared reading, and writing to help students understand that print is "talk written down."
- Fulfilling the opportunity that not a minute is wasted in the daily schedule, mealtimes are periods for intentional and meaningful conversation while also focusing on the skills for "listening to learn."
- Montessori materials for selected classrooms (e.g. metal insets, sandpaper letters, phonetic objects boxes, singular/plurals)

Past Instructional Initiatives

In the late 90's a curriculum was adopted offering a book of the week read in small and large group daily with a personal issue of the book sent home weekly. The program featured individualized computer instruction for each child on a daily rotation. Initially the program was used by GCSD in K+ but was dropped a decade ago; consequently, any data collected for children's literacy progress stalled. As the program has aged, the licensure has not been renewed, updates have not been made, and the school-to-home book component has proved too expensive to continue. However, it continues to be used in the classroom daily as the overall benefit of the program outweighs the missing updates and take-home component. We hope to use SRCL to purchase a new research-based literacy program that meets the needs of all learners, including ESOL.

Professional Learning Needs:

GCSD works a network of child care center providers who meet quarterly for PL and best practice sharing.

All Pre-K staff members complete a minimum of twenty hours of PL each school year. This year, three teachers attended the second year teacher institute training. At this training, teachers learned about Work Sampling On-Line, small group planning, teaching mathematical skills, and phonemic awareness activities. Veteran teachers participated in a yearlong on-line training that included webinars, discussion threads, and competency quizzes. Throughout the year teaching teams watch webinars or participate in face-to face training in a variety of subjects.

Based on data, our classrooms scored in the low range area of instructional support, particularly in the areas of content development and quality of feedback, showcasing a need for more PL to help teachers plan lessons in which children are encouraged to use analysis and reasoning skills through exploration of concepts. Additionally, teachers need to be trained in how they can promote the exploration of concepts, link these concepts across activities, and apply these concepts to the real world. This includes training in which they are given specific strategies for improving the quality of feedback they use with students in the classroom.

What we plan to do: Technology initiatives

The *Ready To Learn Initiative* (USDOE) is developing the PBS KIDS Raising Readers television programs, exciting games, playful Web sites, and easy-to-use learning resources for kids, parents, caregivers and teachers. This is one of several BFTS favored literacy resources that will be utilized in classrooms as part of the teaching through technology and student engagement goals. These resources could also be shared with the community literacy collaborative, Pint Pirate Program, private providers, and be accessed by teacher websites in the effort for literacy learning birth to five:

- SmartBoard games and activities:

[http://guest.portaportal.com/smartboardfundatabase of various resources](http://guest.portaportal.com/smartboardfundatabase%20of%20various%20resources)

<http://www.starfall.com/phonics>, alphabet, puzzles, interactive books and more

<http://teacher.scholastic.com/whiteboards/languagearts.htm>

- Apps for classroom tablets and to share with families:

Story Kit—electronic storybooks

Super Why—based on the PBS Kids Series SUPER WHY: supports alphabet, rhyming, spelling, reading and writing

Letter Sounds—children hear sounds of letters

Little Matchups ABC—alphabet letters and phonics matching game

Little Writer—tracing letters, number words and shapes

- Websites:

[http://teacher.scholastic.com/activities/globaltrek/virtual fieldtrips](http://teacher.scholastic.com/activities/globaltrek/virtual%20fieldtrips)

<http://pbskids.org/rogers/picpic.html> (how things are made)

Need for the Striving Reader Grant:

The SRCL grant is necessary to improve literacy skills for all children prior to enrollment in kindergarten. Data on current kindergarten students reveals that 34% are performing below benchmark norms with 13% well below benchmark norms. This data shows that 47% of all kindergarten students are scoring beneath established norms and entering kindergarten with literacy deficits specifically in the areas of First Sound Fluency and Letter Name Fluency.

In addition, concerns about literacy issues at FACES Prekindergarten are evident in the areas of; family/community resources, teacher resources, PL, and literacy balanced with technology. The current family resources in our facility and in the community serve as a foundation to the growth needed for a coherent re-connection with community-based early literacy resources, public schools and private providers. With support and further development of partnerships with the local college, civic organizations, public library and health initiatives, pre-literacy goals for families could be addressed through face-to-face interactions and trainings, PSA's, websites and print media and other informational resources.

Prekindergarten and Head Start receive some training in oral language and pre-literacy skills, but it lacks alignment with the Literacy Plan. A survey showed interest in deeper professional development in peer observations, lesson plan and materials banking, subject-specific professional learning, curriculum maps, help with assessments and interventions, and updated teacher/ reading guides. The staff has indicated a need for

specific early literacy training as part of a larger literacy program. This is reinforced by the results of our teacher evaluation instruments showing the need for improvement in our program with additional training in the areas of content development and quality of feedback.

Pre-Kindergarten plays a vital role in developing important skills in all students and lays the foundation for later learning. Language and literacy development strategies used with children from economically disadvantaged homes, English Language Learners and special needs students look very similar at the early stages of classroom instruction. Thus, it is crucial at the Pre-K level to fully implement the new Georgia Early Learning and Developmental Standards (GELDS) to provide the road map for the foundational skills students need to be successful in language and literacy in kindergarten and future grades. Additionally, using the information in the GELDS (Birth to Five) it is apparent that focus needs to be directed back toward Birth to Three learners, their families/caregivers and community collaborations and resources.

The first step in the process of improving language and literacy for the Glynn County early learners began with an inventory and needs assessment using Birth to Five as a framework for surveying stakeholders in the educational community. After examining the results, the Glynn County Schools (GCS) Pre-Kindergarten Literacy Committee developed a literacy plan based on the six building blocks identified in the *Georgia Literacy Plan Birth-to-Five Necessary Building Blocks for Literacy: The “What”, The “Why”, and The “How”* developed by the Georgia Department of Education (GaDOE).

Stakeholders determined the following as concerns about the literacy program

Using the Building Blocks in the *Georgia Plan Birth-to-Five Needs Assessment for Literacy* as a guide, concerns about literacy issues at FACES Prekindergarten in particular and GCS in general were evident in the areas rated **Emergent**:

1. Developing mastery in standards-based practices particularly in literacy
2. Implementing a comprehensive research-based literacy curriculum to replace the obsolete one in use now
3. Supporting family/community in early literacy
4. Developing a variety of appropriate assessments including screeners and strategic data collection checkpoints
5. Continuing on-going, job-embedded, relevant professional learning and,
6. Training in the strategic use of technology to support instruction.

Glynn County School District 2013-14: FACES Pre-K Literacy Plan

The Literacy Committee began an examination of the issues raised and initiated a survey of resources and strategies in place with a goal-centered literacy plan the intended outcome.

- Standards-based practice: As Building Block 4 (*The “How”*) recommends (Best Practices in Literacy Instruction), Prekindergarten and Head Start receive some training in oral language and pre-literacy practices, but stakeholders noted a lack of alignment and connection with the GCS Literacy Plan. The survey indicated an interest in training in instructional strategies for oral language, vocabulary, and phonological awareness; it also revealed the need for clarifying kindergarten readiness expectations within the district and learning to use GELDS and CCGPS correlations (*The “How”*, BB4 p.13) There was interest in peer observations, lesson plan and materials banking, subject-specific professional learning, curriculum maps, help with assessments and interventions, and updated teacher resources.
- Literacy curriculum: Focusing further on Building Block 4 (*The “How”*) (Evidence-based instruction is standard practice) the FACES Literacy Committee found the literacy need mentioned most (nearly 100% on surveys) to be a comprehensive, research-based literacy program. According to those surveyed, this cross-curriculum program should have a strong technology piece for use on individual computers, tablets, and interactive whiteboards. It should feature manipulatives, high quality books of both fiction and non-fiction, a take-home component featuring some kind of reading material and parent resources, and include simple assessments and interventions for RTI/SST. It should also provide adaptations for ELL and Special Needs students (*The “How”*, BB5 p. 15)
- Family/Community supports: Using Building Blocks 1(Engaged leadership) and 2 (Continuity of Care and Instruction) as guides, we discovered that there are decreased family resources and involvement in our facility (budget cuts and subsequent loss of Transition Coach and Resource Coordinators have greatly impacted them *Georgia Literacy Plan Birth-to-Five The “Why” p.93*). As a community resource the Communities of Coastal Georgia Foundation continues to address early literacy issues, however there remains a compelling need for coherent re-connection of the public schools and private providers with community-based early literacy resources. With support and further development of partnerships with the local college, civic organizations, public library and health initiatives, pre-literacy goals for families could

be addressed through face-to-face interactions and trainings, PSA's, websites and print media and other informational resources.

Also, research about the relationship between the amount of literacy materials in the home (called "remarkably limited access to children's books in their homes" *Georgia Literacy Plan Birth-to-Five The "Why", p. 63*) and a child's reading progress in school, combined with our demographics, DIBELS and GKIDs Kindergarten Fall assessment data suggests we increase those materials through Building Block 2E (home/school connection, *The "How", p.7*). This could be accomplished as part of a comprehensive classroom literacy program and a bundling of disparate programs in the community.

- Professional Learning: In Building Block 6, *The "How", p.17-18* (Professional Resources), staff indicated the need for job embedded early literacy training as part of a larger literacy program. This would include vocabulary and concept expansion, phonological awareness, emergent writing, letter/sound connections, etc. Additionally, DECAL's CLASS teacher evaluation instrument (mentioned earlier) indicated a need for improvement in our program with additional training in the areas of content development and quality of feedback especially with children from language-deficient backgrounds whose care providers may have replicated the language problems at home (*Georgia Literacy Plan Birth-to-Five The "Why" p 62.*). This could be associated with the domain of Communication, Language and Literacy in the GELDS.
- Assessments: As indicated in *The "How" Building Block 3* (Formative and summative assessments), common sense assessments which are responsive to children's developmental needs and instructive for strategic planning have been relatively non-existent for our youngest learners. Children with more apparent delays have opportunities for tiered instruction and interventions through timely assessments and screeners. However the likelihood of young learners who may also have hidden difficulties which manifest later in their school careers could be decreased through the use of developmentally appropriate screeners which will "support the identification of young children's strengths and progress" (*Georgia Literacy Plan Birth-to-Five The "Why" p. 100*). Additionally, a system of tiered instruction (Building Block 5) may be considered inappropriate for children in prekindergarten, but GCS Pre-K has an infrastructure in

place to institute sensitive and responsive screenings combined with systematic interventions and progress monitoring.

- Technology support for curriculum in *The “How” p. 14*, Building Block 4C: The role of technology in the classroom may have been intended for older students in this document, but the world of 4 and 5 year-olds is also media-driven (*Georgia Literacy Plan Birth-to-Five The “Why” p. 56.*) Student engagement is an instructional goal for our youngest learners as well as for adolescents, and technology can be the vehicle for high interest activities, interactive practice, and exercises using the language components necessary for early readers and emerging writers.

Building Block 1. Engaged Leadership

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

The Glynn County Pre-Kindergarten Literacy Committee at FACES has begun the process for developing a literacy plan that aligns with the GCS District Literacy Plan, GADOE *The Why*, and GELDS. The committee consists of a diverse segment of the pre-kindergarten staff: administration (principal/prekindergarten director), special education, speech language pathologist, a teacher with experience with digital literacy programs, a student support team (SST) and response to intervention (RTI) representative, co-teaching staff and teachers with strong technology skills.

Pre-K Literacy Team Member	Pre-K Literacy Team Member Background
Stephanie Thompson	Pre-K Director
Kathleen Hambright	Pre-K Teacher and Intervention Specialist
Sabrenia McKenzie	Special Education – Speech and Language Pathologist
Tiffany Hall	Special Education – Speech and Language Pathologist
Arien Phillips	Special Education Teacher
Alena Baker	Pre-K Teacher
Lynda Mashburn	Pre-K Teacher
Kayla Morris	Pre-K Dual Certified Teacher

As we move forward with the literacy focus in Glynn County, we need to include additional stakeholders, such as private providers serving birth to five in addition to pre-kindergarten and kindergarten teachers in each of the elementary schools. GCS will also provide representatives from the district level to support the literacy focus birth to five.

In an effort for shared leadership, the Pre-K literacy committee surveyed stakeholders to assess strengths and weaknesses in current literacy practices. The following is a summary of the survey results:

Teachers viewed strengths of the literacy program as follows:

- Professional learning, team planning and committee participation is built into the infrastructure of duties and responsibilities
- Providing specific periods of the daily schedule dedicated to literacy activities
- Technology is an embedded element of the literacy lesson plans, activities, and goals
- Teachers are certified and *all* are highly qualified
- Framework is in place for assessments and interventions of students with disabilities
- Teacher websites are available and used in collaborative team planning
- Encourage monthly parent participation and home visits
- Implementing GELDS and WSO with fidelity
- Infrastructure in place to address the needs of all students through individualization and differentiation
- Strong relationships with some community partners and foundations

Teachers viewed weaknesses of the literacy program as follows:

- Lack of books or other literacy materials placed in the home as a part of classroom activities (*Georgia Literacy Plan Birth-to-Five The “Why” p.63*)
- Lack of cross-age/grade data connection (Standards Alignment Project, *Georgia Literacy Plan Birth-to-Five The “Why” p.165*)
- Lack of common assessment that aligns or is similar to benchmark or pre-/post-tests in kindergarten (*Georgia Literacy Plan Birth-to-Five The “Why” p.165*)

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- No curriculum map (*Georgia Literacy Plan Birth-to-Five The “Why” p.60*)
- Lack of a current research-based literacy curriculum with accommodations for all students (SPED, ELL, students in SST/RTI)
- No updated literacy focused technology component
- Lack of specific literacy training beyond monthly webinars (more training to “enhance language and literacy skills”, *Georgia Literacy Plan Birth-to-Five The “Why” p.21*)
- Concern about approval for proposal of new programs from DECAL and BFTS

The Literacy Committee’s approach ultimately is to plan, organize, and implement more rigorous and coherent literacy practices.

The following table represents a list of stakeholders, including community members, educators, health, civic and government agencies that have demonstrated interest and commitment to Glynn County’s youngest learners, Birth to Five.

Foundations	Health	Education	Civic/Government
Communities of Coastal Georgia	Glynn County Health Department	Glynn County Schools	St. Simons Rotary Club
S.T.A.R. Foundation	Southeast Georgia Health Systems	Glynn County Pre-K Program including FACES	Marshes of Glynn Library System
S.H.A.R.E.		Leaps and Bounds Special Needs Preschool	Department of Family and Children Services

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Coastal Coalition for Children		College of Coastal Georgia	CASA-Glynn
Grandparent Connection		Coastal Community Action Authority: Glynn Early Head Start (Six Weeks Old to Three Years)	
First Steps		Coastal Community Action Authority: Glynn Head Start Center (Three to Five)	
Healthy Families			
United Way of Coastal Georgia, i.e. Boy and Girls Club			
YMCA			
Ferst Foundation			
Safe Harbor			

We currently:

- Continue to show commitment to reconnect with community collaboration
- Provide three in house (three and four year old preschool) classes at FACES/Leaps and Bounds Special Needs Preschool
- Maintain collaboration with Babies Can't Wait
- House Special Education Parent Mentor (Shirley Moore)
- Pilot two pre-k curricula (Pearson: Opening the World of Learning [OWL] and Scholastic: Big Day)
- Implement the Georgia Early Learning Developmental Standards (GELDS) and Work Sampling On-Line System (WSO)
- Plan Transitional Team Meetings (special education students transitioning from Babies Can't Wait to preschool, preschool to pre-k and pre-k to kindergarten)
- Provide technology and job embedded professional learning infrastructure
- Schedule monthly curriculum parent meetings
- Plan and conduct regular parent workshops, Family Fun Nights
- Use the Work Sampling On-Line System (WSO) data to develop Narrative Summaries that provide parents with a record of their student's progress (*Georgia Literacy Plan Birth-to-Five The "How" p. 5*)

We plan to:

- Include more private providers in professional learning opportunities, i.e., Early Learning Head Start and daycare facilities
- Provide delivery of Professional Learning by district personnel, i.e., Dr. Kimberly Gabriel, Mrs. Laura Herrington, Ms. Beth Cox, Instructional Coach Liaison, RESA,
- Schedule and hold parent workshops and provide personnel and resources, i.e. Marihelen Newman, Parent Involvement Coordinator and Shirley Moore, Special Education Parent Mentor
- Hold community collaboration meetings with Birth to Five providers
- Implement a comprehensive literacy program that includes explicit literacy instruction, differentiation strategies and a home school connection
- Implement 45 Day Action Plans (Data Digs) for assessment planning, implementation and interpretation with district personnel on Work Sampling On-Line, Student Learning Objectives (under development by DECAL: Bright from the Start) linked to the Georgia Teacher Keys Effectiveness System (TKES)

- Re-visit the literacy plan annually to determine its' effectiveness and make programmatic adjustments as the result of lessons learned.

Building Block 2. Continuity of Care and Instruction

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

Glynn County Prekindergarten has been devoted to the literacy needs of young children and families since its inception in 1992. Its Literacy Committee meets monthly with an agenda and meeting minutes. To provide better communication among stakeholders the Committee will share the results of these discussions with stakeholders as needed, possibly via an emailed newsletter. Plans for a comprehensive literacy initiative have been formulated by GCS and by local foundations, such as, the Communities of Coastal Georgia Foundation (which meets quarterly) and the Ferst Foundation (meeting monthly). Local issues and concerns about children, families and literacy continue to be discussed but the efficacy of volunteer programs has suffered due to various factors, i.e. the economic downturn, weakening of funding sources and time constraints. The Literacy Committee will continue to brainstorm strategies to align community interests, increase knowledge base, and avoid duplication of services. One possible strategy to offset the effects of lack or loss of time, training and resources, for example, could be the use of technology like websites, *Go to Meeting* online groups, and webinars.

The "Baby Steps" advisory council formed by the community foundation in conjunction with the St. Simons Island Rotary Club in the fall of 2010 was an effort to bring community members and interested citizens together to identify gaps, celebrate current work, identify areas for collaboration and avoid duplication of services. The council, after data gathering and research, formed four sub-committees around identified community needs for low income children from birth to age five:

- access to books and a vocabulary rich environment

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- improvement in the quality of local child care facilities, specifically in the area of pre-literacy preparation
- screening at a very early age for learning disabilities
- encouraging parental involvement as their child's first and most important teacher

The stakeholders representing the community collaboration are as follows:

- Baby Steps Coordinator
- Glynn County Schools Pre-K Director
- Ferst Foundation Representative
- Healthy Families Coordinator
- Rotary Club Member
- Chamber of Commerce

Although Georgia was one of the first states in the nation to support universal pre-k, state cutbacks in funding necessitated by the recession have resulted in a local waiting list of 120 children for the state-funded program and over 200 for the federally funded Head Start program. Pervasive poverty can cause students to enter school with less language experience and background knowledge than middle and upper class peers resulting in a learning gap. As the poverty rate in GCSD grows so does our number of students qualifying for Free and/or Reduced Lunch. Research shows that poverty issues affect development, and that children from low-income families face the most difficulty learning to read in the primary grades (*Georgia Literacy Plan Birth-to-Five The "Why" p. 24*). An estimated 21%-30% of the Glynn County residents function at the lowest literacy level.

We currently:

- Participate in Baby Steps Advisory Committee
- Store and use thematic literacy lesson kits created by students interns at the College of Coastal Georgia
- Assist in the creation of a children's lending library and community reading centers filled with age appropriate books, i.e., Media Center at FACES, Imagination Room at Boys and Girls Club McIntyre Court, Glynn County Health Department, Glynn Head Start Center
- Inform parents of Parent Resource Centers located in all Title I schools

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- Communicate with parents about resources available through the DECAL: Bright from the Start website. It contains valuable information for parents, child care/day care providers and Pre-K providers such as webinars, GELDS resource guides and related website links. Among these include school readiness for infants and toddlers, preschool and pre-k, GELDS in child care, communication and language and literacy for infants and toddlers and approaches to play for infants and toddlers (*Georgia Literacy Plan Birth-to-Five The “Why” p.33*)
- Help to maintain community message boards in Parent Resource Rooms/lobbies of schools.

We plan to:

- Donate books/resources for the community reading centers
- Commit to providing family resources, brochures, and technical tips and “apps” for mobile devices for parents (*Georgia Literacy Plan Birth-to-Five The “Why” p.33*)
- Distribute flyers to community and private providers by email advertising future parent activities/workshops at FACES/Leaps and Bounds (*Georgia Literacy Plan Birth-to-Five The “How” p. 3*).

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

The Glynn County Pre-Kindergarten Program (FACES) provides and participates in many transition activities for students age two to five. The Babies Can’t Wait (BCW) Coordinator works with the Glynn County Pre-Kindergarten Transition Team in identifying, planning, transitioning, placing and providing services for special needs children before their third birthday through the Leaps and Bounds Special Education Preschool Program in a variety of educational settings. In addition, the Glynn County Pre-Kindergarten Transition Team collaborates with Early Head Start and Head Start Family Service Workers (FSWs) in transitions and providing services for students through Leaps and Bounds. Currently, there are three co-teaching Head Start classrooms for three and four year olds located at FACES. The Glynn County Pre-Kindergarten Transition Committee works with the Head Start FSWs to ensure smooth transitions as children move from one program to another. Lastly, FACES/Leaps and Bounds

teachers for joint-enrolled children transition them to the receiving schools in the spring of their Pre-K year. The student's regular and special education teachers and parents meet with the kindergarten representative, a special education teacher and the school counselor at the new school.

FACES provide transition activities for all students through parent workshops, parent meetings with kindergarten teachers in April each year, Kindergarten Roundup at all elementary schools (to introduce families to the new school) and kindergarten registration at a central location. The Georgia Early Learning and Development Standards (GELDS), rolled out in Summer 2013, provide a correlation to the Georgia Common Core Kindergarten Standards as students begin the transition "poised to excel" in elementary school (*Georgia Literacy Plan Birth-to-Five The "Why" p.22*). Pre-Kindergarten assessment data, teacher narrative summaries (which they have discussed in conference with families) and other important information to ease transitions and assist with matching student to teacher (e.g. using RTI progress monitoring *Georgia Literacy Plan Birth-to-Five The "Why" p.104*) is forwarded to receiving elementary schools in children's cumulative folders. FACES also assists parents in gathering documentation required for kindergarten registration and enrollment, important contact information for school questions like out of zone requirements (OOZ), and translation for English Language Learners (ELL) parents when necessary to navigate the process.

We currently:

- Schedule and hold transition meetings (Babies Can't Wait to Leaps and Bounds; Leaps and Bounds to FACES Pre-K; FACES Pre-K to kindergarten) (*Georgia Literacy Plan Birth-to-Five The "What" p. 5*)

We plan to:

- Apply for the DECAL: Bright from the Start - Summer Transition Program that is funded through the Georgia Pre-K Program (*Georgia Literacy Plan Birth-to-Five "The How" p. 5*). During the summers of 2011 and 2012, the GCSD was awarded two summer transition pre-k classes and one resource coordinator to serve 36 students and families

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- Schedule another Pre-K Summer Transition Program for students and families.
The summer of 2012, as part of the Summer Transition Program, the GCSD hosted “A Day in the Life of Pre-K” for rising pre-k students and their families. This event showcased and allowed all participants to be actively engaged in the pre-k classroom learning centers. This also allowed students to experience first hand their next learning environment including common rituals and routines. (*Georgia Literacy Plan Birth-to-Five The “How”, p. 5*).
- Create a home-school literacy based activity folder where students complete a weekly activity with the parent and return to teacher

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

The Glynn County Pre-Kindergarten Program requires that all students are signed in/out in the classroom daily. This allows teacher and parent daily informal communication to support the 4 year-old and family. Upon enrolling in the pre-kindergarten program, parents agree to participate in the classroom a minimum of one hour per month; this can be as simple as eating lunch, reading a story or helping out with a particular class project. Changing parent perspectives about the program being more than childcare or babysitting services happens as they are reminded that regular attendance at school, a critical component for learning, is a program expectation and as they observe their children at work. And as they begin to personally participate, they build a knowledge base about working at home with their children (*Georgia Literacy Plan Birth-to-Five The “How”, p. 6*). Also, with budget shortfalls impacting services like Migrant Family support and general ELL translation, some Pre-K teachers use bi-lingual parents to help communicate classroom issues and/or complete required forms.

The Glynn County Special Education Parent Mentor located at FACES provides various parent workshops e.g. autism, Down syndrome, behavior and social/emotion concerns, and sports activities such as Buddy Ball. FACES has limited access to a translator who provides support for ELL families during registration, open house, parent conferences, parent workshops, and end of the year transitions to kindergarten. FACES provides monthly Family Fun Nights featuring interactive educational family activities, i.e., Big Kids at Play (curriculum night where parents

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experience A Day in the Life of Pre-Kindergarten), Reading and Rhymes (a mini-training for family literacy), Game Night, Science Experiments, Math Night, Bingo for Books, and Student Led Conferences. At the end of the year parent meeting with kindergarten teachers, parents of children who attend other programs in the community are invited to participate.

Several ways teachers communicate with families are: teacher websites with active links to literacy sites, monthly classroom newsletters/calendars, home school literacy connections, and daily/weekly take-home folders.

One of the local high schools offers a childcare class in connection with a daycare facility for staff and faculty with babies 2 -4 years old. When space allows other children may also attend. The program is called Pint Pirates and has been operating since 1976. Students learn about childcare, health and safety, language acquisition, the importance of playing, talking and reading daily. Although the data is incomplete, the founder of the program reports that several of the students who took care of the “PP’s” are now Education majors or student teachers at college.

We currently:

- Maintain GCS and teacher websites
- Provide information about Parent Involvement Coordinator’s meetings for Glynn Head Start about kindergarten registration. The Parent Involvement Coordinator also advertises transitioning to kindergarten during arrival and dismissal times at Glynn Head Start in the spring.

We plan to:

- Address the need to move from parent involvement to parent engagement referenced in *The “Why”* document’s reference to the components for building capacity for parents. FACES have difficulty maintaining family relationships since at year-end students transfer to elementary schools. In an effort to expand family participation, we plan to identify returning families, particularly ELL for help as mentors, translators, and advocates (*Georgia Literacy Plan Birth-to-Five The “How” p. 6*).

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

We currently:

Glynn County Pre-Kindergarten Program has a variety of direct community involvement resources:

- Partner in Education Papa John Pizza offers incentives for parent involvement
- Encourage nurses from the College of Coastal Georgia (CCGA) to provide mini health lessons for several pre-kindergarten classes at FACES
- Arrange for Prevent Blindness Georgia vision screenings, also from nursing students from the CCGA
- Host student teachers and interns from CCGA to teach under supervision
- Use or loan to other sites literacy units with storybooks, manipulatives, props and lesson plan samples that students from CCGA have developed and donated to the early literacy community
- Foster relationship with the full professorship at CCGA in Early Language Arts and Reading that provides training for student teachers who may be placed in Pre-K classrooms
- Utilize work interns from Brunswick High School and Glynn Academy
- Encourage family participation at the local public library providing a weekly story time for young children; they also are launching an early literacy component
- Provide a venue for Glynn County Health Department to provide flu shots for students and staff
- Maintain a “Buddy Reader” program. St. Simons Island Rotary Club provided FACES a media center with books and a listening center—Rotarians were trained how to read to small children by a teacher from RESA and now read to classes weekly as Buddy Readers
- Celebrate our community helpers’ and volunteers’ visits during Pre-Kindergarten Week: Mayor Brian Thompson, Dr. Hank Yeargan (school board member), Representative Alex Atwood read to all classes; and the local fire department, a dentist and policeman visit regularly

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(In addition to the above, see Building Block 1A for local agencies who have involvement with children in the birth-to-five range).

The above lists procedures and resources that strengthen community/school relationships (*Georgia Literacy Plan Birth-to-Five The “What” p. 6*).

We plan to:

- Strengthen the relationship between the pre-k and kindergarten staff by ensuring the kindergarten staff is aware of the alignment of the GELDS and CCGPS with the assistance of the Instructional Coach Liaison (*Georgia Literacy Plan Birth-to-Five The “What” p. 5*).

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

We currently:

- Act as a supporting member of the Ferst Foundation. This initiative provides books for children age birth to five in their homes monthly; however, due to lack of funding, currently only the children in census track 8 receive books and newsletters. FACES participates in fund raising efforts, such as dress down week and the annual adult spelling bee. Media coverage supporting the Ferst Foundation is available on the Glynn County Schools website, through radio ads, and with posters and signs displayed throughout the county including at FACES (*Georgia Literacy Plan Birth-to-Five The “How” p. 7*).
- Host an annual Scholastic Book Fair offering families age appropriate, high quality literature at affordable prices. In return, teachers earn money based on the total number of books sold at the book fair and purchase books to use in their classroom and parent resource centers (*Georgia Literacy Plan Birth-to-Five The “What” p. 6*).
- Provide in our Family Resource Center brochures, DVD’s and books on a variety of early learning topics for literacy, early math, health and safety, behavior issues, etc. FACES Literacy Committee hopes to update these resources to multi-language and more current topics and combine them with the materials handled by the Parent Mentor for FACES,

Leaps and Bounds, and Head Start families. Space permitting, the room appropriately called the Family Room could again be used for parent workshops or meetings.

FACES Literacy Committee recognizes that a shift away from books and onto a computer screen or personal device presents a huge opportunity for all families to access literacy anywhere there is an internet connection. All teachers have active websites that they update frequently. These sites keep an activity calendar and newsletter, favorite book titles and reading lists, and tips for parents in how to insert literacy into everyday life like recognizing the value of environmental print, having conversations, etc. Additionally, teachers research and share information on family interactive websites with literacy components. Also, a local community website offers pre-literacy help: www.babystepsga.com

We plan to:

- Purchase a comprehensive literacy curriculum with a strong home component. In the past, take-home books and simple family literacy sheets (in English and Spanish) were sent home on Fridays as part of the curriculum Breakthrough to Literacy. However with the license non-renewal and lack of updates, that program has become largely obsolete. With the Striving Reader Grant a new literacy curriculum with reading (both print and electronic for blended learning) for class and home could be purchased as well as updated parent brochures and other family teaching materials
- Create a home-school literacy based activity folder where students complete a weekly activity with the parent and return to teacher (*Georgia Literacy Plan Birth-to-Five The "How"*, p. 5)

Building Block 3. Ongoing Formative and Summative Assessments

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

Ongoing diagnostic assessment is an integral component in literacy development for children enrolled in Georgia Pre-Kindergarten Program and Head Start. Georgia Pre-Kindergarten

teachers utilize Work Sampling On-Line System. Teachers input data based on observed behavior and authentic work samples completed by students. Head Start teachers utilize the Teaching Strategies GOLD On-Line System. Evidence is collected daily. Results are used to guide instruction and evidence of instructional changes is found in the teacher's daily plans (*Georgia Literacy Plan Birth-to-Five The "How" p. 9*).

We currently:

- Coordinate a referral and screening process for students with developmental delays with Babies Can't Wait, Early Head Start, Head Start, and the community at large. The screenings and assessments include but are not limited to the Brigance: Comprehensive Inventory of Basic Skills; Carolina Curriculum for Infants and Toddlers with Special Needs; Carolina Curriculum for Preschoolers with Special Needs; Developmental Indicators for the Assessment of Learning Screener (DIAL-4); Preschool Language Scale (PLS 4/5); Developmental Assessment of Young Children (DAYC); Autism screening; Preschool Evaluation Scale (PES); and Receptive Expressive Emergent Language Test (REEL). Prior to screenings and/or assessments, the school psychologist requires that the child pass the vision and hearing screening. This can be done by the family's doctor, Health Department, or the school's nurse. Additional resources include GCS Parent Involvement Coordinator, social workers, translator for ESOL, intervention specialist, and Head Start Family Service Workers. Screening days, called "DIAL days", are scheduled approximately every 6-8 weeks at FACES/Leaps and Bounds and are mapped out on the school's annual activity calendar. The school psychologist and the Pre-K Director coordinate the process; there is a protocol in place for gathering the necessary paperwork prior to testing. Other participants in DIAL day include the social worker, translator if necessary, a speech language pathologist, several special education teachers, Special Education Parent Mentor, and others as needed. Children are screened using a rotation process to address the separate domains: cognitive, adaptive, motor, social/emotional, and communication. Parents are interviewed for family/social history and other issues if necessary.

We plan to:

- Build the infrastructure for implementation of diagnostic assessments identified in the SRG Assessment chart (*Georgia Literacy Plan Birth-to-Five The “What” p. 1*) and include that in our 45-Day Action Plan data digs.
- Provide additional training and education to families and caregivers of the need for ongoing screening, diagnostic and developmental assessment and the purposes of each and ensure that children receive appropriate screening and diagnostic assessments in all settings (*Georgia Literacy Plan Birth-to-Five The “What” p. 2 and The “How” p. 9*).

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

We currently:

Collaborate with Babies Can't Wait: Birth to Three using—

- Individual Family Service Plan (IFSP): The IFSP is created and updated annually unless changes need to be made prior to the expiration date. An IFSP is based on an in-depth assessment of the child's needs and the needs and concerns of the family. It contains (1) information on the child's present level of development in all areas; (2) outcomes for the child and family; and (3) services the child and family will receive to help them achieve the outcomes (*Georgia Literacy Plan Birth-to-Five The “How” p.10*).
- Developmental Assessment of Young Children (DAYC):

Collaborate with Early Head Start: Six Weeks to Three Years of Age

- (*Georgia Literacy Plan Birth-to-Five The “What” p.7*).

Collaborate with teachers and house some students from Head Start: Three to Five Years of Age

- Ongoing diagnostic assessment is an integral component in literacy development for children enrolled in Head Start. Head Start teachers utilize the Teaching Strategies GOLD On-Line System. Evidence is collected daily. Results are used to guide instruction and evidence of instructional changes are found in the teacher's daily plans (*Georgia Literacy Plan Birth-to-Five The “How” p. 9*).
- Universal Screener used at Head Start (Language, Articulation, Voice and Fluency)

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- Developmentally appropriate interventions based on identified need

The Glynn County Pre-Kindergarten Program uses the following assessments, strategies and systems for progress monitoring and prior intervention (RTI):

- Baseline/Common Assessment: This is a basic skills assessment developed to use as an indicator of progress over time; a portion of its information may be used in teacher instructional decisions. It is an informal tool administered three times a year and is best used to measure the individual child's outcomes. Teachers also use the information in the beginning and mid-year parent conferences, to help the child conduct his "student-led conference" at the end of year, and to individualize instruction as the year progresses. Data from the baseline is also used in prior intervention (Pre-K's RTI) and progress monitoring.
- Developmental Indicators for the Assessment of Learning Fourth Edition (DIAL-4) and Interventions for 6-8 weeks: Before and after the DIAL-4 is administered to a child, the teacher puts interventions into place using the framework of the tiered approach of Prior Intervention (Pre-K RTI) Flowchart. In the event the child does not qualify for special education evaluation, the interventions are used to support regular instruction. In the event the child shows the need for further testing, the teacher tries interventions to gather data for the eventual building of the Eligibility Report. This assessment is administered at Leaps and Bounds Special Education Preschool.
- Student Support Team (SST): SST is a team problem-solving approach used at Step 3 (Tier 3). It brings teachers, the child's parents/caregivers and other personnel together to look at data and progress monitoring and make appropriate decisions concerning interventions. A plan is put in place and may include gathering more information, further assessments, testing and intervention changes.
- Individual Educational Plan (IEP): The IEP progress report is shared with parent every 9 weeks
- Work Sampling On-Line (WSO) Developmental Checklist: BFTS's WSO is an online assessment tool which collects observational notes, matrices (measuring basic observable skills), photos, and work samples as evidence of student learning. This evidence drives planning and instruction and provides information necessary to identify student strengths and weaknesses across the curriculum and then to make instructional adjustments.

Teachers participate frequently in professional learning through face-to-face training and webinars in strategies designed to maximize the WSO tools for adjusting and individualizing instruction.

- Parent Rating Scales/Questionnaires: These can be used in developing interventions and progress monitoring, e.g. Behavior Intervention Plans (BIP).
- Universal Screener is used at Head Start (Language, Articulation, Voice and Fluency)
- Other screeners used are Speech Screener and Carolina Curriculum; Articulation Screener can be used to identify developmental speech benchmarks and suggest teaching strategies and interventions.
- Young Children Achievement Test (YCAT): This is an assessment which indicates the academic abilities of children with little or no formal instruction or, for children already in school, details the progress they have made in their schooling thus far.
- Battelle Developmental Indicators 2 (BDI2): This is an assessment of adaptive, communication, motor, cognitive and social-emotional abilities. Interventions can be developed using the resulting data.

The Georgia Early Learning Developmental Standards (GELDS) range from birth to five years of age. These standards range provide an opportunity for informal assessments about student developmental benchmarks and helps link interventions across ages and curriculum. This can be an especially effective information source for parent conferences.

We plan to:

- Demonstrate a commitment to provide, as stakeholders move toward more rigorous literacy instruction and connection with the GELDS and CCGPS, more professional development on systematic data collection and analysis used to drive instruction
- Provide professional learning and training for private and public providers on child development, school behavior and classroom management strategies and expectations for transitioning from preschool to pre-kindergarten

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

We currently:

Use the following assessments to measure progress of the student at year-end. Additionally, student data is collected to determine effectiveness of the curriculum, the likelihood of a successful academic transition to kindergarten, and in assisting parents to provide support over the summer lull to increase retention.

- **Baseline/Common Assessment:** This is an informal basic skills instrument which shows gain over time. Results from this at year-end is used for parent conferences, to add information for the Confidential Placement form for kindergarten, and whose data is included in a program and system database for rating program effectiveness.
- **Work Sampling On-Line:** Embedded in WSO is a Developmental Checklist which uses evidence to help the teacher rate a child as Proficient, In Progress or Not Yet on each of the 69 indicators. Twice a year the teacher finalizes each child's checklist and uses the ratings to inform the narrative summary written for parent conferences and to send up to kindergarten. Additionally, WSO data is sent to the State Longitudinal Data System (SLDS). This will be made available to kindergarten teachers throughout the state. It also will connect student performance data to Pre-K GELDS and the CCGPS. This will ideally provide some of the Pre-K to K alignment our stakeholders have indicated as important.
- **Early Intervention Program (EIP) Checklist:** This is a Glynn County assessment used for "building" kindergarten classes and planning for EIP groups the following year. It measures acquisitions of basic skills along the same lines as our Baseline, including print awareness, letter/sound naming, rhyming, counting, fine motor, personal information, etc.
- **Classroom Assessment Scoring System (CLASS):** The Georgia Department of Early Care and Learning (DECAL): Bright From the Start (BFTS) Pre-Kindergarten Consultants conducts the CLASS observation on randomly selected pre-kindergarten teachers and then shares the results with projector director and teacher. This information is used to determine program effectiveness and possible professional learning opportunities for the following year. Pre-K classrooms scored in the low range in the area of content development and quality of feedback. This indicates the need for professional learning and further training in concept development, in higher order problem-solving

with students, and linking concepts to the real world. With the help of funds from the SRG, instructional effectiveness will be increased with a coherent literacy curriculum and training for teachers to use it with fidelity.

- Pre-Kindergarten Instructional Quality Guides (IQ guides): Prekindergarten teachers complete the IQ Guides at the beginning of the school year to ensure all lottery funded classes:
 - use quality materials which are changed out frequently for student interest (I.Q. Guide Learning Environment)
 - show a systematic assessment approach which is intentional, written down, and included with lesson plans (I.Q. Assessment)
 - provide a daily schedule which is posted in and outside the classroom and which contains specific elements required by BFTS, e.g. two planned reading times (I.Q. Daily Schedule)
 - develop lesson plans which use a common template and which contain all schedule elements required by the state with differentiation and individualization included and content standards attached (I.Q. Guide Instruction)

We plan to:

- Take the opportunity in the event of a SRG award to visit exemplary programs and observe highly qualified teachers and return and share findings from the observation with stakeholders (*Georgia Literacy Plan Birth-to-Five The “How” p.11*)
- Provide the opportunity for the pre-k director, lead, regular and special education teachers to receive professional learning on the Class Assessment Scoring System (CLASS) (*Georgia Literacy Plan Birth-to-Five The “What” p.7*)
- Examine Work Sampling data for developing SMART goals. Additionally, the new Student Learning Objectives (SLOs) will be developed by DECAL using that information particularly literacy, language and math. This data will be examined at the 45-Day Action Plans (Data Digs) and used to determine the effectiveness of instruction and to modify or adjust goals.
- Create a data room.

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

We currently:

- Use the language and/or literacy portions of the following screenings for assessing reading and writing readiness:

Baseline/Common Assessment: There are several elements on this assessment for measuring reading and writing readiness: letter naming and letter/sound connection, print awareness, rhyming, following complex verbal commands, knowledge of personal information and skill and control using a writing instrument.

Work Sampling On-Line: The Developmental Checklist is rated, finalized and sent up to the receiving school in student cumulative folders. Kindergarten teachers may use the portion on Language and Literacy, in addition to other data sent, to determine readiness (*Georgia Literacy Plan Birth-to-Five The “What” p.7*).

- Assess Phonological Awareness. This is a short assessment using teacher data and work samples to determine children’s progress in phonological elements like rhyming, letter sounds, and onset/rime (*Georgia Literacy Plan Birth-to-Five The “What” p.7*).
- Support children learning how to using information from the Brigance (used by Head Start)
- Assess using Early Intervention Program Checklist: This is another summative assessment used by receiving kindergarten teachers to determine student progress in basic skills. Data from this piece helps in elementary school planning for EIP classes. (*Georgia Literacy Plan Birth-to-Five The “How” p.12*).
- Complete Confidential Placement Form (snapshot of individual student level) for receiving kindergarten teachers

Information from the above screenings and/or assessments may be used in the end of the year narrative summary report that is shared during parent conferences and forwarded in the cumulative folder to kindergarten teachers (*Georgia Literacy Plan Birth-to-Five The "How" p.12*).

We plan to:

- Collaborate in our planning teams to develop more rigorous and intentional learning strategies and assessments for emergent reading and writing skills and report back to the Literacy Committee for review and approval.
- Provide professional learning to support the Literacy Committee's goals in reading and writing using the GCS instructional coach liaison.

Building Block 4. Best Practices in Literacy Instruction

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

We currently:

Offer Glynn County Pre-Kindergarten staff professional learning offered by the state agencies:

- Department of Early Care and Learning (DECAL): Bright From The Start (BFTS) monthly webinars. Topics of study in the past include Cognitive Processes, Writing in the Pre-K Classroom, Work Sampling On-Line refreshers, All Behavior Had Meaning, Georgia Early Learning and Developmental Standards (GELDS), Approaches to Play and Learning, Science, Math Continuum, Ratings Review, Recycle and Reuse, Off to a Good Start, and Kindergarten Transition
- Department of Early Care and Learning (DECAL): Bright From The Start (BFTS) podcasts. Topics of study include Building Communities, Reading to Children, Developing Classroom Rules, Information to Go (Ways to Communicate with Parents, Classroom Environment.

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- Department of Early Care Learning (DECAL): Bright From The Start (BFTS) through Georgia State University provides new teacher institute, new paraprofessional training and Work Sampling On-Line training (*Georgia Literacy Plan Birth-to-Five The “Why” p. 41*).
- To ensure sustainability using the Work Sampling On-Line System (WSO), new and returning teachers receiving professional learning in collecting and analyzing authentic work samples, some of which indicate a child’s literacy skills level. From this information, teachers are provided information on how to create small flexible learning groups based on the teacher’s assessment of “evidence not found”. Teachers may use the Class Profile Report and/or Class Ratings Report from WSO to form such groups while the Best Practices website and the Pre-K consultant can provide useful resources for differentiation strategies (*Georgia Literacy Plan Birth-to-Five The “Why” p. 41*).
- The Georgia Pre-K Program Instructional Quality (IQ) Guide for Assessment (Work Sampling On-Line – WSO) teacher timeline is shown below:



Georgia's Pre-K Program 2013-2014
 Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Teacher Timeline
Reporting Period 1(FALL)

Site Name: _____

Teacher Name: _____

PRE-PLANNING	<input type="checkbox"/> Review the FAQ for the IQ Guide for Assessment (WSO) and the WSO Handbook from the BFTS website. <input type="checkbox"/> Ensure camera is in classroom. Computer and printer are accessible and in working order. <input type="checkbox"/> Report any issues to your director/principal. <input type="checkbox"/> Enter your PANDA Class ID as your WSO class name. <u>DO NOT CHANGE YOUR CLASS NAME – THIS IS A UNIQUE IDENTIFIER ASSIGNED TO YOU BY OUR DATABASE.</u> <input type="checkbox"/> Enter student information for your class online.
WEEKLY THINGS TO DO	<ul style="list-style-type: none"> • Observe, record, and classify all observational notes, work sample, photos and complete matrices. • Documentation must be entered and classified weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's IEP category and PANDA ID's as needed. • Review documentation and rate indicators on the WSO Developmental Checklist.
WEEK 17-18 DUE:	<input type="checkbox"/> Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized. <input type="checkbox"/> Save to desktop or print a copy of each child's completed WSO Developmental Checklist. <input type="checkbox"/> Complete the Narrative Summary Report online (including attendance) and print for conferences. <input type="checkbox"/> Conduct the required family conferences and obtain parent signatures. <input type="checkbox"/> Keep a copy of the Narrative Summary Report on site for 3 years.

Teacher Signature: _____ **Date:** ____/____/____

Director/Reviewer Signature: _____ **Date:** ____/____/____

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- Glynn County Pre-Kindergarten Director provides on-site regional training that aligns quality instruction with GELDS. Private pre-kindergarten providers from the community are included and participate, including Head Start
- Teacher planning meetings routinely address strategies for differentiation which are documented in the minutes, included in weekly lesson plans and can be observed during daily instruction.
- Our current daily schedule required by Bright from the Start is as follows:

We plan to:

- Use results from evaluations of professional learning to determine next steps and modify professional learning plans (*Georgia Literacy Plan Birth-to-Five The “How” p. 17*).
- Use TKES observations and walkthrough data to determine additional support needed by staff and to adjust professional learning plans (*Georgia Literacy Plan Birth-to-Five The “How” p. 17*).

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

The Glynn County Pre-Kindergarten provides many frequent and meaningful learning opportunities and interactions throughout the school day. Research states that the amount of reading and writing that children engage in is directly related to how well they will read and write. Responsive teachers assess children through multiple methods (observations, work samples, photographs, and questioning/meaningful conversations); evidence-based instruction, especially for literacy, is developed for those interactions while using the GELDS as a guide. “The learner is central to the decision making of educators.” (*Georgia Literacy Plan Birth-to-Five The “Why”, p. 41*).

The Glynn County Pre-Kindergarten Program uses a framework loosely built on the Balanced Literacy Workshop Model for reading and writing and the guidelines developed by DECAL (see the Instructional Quality Guides below). Literacy activities include a minimum of two daily

literacy experiences which may feature read alouds, phonological awareness activities, explicit vocabulary, print awareness and letter sound connections. Additionally, a large group literacy circle may include shared and modeled writing, think-pair-share, think alouds and an active oral language game. Large and small group activities engage children in reading and writing throughout the day and across the curriculum to math, science and social studies.

We currently:

- Use the Balanced Literacy Model. This model is based on the premise that all students can read and write and allows students to meet developmentally appropriate standards. It also allows students to work at an instructional level that is not frustrating, yet stimulating.
- Meet Georgia Department of Early Care and Learning (DECAL) and Bright From The Start (BFTS) requirement of daily instruction for students in language and literacy, i.e., phonological awareness, concepts of print, alphabet knowledge, writing and oral language. Evidence of balanced language and literacy instruction is documented daily in lesson plans and is included in the daily schedule (see below): (*Georgia Literacy Plan Birth-to-Five The “What”, p. 8*).



Georgia's Pre-K Program 2013 - 2014
Instructional Quality (IQ) Guide for Daily Schedule

Site Name: _____ Teacher Name: _____

Lead teacher will complete within 30 school/business days from when teachers report using a current schedule. Sign, date and submit to the Director/Principal with the corresponding schedule. Director/Principal will review and provide necessary support or feedback. Complete the director column, sign, date and file with the *Grant Requirement Checklist*. Also attach a copy of the Daily Schedule used to complete the IQ guide. (Suggestion: work with a schedule the first couple weeks of school, adjusting to meet children's needs before completing this IQ Guide)

Teacher	Director	Refer to the <i>FAQ for Daily Schedule</i> for an explanation of the various schedule components. This IQ Guide should be completed whenever a teacher/program makes changes to the daily schedule throughout the year.
<input type="checkbox"/>	<input type="checkbox"/>	6.5 hour written daily schedule with times is posted <u>inside</u> the classroom. <i>Note: If the school year is shortened, equivalent numbers of hours must be documented on the school calendar, posted schedules, and in lesson plans.</i>
<input type="checkbox"/>	<input type="checkbox"/>	Large Group Time/Opening Activity
<input type="checkbox"/>	<input type="checkbox"/>	Daily Large Group Literacy Time
<input type="checkbox"/>	<input type="checkbox"/>	Two Teacher-Planned Story Times
<input type="checkbox"/>	<input type="checkbox"/>	Phonological Awareness Activities
<input type="checkbox"/>	<input type="checkbox"/>	Small Group Time
<input type="checkbox"/>	<input type="checkbox"/>	60 minutes of uninterrupted play in centers. Clean up should be clearly defined and is in addition to the minimum one full hour block of time.
<input type="checkbox"/>	<input type="checkbox"/>	Music with Movement Activities
<input type="checkbox"/>	<input type="checkbox"/>	Rest Time (scheduled for a maximum of one hour)
<input type="checkbox"/>	<input type="checkbox"/>	Outdoor Play
<input type="checkbox"/>	<input type="checkbox"/>	Closing Activity
<input type="checkbox"/>	<input type="checkbox"/>	A schedule for children is posted at children's eye level and is manipulated by children to facilitate knowledge of the daily routine and time/sequence concepts. This schedule must include pictures.

Teacher Signature: _____ Date: ____/____/____

Director/Principal Signature: _____ Date: ____/____/____

Comments and Feedback:

Note: IQ Requirements for Daily Schedule reflect the basic foundation each program will create, and if necessary may expand to include other components such as transitions, restroom times, specials, etc., as additional program requirements or needs.

We plan to:

- Begin a professional learning/book study using *Literacy Beginnings: A Pre-K Handbook* by Fountas and Pinnell
- Purchase using SRG funds a new literacy curriculum. NOTE: GCS is currently piloting *Opening the World of Learning* by Pearson (OWL 2013) and *Big Day* (2012) by Scholastic (*Georgia Literacy Plan Birth-to-Five The “How” p. 13*).
- Use monitoring tools to collect data on fidelity of implementation and make program changes and curriculum adjustments based on data (*Georgia Literacy Plan Birth-to-Five The “How” p. 13*).
- Develop methods to collect evidence for evaluating the effectiveness of professional learning (*Georgia Literacy Plan Birth-to-Five The “How” p. 17*).
- Use results of evaluations of professional learning to make adjustments, discover lessons learned and determine next steps (*Georgia Literacy Plan Birth-to-Five The “How” p. 17*).
- Use TKES observations and walkthrough data to determine additional support needed by staff and to adjust professional learning plans (*Georgia Literacy Plan Birth-to-Five The “How” p. 17*).
- Develop and provide workshops for parents on how to support program staff in developing their child’s language and pre-literacy skills. Workshop materials will be shared with other private providers in the community.

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

We currently:

Maintain high expectations, grounded in developmentally appropriate practices based on student interest through the following:

- Teacher observations to determine student interests; interest interviews or meaningful conversations with students
- Interactive and play-focused, student-centered classroom
- Individualization, addressing various learning styles, many choices

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- Differentiation
- Frequent changes to the learning environment as documented in lesson plans
- Integrating technology into the curriculum (individual computer instruction, iPads, Smartboard, listening centers)
- Classroom libraries with flannel board pieces, props; story sequencing cards for re-tell (Breakthrough to Literacy)
- Small groups, independent dynamic groups in rotation
- Print and language-rich classroom
- Oral language modeling and explicit, systematic instruction
- Real and found items in all centers to serve as connections to real world
- Instruction Quality Guide for the Learning Environment
- Thinking Maps/Graphic Organizers.

Significant and frequent professional learning and training serve to connect personnel to curricula and resources which align with the new GELDS. Such training also helps maintain similar connections to the Work Sampling System for ongoing assessment and planning, instructional decision-making for all children's needs, and research as it especially applies to early literacy.

We plan to:

- Request assistance from the GCDS Instructional Coach Liaison in creating curriculum maps and unit organizers to support stakeholders in using and implementing the GELDS (*Georgia Literacy Plan Birth-to-Five The "How" p. 14*).
- Create a scope and sequence based on the newly purchased literacy curriculum for Pre-K using the GELDS and under the direction of the GCDS Instructional Coach Liaison (*Georgia Literacy Plan Birth-to-Five The "How" p. 14*).
- Offer additional professional learning to private providers in the community and Head Start regarding developmentally appropriate best teaching practices especially in oral language and vocabulary (*Georgia Literacy Plan Birth-to-Five The "Why" p. 62*).

- Provide professional learning of the five essential components of effective early reading under the guidance of local RESA (*Georgia Literacy Plan Birth-to-Five The “Why” p.64*).

Building Block 5. System of Tiered Intervention

It is our understanding that a system of tiered interventions based on screening and progress monitoring as it is used in elementary schools is considered developmentally inappropriate since it is considered “assessment on demand” per DECAL: Bright from the Start. Acknowledging that, it is our goal to use developmentally appropriate practices, intentional teacher observations, work sampling, and small/large group activities to assess student progress and make instructional adjustments based on that information. The pre-kindergarten program itself is considered an intervention (*Georgia Literacy Plan Birth-to-Five The “How” p. 15*).

We currently:

Coordinate a referral and screening process with Babies Can’t Wait, Early Head Start, Head Start and other community entities. The screenings and assessments include but are not limited to the Brigance, Carolina Curriculum, DIAL, PLS 4/5, DAYC, Autism screening, and PES/REEL. Prior to screenings and/or assessments, the school psychologist requires that the child pass the vision and hearing screening. Resources or personnel who support referrals include GCS parent mentor, social worker, translator, intervention specialist, and Head Start Family Service Workers. Glynn County Pre-K personnel follow an established protocol (Prior Intervention) which follows Response to Intervention (RTI) relatively closely by identifying and implementing interventions, following through with progress monitoring and perhaps indicating further assessment or evaluations (see below). Based on the assessment/evaluation results, interventions may continue or further evaluation may be needed.

Pre-K Prior Intervention (RTI) Process:

STEP 1: *In RTI, this would represent the Tier 1 standards-based instruction*

- Regular classroom instruction/environment using the GELDS (Georgia Early Learning Development Standards)
- Proximity control, minimum of two teachers always present
- Teacher/classroom strategies

STEP 2: *Identify (Tier 2) initial concerns and begin intervention process*

- Parent/teacher conference to discuss concerns/strategies to be implemented
- Teacher will complete Pre-K prior intervention teacher implemented strategies form
- Teacher implements strategies (4-6 weeks) and documents results on Pre-K progress monitoring calendar
- Teacher can continue effective interventions as long as necessary (e.g. picture-cards for vocabulary, rhyming practice including nursery rhymes, letter bingo cards, “break it” games for onsets, story sequencing through props or story cards, pre-reading, teacher think alouds, modeling reading or writing, listening center with book and tape, “I say, you say”, partner work)

If problem has improved, teacher can return to Step 1. If problem intensifies, teacher proceeds to Step 3.

STEP 3: (Create a Tier 3 Student Support Team (SST) folder to be placed in student cumulative file)

- Teacher completes Pre-K request for prior intervention form
- Teacher completes Pre-K teacher questionnaire for strengths and weaknesses
- Prior intervention representative completes parent/guardian notification of meeting form
- Prior intervention representative completes prior intervention meeting summary form on Infinite Campus and completes Pre-K prior intervention plan
- Parent completes background information form
- Parent completes consent to screen form
- Ensure vision/hearing screening (form 3300) is current

STEP 4: (Tier 3 interventions in place, increase intensity as determined by SST)

- If problem continues or is severe, prior intervention representative schedules a team meeting and invites parent, school psychologist and SLP
- Recommend interventions and/or referral for DIAL-4 screening at Leaps and Bounds

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- Parent completes referral for Preschool Special Education Services for DIAL-3 Screening and forwards to Leaps and Bounds with vision and hearing screening results
- Following DIAL-4 Screening, Leaps and Bounds school psychologist shares results with prior intervention representative and parent to determine next steps: further screens, full evaluation or more or different interventions

We plan to:

- Provide ongoing professional learning for all stakeholders to understand and effectively implement the prior intervention process
- Seek training to identify developmentally appropriate interventions and strategies for progress monitoring in the event the State approves such instruments and measures
- Create a bank of interventions to be housed electronically on school database for teachers' simple and consistent access

Building Block 6: Professional Learning and Resources

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

We currently:

Glynn County Pre-Kindergarten Program provides professional learning opportunities as well as a convenient and central meeting place for community partners in ongoing literacy learning and planning. For instance, a member of RESA trained local members of the Rotary Club for their roles as Buddy Readers in the schools. This program brings Rotarians to our site so that every class gets read to once a week by people in the community (park ranger, pediatrician, banker, etc.); it is a chance for those partners to experience early literacy concepts personally and engage in the give and take of book discussion with small children. Other professional learning opportunities include those supported by the local community coalition. For instance, as many as 15 local childcare centers meet quarterly with DECAL staff for training and best practices sharing. Other partners have been given some manner of training, even if it is modeling by classroom teachers. An example can be found during Georgia Pre-K Week, when

representatives from local and state government, the school board and businesses visit to read to the children.

Public awareness through print and technology is considered critical to our local literacy initiative: local media coverage during Georgia Pre-K week highlights the program, its areas of instruction, and the new GELDS learning standards. Bright from the Start has supplied our building with “cling-ons,” visually impactful posters and signs which provide parents and visitors snapshots of our program and messages about the importance of quality early learning experiences.

Other partners in the community who participate in FACES early literacy initiatives include the Ferst Foundation, Baby Steps Initiative, parent mentors, and nursing/education students from the College of Coastal Georgia who provide mini-lessons on topics of interest or suggestions from needs inventories. *The Brunswick News* provides coverage of literacy activities in the schools and has in the past featured monthly articles about early literacy.

We plan to:

- Continue to offer a site for community members to receive professional learning as needed
- Provide parents, guardians and private caregivers with more workshops and resources (similar to those offered in the past by Family Resource Coordinators) featuring topics such as *How to work with your child at home* and *How to read with your child*.

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

We currently:

- Offer extensive professional learning throughout the year and through a variety of resources—this includes Glynn County Pre-Kindergarten teachers, paraprofessionals and other staff. As was mentioned in the School Narrative, professional learning is embedded in the school’s schedule and is considered a Monday afternoon expectation but not all of the training is conducted through DECAL/BFTS. Topics for learning are developed

through the CLASS teacher observation instrument, Georgia Teacher Keys Evaluation System (TKES) and other administrator observations, teacher inventories and professional development questionnaires. Training topics can also be developed using evaluations both formal and informal, student data, and teacher planning teams' discussions and decision-making. Administrators receive the same training as certified and classified personnel so as to remain informed, provide support, and reinforce best practices. Teaching teams are expected to conduct regular planning meetings, pre-arranged with agenda and minutes, in order to research, discuss and plan areas of need or interest. It is also understood that ongoing training will be offered in literacy instruction as FACES Literacy Committee continues to pursue Glynn County's Literacy Plan goals (e.g. a Lucy Calkins writing in-service).

We plan to:

- Create an observational schedule for stakeholders to observe peers on site and off site as well as surrounding counties
- Conduct a book study featuring the Pinnell and Fountas book *Literacy Beginnings: A Prekindergarten Handbook* (Heinemann, 2011). Funding assistance through the SRG would give each classroom a copy of this excellent age-appropriate resource on early reading and writing instruction. Other training will be necessary in the event the Striving Reader Grant is awarded to our school. Our program's need for a new kindergarten-aligned assessment, a comprehensive literacy curriculum, and technology to support both will require extensive professional development to ensure fidelity in their use and meaningful application with the data they provide
- Provide professional learning for newly purchased curriculum and implementation
- Provide professional learning for technology used in the preschool/pre-k classrooms e.g., iPads, Smartboards, Elmos, eBook readers, slates.

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Note: We used the 2013 Cohort 3 SRG winners (Crisp, Fulton and Thomason-Upson counties), 2012 winners (Brantley, Coffee, Fulton, Pierce counties), and 2011 winners (Fulton, Jeff Davis, Morgan, and Blacklock Childcare) grant proposals for direction and resource ideas. We appreciate their leadership and hard work on behalf of their stakeholders.

Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessment Surveys

Two Needs Assessment surveys based on the Georgia Literacy Plan and the Birth to Five Needs assessment were administered: One to the Pre-K staff, administrative team, and FACES staff, and the second one to the Coalition (Baby Steps). Both surveys had a 100% completion rate serving students birth to 5. Each staff/administrative member completed the survey individually, the results tallied, and were discussed during a faculty meeting by the Pre-K Director:

Individuals involved in the Needs Assessment Survey Birth to 5:

- All Pre-K, FACES and Leaps and Bounds Teachers for Regular and Special Education for students **ages 3, 4 and 5**
- Administrators for students **ages Birth-5**
- Paraprofessionals for students **ages 3-5**
- Media Specialist/Clerk for grades **K-5**
- Counselor for grades **K-5**
- Coastal Coalition (Baby Steps) for students **ages 0-2**. (Baby Steps works directly with infant/toddler at Early Head Start, Akebe Academy, Lil' Promisekeepers and the YMCA).

Other Surveys:

A balanced literacy K-12 district-wide electronic survey (Survey Monkey with 10 questions) was conducted with all instructional staff as well as the Striving Readers

K-12 Needs Assessment Survey to all staff participating in the Cohort 3 Striving Reader Grant. Responses indicate a need to revamp our teacher training to include utilizing data to inform rigorous instruction, evaluate effectiveness of instruction, identify ways to motivate the reluctant learner, and integrate literacy across the curriculum (following the “How”, “What” and “Why” documents). Additionally, we must verify the development of early literacy skills so that students enter our kindergarten ready to handle the rigors of the curriculum. Additional comments indicated:

- Weakness in writing across the curriculum (The “Why”, 4D2 p. 87)
- Guided Reading is non-existent in many elementary classrooms (The “Why”, 4D2, p. 86)
- Lack of leveled libraries and rich print classrooms across all grade levels (The “Why” 2E, p. 46)
- Time—verify school schedules offer students 60-90 minutes of literacy instruction on a daily basis as required. (Project Plan Procedures and Goals Rubric p. 7)
- A need to strengthen RTI (the “Why”, 6D1-4, p. 131-134).

Parent Surveys and Program Evaluations

In the years the Pre-K program employed Resource Coordinators, an inventory was created for parent opinion to gauge end-of-year program effectiveness and utilize ideas for changes. Approximately 65% of parents responded and provided information to help to improve the Pre-K services. Another needs assessment that was also handled by the

RC's was a Parents Interest survey, a checklist of topics that parent were interested in are as follows: Parenting, Education, Working with your Child, Finance, Health and Nutrition. Resource Coordinators developed daytime parent workshops. With budget cuts and funding reductions, the RC positions were eliminated, and parent/school supports of this type, still a program requirement, became almost entirely the teachers' responsibility.

What we do:

Informal parent surveys are generally completed at the first conference or home visit and ask questions about child's health, previous school or daycare experience, how the parent feels their child will do in public school, whether child receives books from the Ferst Foundation, and what the parent wants the child to learn.

What we plan to do:

The Literacy Committee, after meeting with stakeholders, will formalize and write both a beginning of year needs assessment for parent conferences and the exit interview in May to reflect more rigorous goals and expectations for children and parents in school and the importance of literacy competency for kindergarten readiness.

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

Concerns relating to each building block are also addressed in the corresponding section in the Literacy Plan.

Building Block 1: Engaging Leadership –Emergent 75%

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

Root Cause

While a plan is in place with a strong Coalition, much more could be done to get all stakeholders involved in “*implementing*” the plan.

What we do: The Leadership team meets according to predetermined schedules. The Pre-K Director and teachers meet to look at student assessment data, share observations, and discuss professional learning needs. The Coastal Coalition meets quarterly, but more collaboration is needed from all stakeholders to view data and assess strengths and weaknesses, and collaborate to push literacy forward. Parent resource centers lend on-going support for parents in each Title 1 elementary school.

What We Plan to do: The Instructional Coaches will work with the Pre-K Director and Coastal Coalition Director to provide more outreach to parents and community (see District Management Plan). More collaboration is needed between Pre-K staff and Kindergarten staff as a whole, and Title 1 will provide for the substitutes for Kindergarten teachers to meet with Pre-K staff in the upcoming year. The Title 1 elementary parent resource centers will be provided more training and resources to assist parents.

Reference: “The What”—p. 5 (Steps taken to address the root cause):

Administrators or community leaders initiate plans for an Early Childhood Coalition for literacy of stakeholders within the community:

- * Leadership initiates the collection of data to assess areas of strengths and weaknesses in the development of literacy
- * Leadership calls for a plan for organizing, implementing, and sustaining a comprehensive approach to literacy.

Building Block 2: Continuity of Care and Instruction—

- A. An Early Childhood Coalition is convened where professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another (Emergent 65%)
- B. A plan is in place to ensure smooth transitions from one agency to another (Emergent 45%)
- C. A plan is in place to connect families to schools and childcare entities (Operational 70%)
- D. A plan is in place to connect communities to schools (Not addressed 40%)
- E. A plan is in place to improve access for families to resources for developing early literacy in their homes (Emergent 55%).

The Title 1 schools within the district outline their protocol for transitions within their Title 1 Plans and Continuous Improvement Plans. Clear expectations are communicated annually to parents, families, and all early childhood providers.

Root Cause

A common vision about the development of early literacy across community settings is needed. Additional root causes relate to “environmental issues” include:

- Limited English spoken in the home— (ESOL population at 20% in FACES)
- Limited education levels of parents— (28% percent of babies in Glynn County are born to mothers with less than 12 years of education)
- Limited access to internet for families
- Lack of transportation
- Low household income—(Our county poverty rate is over 40% in census track 8; District as whole the poverty rate is shown to be greater than 65%, and 88% of the students enrolled at FACES qualify for free and/or reduced lunch)
- Low quality of language experiences (An estimated 21%-30% of GCSD residents function at the lowest literacy level), and

High unemployment rate (especially in Census Track 8), Transient population.

What we do: Parents are provided with an orientation at the beginning of each school year. Parent conferences and IEP meetings are on-going to monitor student progress throughout the year.

What we plan to do: Additional plans through Title 1 funding are in place next year to place more emphasis and time for Kindergarten and Pre-K teachers to collaborate and plan as students' transition. Online professional development resources will be shared with staff, parents and community (GaDOE PL modules from Striving Reader website).

Reference: "The What" (page 5-6) Steps taken to address the root cause:

- * A regular calendar of meetings
- * One agency or individual has been designated to convene and lead the Coalition
- * A transition team on the early childhood coalition

- * A plan for students and parents to visit the next learning environment
- * A protocol for providing students with a coherent plan for care and instruction throughout his or her day, i.e., a shared plan for each student in multiple settings.

Building Block 3: Ongoing Formative and Summative Assessment

- A. The infrastructure is in place for full implementation of screening and diagnostic assessment (Operational 55%)
- B. The results of formative assessments are used to adjust intervention to meet the needs of children and students (Operational 50%)
- C. Summative assessments are used to determine effectiveness of interventions or instructional programs (Emergent 50%)
- D. Literacy screenings are used to assess readiness of individual children for reading and writing (Operational 50%).

Root Cause

Infrastructure is in place for full implementation of screening and diagnostic assessment within the Georgia Pre-K Program and FACES. A formalized process does not exist for those children in daycare centers or at home. Head Start children entering FACES experience behavior problems that inhibit a smooth transition to a positive learning environment.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6th Edition data on current kindergarten students reveals that 34% of all kindergarten students are performing below benchmark norms. Additionally, 13% of all kindergarten students are performing well below benchmark norms. With the overall lack of Phonics and Phonemic Awareness Skills at the PreK-5 level coupled with deficiencies in oral language comprehension in vocabulary and comprehension, it is no surprise that the data shows that 47% of all kindergarten students are scoring beneath established norms and entering kindergarten with literacy deficits.

Based on data from CLASS for the previous two years, our Pre-Kindergarten classrooms scored in the low range area of instructional support, particularly in the areas of content development and quality of feedback. This data indicates a need for more professional learning to help teachers plan lessons in which children are encouraged to use analysis and reasoning skills through exploration of concepts. Additionally, teachers need to be trained in how they can promote the exploration of concepts, how to link these concepts across activities, and how they can apply these concepts to the real world. Teachers also need training in which they are given specific strategies for improving the quality of feedback they use with students in the classroom. It would appear these concerns could be addressed specifically in the domain of Language and Literacy.

The current economic landscape, with over half the District qualified as 'poverty', has negatively impacted students as families experience difficulty meeting their basic needs. Children mirror this anxiety and come to school distracted by family concerns. Some parents lack the ability to read themselves and others lack the ability to read to their children and introduce them to letters, words, and books. This is reflected in our DIBELS

data showcasing that nearly one-half (48%) the children need “intensive” or “strategic” support. In one of the two elementary schools to which the children in Census Tract 8 are assigned, the figure rises to 82%.

What we do: Screening and diagnostics are in place for formative and summative assessments.

What we plan to do:

The 45-Day Action Plans will help to shore up the gaps this coming year as a “focus on data” is carried out (see Literacy Plan). The Coalition and Pre-K need to collaborate more to seek ways to educate families and the community on literacy initiatives and activities. More professional learning opportunities are needed for parents and staff (see

Professional Learning Plan). PL is needed to assist teachers and parents to work with children on positive behavior techniques and early learning strategies to prepare their children for success in school (see PL plan and Literacy Plan). Implement the required assessments for the SCRL grant.

Reference: “The What”—page 6-7 (Steps taken to address the root cause):

- * Appropriate screening and diagnostic instruments for monitoring growth and development have been researched and identified.
- * Work Sampling System to electronically transfer work sampling to Kindergarten teachers
- * Classroom Assessment Scoring System (CLASS) checklist aligned to program goals to measure the quality of the early literacy environment and classroom interactions.

Building Block 4: Best Practices in Literacy Instruction

- A. Instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten (Operational 50%)
- B. Research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language (Emergent 50%)
- C. High Expectations, grounded in developmentally appropriate practice with a focus on student interest for all learners, are consistently evident (Fully Operational 90%).

Root Cause

With literacy structures in place, students continue to be plagued with lack of background knowledge and vocabulary needed to be successful learners ready for Kindergarten.

What we do: Children in the Special Needs program (FACES) receive instruction based on their IEP goals and the Early Learning and Development Standards (GELDS). All faculty/staff receive professional learning in appropriate age-level standards and in differentiation strategies, although more PL is needed in both. Pre-K teachers are provided with research-based GELDS lesson plans and training. Follow-up training with OWL has been on-going.

What we plan to do: More is needed with peer observations and collaboration with stronger professional learning communities. More training and follow-up will be required once the new research-based literacy program is adopted (two programs under piloting now with staff members). Time will continue to be protected for all staff to be involved with training.

Reference: “The What”—p. 7-8 (Steps taken to address root cause):

- * A consistent focus on student interest is maintained through the use of developmentally appropriate practice.
- * Curricular resources are chosen to align to all standards and developmentally appropriate methods and pacing.

Building Block 5: System of Tiered Intervention—Fully Operational 80%

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

Root Cause

GCS has implemented a Response to Intervention process, but the Pre-K population was not included in this process due to this not being a requirement of DECAL.

What we do: A tiered intervention infrastructure clearly exists in the Special Needs Preschool (FACES). The consistent practice of assessing children in Pre-K program using Work Sampling Online (WSO) can become the basis of establishing a system for screening, progress monitoring, and tiered intervention.

What we plan to do: Classrooms are print rich, but more is needed with books in print and with technology. A research-based early literacy curriculum is in place; staff is piloting two new programs, and will select a new program if the grant is awarded.

Reference: “The What”—p.8 (Steps taken to address root cause):

- * Screenings and progress monitoring assessments are done at least three times per year.
- * All children receive exposure to a research-based early literacy curriculum.
- * All classrooms are literacy-rich environments.
- * All staff receive professional learning in all elements of tiered instruction

Building Block 6: Professional Learning and Resources

- A. Community partners receive professional learning in the development of early literacy (Emergent 85%)
- B. In-service personnel receive professional learning in the development of early literacy (Emergent 45%).

Root Cause

Professional Learning has been on-going and in most cases “required” (see Professional Learning Plan).

What we do: The district is utilizing elementary instructional coordinators, the RESA collaborative for delivery of training next year (see District Management Plan and Personnel).

What we plan to do: More professional learning is needed for ALL stakeholders. The local library trains stakeholders in “Buddy Reading”, but more incentives are needed to get stakeholders involved. The background checks costs each participant \$60, which detracts from the mission, although necessary.

Reference: “The What”—p. 9 (Steps taken to address root cause):

- * All applicable program standards are available to educators and caretakers (e.g., GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten).
- * Community partners pair with early care and education providers to develop training and materials to support family literacy.
- * A variety of data is gathered to determine needs for professional development.

Glynn County School District 2013-14: FACES-Pre-K, Needs Assessment, Concerns and Root Causes

Student Area of Concern

Stakeholder Groups	Area of Concern		Current Strategies	Future Strategies	Transitions	Root Causes
Pre-K FACES Pre-K Special Education (FACES) English Language Learners Economically Disadvantaged Parents	Standards	Assessment	New Pre-K Teacher Orientation (lesson plans, GELDS, classroom management)	Train parents to use literacy development strategies at home	Lack of knowledge of data and assessments for classroom use	Budget cuts
	Select a research-based literacy program for <i>all</i> learners	More training on the use of data-driven instruction (45 Day Action Plans)	Bright From the Start New Lead Teacher Training	Introduction to staff on 45-day Action Plans (data digs)	Lack of expectations	Insufficient literacy based technology appropriate for Pre-K
	Improve appropriate strategies and best practices to teach language and literacy throughout the curriculum	Improve use of Work Sampling Online (WSO) data	WSO Training for new teachers and refresher for returning teachers	Provide parents with tools to assist them to read to their children		Economic limitations of parents (transportation and childcare)
		Conduct more training on formative and summative assessment	One-day training on new research based literacy program	Differentiation Training		Teachers inadequate use of best practices
			One-day training on technology devises	RTI training		Lack of parent involvement in the development of early literacy skills to move students forward
			Differentiation PL			Lots of stakeholders but low "involvement" of community stakeholders
			Fun Night for Parent			

Summary

If we are to prepare students for college or careers, they must have strong foundations in literacy in order to become lifelong learners. More emphasis has to be placed on professional learning, a “stronger” research-based literacy program (under piloting now), best practices, family involvement, and community partnerships.

Student Data

The Pre-K, FACES Leaps and Bounds demographic reveal: 20% Hispanic, 60% Black, 15% White, and 5% two or more. The free and reduced population scores 88%. Most of the students reside in Census Tract 8, the highest poverty area of Glynn County Schools.

Glynn County School District 2013-14: FACES-Pre-K, Analysis and Identification of Student and Teacher Data

Demographic Data —Glynn County Elementary Schools

School # Students	F/R Lunch	Hispanic/Latino	Black	White	Asian	Native American	Pacific Islander	Two or More
Altama (522)	94%	18.4%	61.7%	10.2%	1.1%	.6%	1.9%	6.1%
Burroughs-Molette (467)	97%	10.4%	83.3%	4.7%	0	0	0	1.5%
Glyndale (604)	81%	18.9%	29.1%	44.5%	1.3%	.49%	.17%	5.3%
Golden Isles (740)	73%	8.6%	32.7%	52.4%	2%	0	.1%	4.5%
Goodyear (567)	95%	12.8%	74.6%	9.7%	.1%	0	.3%	3.3%
Greer (691)	51%	8.3%	24.8%	58.1%	3.4%	.4%	.4%	4.1%
Oglethorpe Point (633)	28%	7.1%	13.2%	73.9%	1.2%	0	0	4.4%
Saint Simons (488)	54%	15.9%	19.6%	60.8%	.8%	.1%	0	2.2%
Satilla Marsh (786)	47%	4%	12.9%	78.4%	.5%	.1%	.2%	3.5%
Sterling (784)	71%	15.4%	22.7%	57.2%	.6%	.1%	0	4%

Source: Student Enrollment Summary Report 3/18/14—SLDS

Free and Reduced Counts: GCS District Director State Report

GCS demographic populations *vary greatly* among the schools. The Hispanic population has been on the rise over the past 4 years and has greatly impacted two of the ten elementary schools. Eight of ten elementary schools free and reduced counts exceed 50%. Also, our population is transient and enrollment reports indicate 500 students (thus far) transferred to other schools within the district this year as referenced in the 2014 AdvancedEd Accreditation Executive Summary Report.

Student Assessments Needs

GCS Pre-K teachers utilize Work Sampling Online (WSO) assessment data to determine strengths and weaknesses to better plan individualization, small groups and large group activities. The language and literacy domains in the Georgia Early Learning and Development Standards (GELDS) focus on the developing skills in **listening** for the purpose of comprehension, sounds discrimination (phonological awareness), and developing of new vocabulary introduced in conversations, activities, stories or books. Additionally the domains are designed to develop and expand expressive language skills (**speaking**), and develop age-appropriate strategies that will develop reading and writing skills. Spring kindergarten readiness assessment helps the schools determine areas of needs to close the achievement gap.

Percentage of Students with “Proficient” Ratings by Domain via WSO for GCS

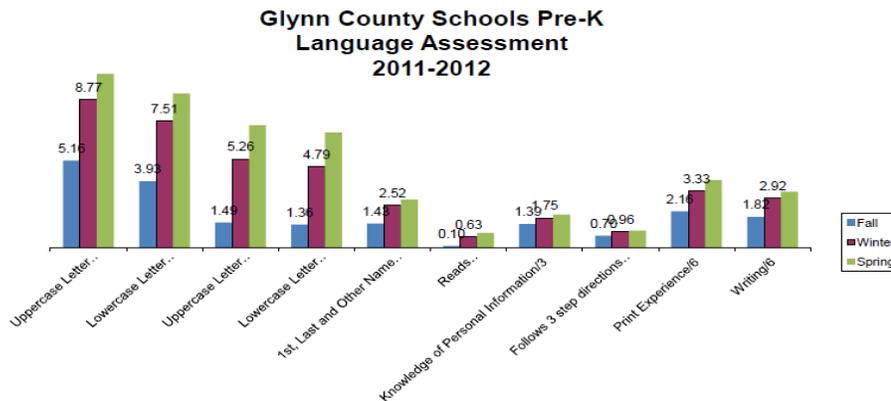
	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	The Arts	Personal Social	Physical Health
2009-2010	70%	74%	80%	75%	85%	82%	93%
2010-2011	78%	73%	79%	74%	91%	80%	92%
2011-2012	76%	70%	70%	73%	90%	82%	92%
2012-2013	80%	74%	80%	80%	89%	82%	90%
2013-2014	36%	27%	22%	24%	46%	41%	50%

The chart outlines results from 2009-2013 and reveals *full-year* results based on WSO data addressing 55 indicators and Pre-K content standards. In 2013-14, WSO was revised to address 69 indicators and “new” (GELDS) standards. At the current time, the only WSO data available for 2013-14 is the first checkpoint (one of two). The second checkpoint will be conducted at the end of April or early May 2014. Scores for 2013-2014 dropped due to two reasons: (1) Full-year data not determined, and (2) the implementation of new standards and increased number of indicators. Scores for 2009-2013 remain fairly constant with the exception of Scientific Thinking where scores dropped from 2010-2012 and increased almost by the same percentage

Glynn County School District 2013-14: FACES-Pre-K, Analysis and Identification of Student and Teacher Data

during 2011-2013. Physical Health remains the overall “highest rating” for 2009-2013 and is the highest rating for the first checkpoint for 2014.

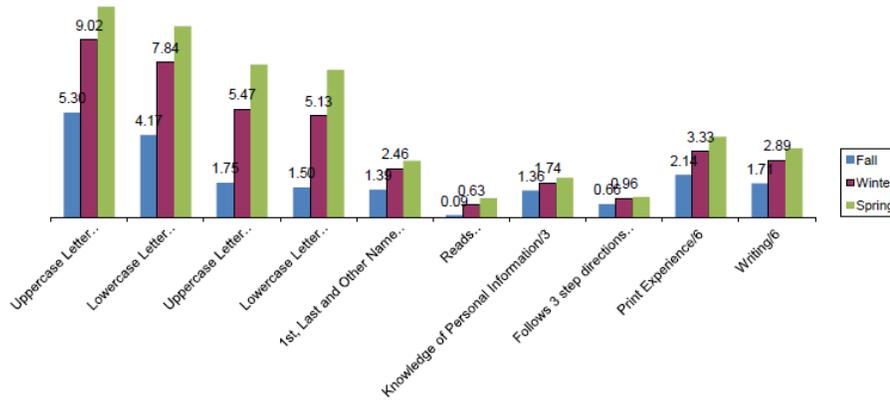
Pre-K baseline is an informal common assessment which measures children’s progress learning concrete and basic skills. It is performed three times per year; information from the results helps teachers gauge instructional effectiveness and make adjustments. The data are also used to measure progress over time by viewing instruction between students and peers. The data, a district expectation, “travels” to kindergarten teachers in cumulative files and is conveyed to parents periodically through the Pre-K year.



Glynn County Pre-K measures language 3 times per year using the baseline assessment for the last three years as shown in these charts. The gains shown, particularly in the areas of letter identification and letter/sounds, represent significant progress. The data indicating growth in Print Experience (awareness), although not as dramatic, still represents strong gains.

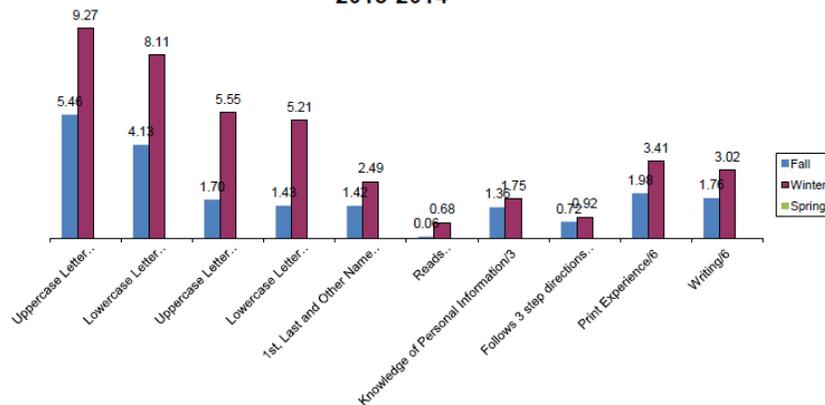
Glynn County School District 2013-14: FACES-Pre-K, Analysis and Identification of Student and Teacher Data

**Glynn County Schools Pre-K
Language Assessment
2012-2013**



Glynn County Pre-K measures language 3 times per year using the baseline assessment for the last three years as shown in these charts. The gains shown, particularly in the areas of letter identification and letter/sounds, represent significant progress. The data indicating growth in Print Experience (awareness), although not as dramatic, still represents strong gains.

**Glynn County Schools Pre-K
Language Assessment
2013-2014**

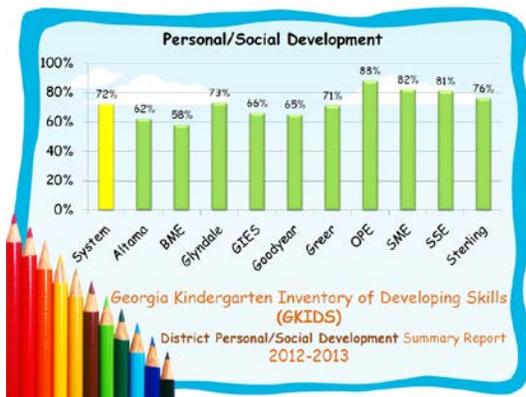
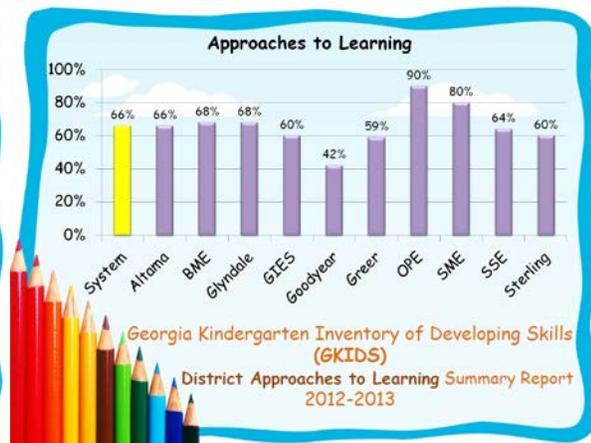
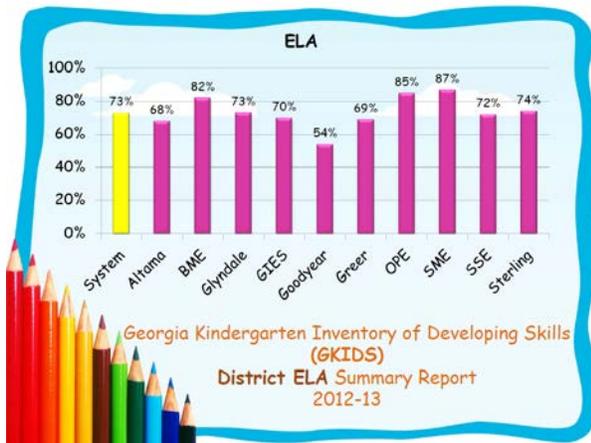


Glynn County Pre-K measures language 3 times per year using the baseline assessment for the last three years (and including this year at semester change) as shown in these charts. The gains shown, particularly in the areas of letter identification and letter/sounds, represent significant progress. The data indicating growth in Print Experience (awareness), although not as dramatic, represents strong gains, particularly mid-year in this school year 2013-14.

Glynn County School District 2013-14: FACES-Pre-K, Analysis and Identification of Student and Teacher Data

The baseline graphs represent 2 years of complete data in addition to the current year's first semester. It should be noted that all upward progress is significant in Pre-K, but this data does not necessarily give a true picture of the literacy deficits from students entering Pre-K. Of particular interest this year are letter/sounds, print experience, and writing.

Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long performance-based assessment aligned with mandated kindergarten standards. Its primary purpose is to provide ongoing diagnostic information about developing skills for instruction, interventions, parent conferences and district databases. Additionally the culminating data (attached) represents one indicator of first grade readiness. We have included three of the four available summary reports (math is excluded) for year 2012-2013 to focus on language and literacy actions.



GKIDS data indicates several challenges that Pre-K is poised to address. It should be noted that our program transitions a large number of students to these 10 elementary schools and that a significant number come from poverty, homes where English spoken as a second language, and literacy/language deficits. On the ELA graph, system-wide data indicate 73% Met or Exceeded expectations; however over half the elementary schools scores show deficits that will be felt in first grade. This provides the impetus for Pre-K to collaborate with kindergarten teachers, utilize a new literacy curriculum, and address these deficits at children's first educational setting. Additionally, *Approaches to Play and Learning* is a new standard in the Pre-K GELDS. GKIDS APL data indicate significant deficits on this component—only 66% of district kindergarteners Met/Exceeded. This indicates the opportunity for Pre-K to apply more rigor to this domain by increasing instruction in persistence, sustaining attention, goal-setting, and independent work.

Goals and Objectives Based on Formative/Summative Assessment include:

- Provide training in research-based practices for phonics, vocabulary, and comprehension
- Secure funds to purchase a research-based literacy program
- Continue to provide focused professional learning to assist teachers in closing the gap

The Pre-K program is piloting two research-based programs. The SRG will allow us to purchase one in addition to much needed assessments. Teachers will need professional learning to implement the SRG assessments, to utilize instructional technology, and provide high quality literacy instruction (the “*What*” p.8).

Student Literacy Needs

Pre-K students need additional support in Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts (Creative), and Personal and Social Development.

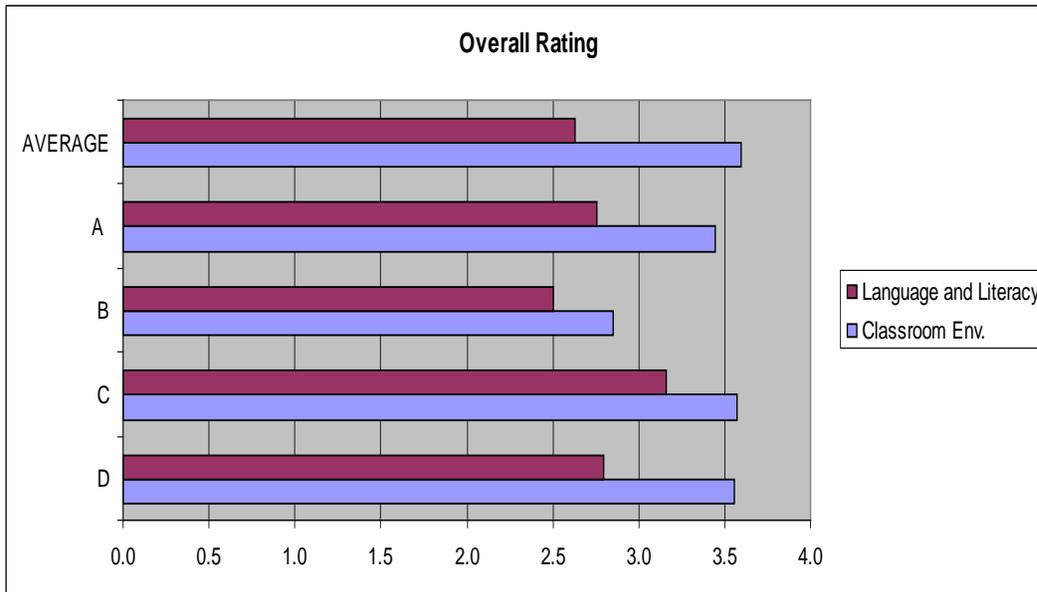
The language and literacy domains in the Georgia Early Learning and Development Standards (GELDS) focuses on the need to develop skills in listening for the purpose of comprehension, discriminating the sounds of language e.g., phonological awareness, the need to develop an understanding of new vocabulary introduced in conversations, activities, stories or books, the needs to develop and expand expressive language skills (speaking), begin to develop age-appropriate strategies that will assist in reading, comprehension, and begin to develop age-appropriate writing skills.

Teacher Observation Data for Birth-Pre-K:

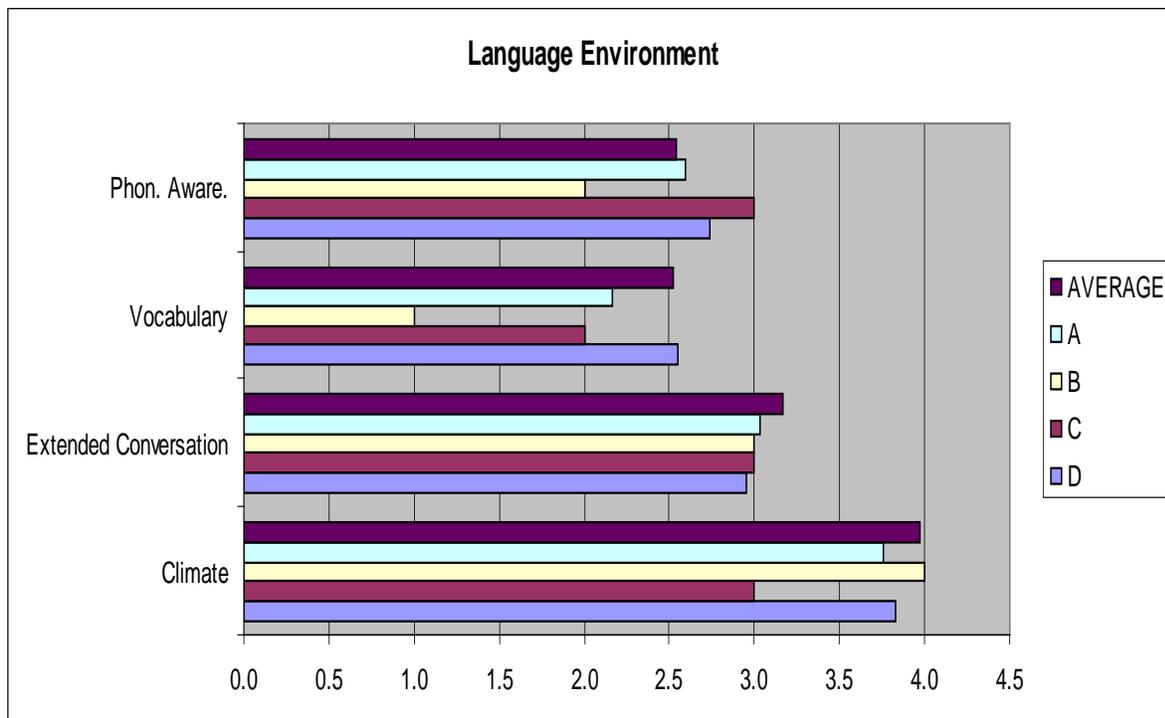
In the spring of 2011, 28 early education students from the local College of Coastal Georgia spent a five-week practicum in GCS. In teams of two, these students spent 2.5 hours weekly in fourteen classrooms of four childcare centers serving low-income areas of Brunswick. They assisted in the classroom, modeled teaching techniques, demonstrated the use of Big Books provided by the college and community foundation, and administered an ELLCO (Early Language and Literacy Classroom Observation) survey purchased for them by the community foundation.

Glynn County School District 2013-14: FACES-Pre-K, Analysis and Identification of Student and Teacher Data

ELLCO Results were shared with the council. Using a rating scale of 1 = deficient; 2=inadequate; 3 = basic; 4 = strong; 5 = exemplary, the average over-all rating for language and literacy was 2.6, below basic.



The following graph show the cumulative average for all four centers as the top bar, with each of the four centers (A – D) represented by bar graphs below the average bar.



Overall climate receives the most positive rating followed by extended conversation. Vocabulary and phonemic awareness comes in with the lowest rating. It is the intent to improve phonemic awareness and vocabulary as the new research-based literacy program is implemented.

Teacher Observation Data for FACES (4 year olds):

The Classroom Assessments and Scoring System (CLASS) is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions. The CLASS score is compiled from 4 same-day observation blocks of twenty minutes each. The first CLASS observed/evaluated all Pre-K teachers (23) in 2010-11; those results created a baseline.

Glynn County School District 2013-14: FACES-Pre-K, Analysis and Identification of Student and Teacher Data

CLASS Georgia Pre- K Assessment Combined Observation Report 2013-2014 NOTE: Two Classrooms/Teachers Observed					
	HIGH	MID	LOW	Georgia	National
Positive Climate	2	-	-	High	Mid
Negative Climate	2	-	-	High	High
Teacher Sensitivity	2	-	-	High	Mid
Regard for Students Perspective	1	1	-	Mid	Mid
Behavior management	2	-	-	High	Mid
Productivity	2	-	-	High	Mid
Instructional Learning Formats	2	-	-	Mid	Mid
Concept Development	-	1	1	Low	Low
Quality of Feedback	-	2	-	Low	Low
Language Modeling	-	2	-	Mid	Mid
CLASS Georgia Pre- K Assessment Combined Observation Report 2012-2013 NOTE: Three Classrooms/Teachers Observed					
	HIGH	MID	LOW	Georgia	National
Positive Climate	2	1	-	High	Mid
Negative Climate	3	-	-	High	High
Teacher Sensitivity	2	1	-	High	Mid
Regard for Students Perspective	1	2	-	Mid	Mid
Behavior management	2	1	-	High	Mid
Productivity	2	1	-	High	Mid
Instructional Learning Formats	1	2	-	Mid	Mid
Concept Development	-	-	3	Low	Low
Quality of Feedback	-	1	2	Low	Low
Language Modeling	-	1	2	Mid	Mid
CLASS Georgia Pre- K Assessment Combined Observation Report 2011-2012 NOTE: Seven Classrooms/Teachers Observed					
	HIGH	MID	LOW	Georgia	National
Positive Climate	6	1	-	High	Mid
Negative Climate	7	-	-	High	High
Teacher Sensitivity	3	4	-	Mid	Mid
Regard for Students Perspective	2	5	-	Mid	Mid
Behavior management	7	-	-	High	Mid
Productivity	7	-	-	High	Mid
Instructional Learning Formats	3	4	-	Mid	Mid
Concept Development	-	4	3	Low	Low
Quality of Feedback	-	5	2	Low	Low
Language Modeling	-	5	2	Mid	Mid

Glynn County School District 2013-14: FACES-Pre-K, Analysis and Identification of Student and Teacher Data

CLASS Georgia Pre- K Assessment Combined Observation Report 2010-2011 NOTE: Twenty-Three Classrooms/Teachers Observed					
	HIGH	MID	LOW	Georgia	National
Positive Climate	18	5	-	Mid	Mid
Negative Climate	23	-	-	High	High
Teacher Sensitivity	14	9	-	Mid	Mid
Regard for Students Perspective	8	15	-	Mid	Mid
Behavior management	18	5	-	Mid	Mid
Productivity	19	4	-	Mid	Mid
Instructional Learning Formats	11	12	-	Mid	Mid
Concept Development	1	9	13	Low	Low
Quality of Feedback	-	19	13	Low	Low
Language Modeling	-	12	11	Low	Mid

The first CLASS evaluated all Pre-K teachers (23) in 2010-11 and those results created a baseline. Seven teachers were observed in 2011-12 and 3 in 2012-13, and our scores continued to reflect areas of concern across Georgia and nationally. Our teachers need additional PL and modeling to focus on Concept Development, Quality of Feedback and Language Modeling as indicated in the chart. PL is underway to address each domain in the coming year and is embedded in the new research-based literacy program.

Teacher Data:

A 2011 survey of selected licensed child care centers in Brunswick, Georgia conducted through informal site visits by members of the Baby Steps advisory council found that despite a change in the Georgia State certification requirements will require that all “lead teachers” in these facilities earn their CDA certification by the end of 2012, many directors admitted that their staff have neither the funds nor the personal time to commit to this requirement.

In steep contrast all of our teachers at FACES are certified and considered Highly Qualified. Fifty% (10 of 20 staff) hold Bachelors degrees; 7 of 20 staff, 35% hold Masters; and 3 of 20 staff, 15% have earned Educational Specialist degrees. A growing number of new hires are dual-certified Early Childhood and Special Education.

Teacher Retention Data:

The teacher retention rate at FACES could be considered excellent, with the majority of veteran teachers remaining well over 10 years.

Teacher Retention		Degree Status		
2012-2013	100%	Bachelor	10	50%
2011-2012	100%	Master	7	35%
2010-2011	100%	Specialist	3	15%

Professional Learning Needs (Strengths/Weaknesses)

Bright from the Start requires that all new Pre-K teachers attend a two-day training institute that includes procedures, planning and instruction. More training is needed to focus on Pre-K classroom environment and management. New Pre-K teachers need training in strategies to help plan valuable learning experiences for Pre-K students that are developmentally appropriate and

connected to language and literature. Pre-K requires that children experience 60 minutes of uninterrupted Center Time that provides a wide variety of learning experiences for children in the program. Teachers have difficulty in knowing how to rotate materials and interact with children to enhance learning while children engage in meaningful play. Pre-K teachers are currently piloting two research-based early childhood curriculums that support whole-group, small group, and individual practice. The SRG fund will provide the opportunity to select one program for full implementation and teachers will need additional professional learning and coaching. In addition to providing training for the schools Pre-K staff, the SRG will help to support a broader rollout of professional learning within the Birth to 5 agencies district-wide. Instructional Technology training is a need and is supported by the district through the technology coordinator (referenced in the District Management Plan and Key Personnel).

Professional Learning Communities

All teachers rotate through chairing and serving on school committees and volunteer for special school projects or initiatives. Others may serve as Teacher Support Specialists (if trained), Lead teachers for Regular Education and Special Ed, representatives for SACs when appropriate, Georgia Rising Star for School Leadership, and interview candidates for hiring. Several of our faculty has been named finalists in the Glynn County Teacher of the Year award and two regularly sit on the Superintendent's Advisory Board for school issues.

Family Engagement Needs:

Parents build the foundation for helping children develop habits, attitudes, and skills for becoming life long learners and are their child's most important teacher. It is equally important for early learning programs' image be transformed from babysitting to one of early education

(from the "*Why*", p. 21). Research shows early intervention for children and families has significant impact on student achievement and continued parent connection to learning throughout the entire school career regardless of race/ethnicity, SES, or level of education (Henderson and Mapp, 2002). Family engagement in Pre-K has been a cornerstone of the program since its earliest days. Pre-K parent meetings, workshops, and supports of classroom activities were planned, implemented and coordinated by a team of Resource Coordinators. Data for participation rates showed a range of 60% to nearly 90% depending on the nature of the activity. Data collected after the loss of the RC's shows a marked decline; however, family involvement continues to be an expectation for families to participate at least one hour each month.

What we do:

- Parents can participate at schools and community centers. School feasts held during Grandparents' Week and at Thanksgiving are extremely popular with families; sign-in sheet data indicates the highest percentages, nearly 55%, occur at these gatherings. Family Fun Night is a monthly nighttime family meeting featuring several classes performing onstage and then teacher-led interactive activities with some kind of literacy, math or science theme. Other ways the schools engage family support are school festivals, book fairs, Relay for Life, parent conferences three times a year, a field trip to the beach, special classroom celebrations and twice a year Sing-Alongs. Elementary schools also provide PTA, family activities and Parent Resource Centers for educational materials.
- Community collaborative agencies (e.g. United Way, Baby Steps, Ferst Foundation) target family engagement or have opportunities for such dialogue through their training

programs (Goodwill, STAR). The local early literacy coalition continues to provide volunteers to read in the reading centers they have established and stocked in several housing developments.

What we plan to do:

- Glynn County Pre-K has opportunities to increase family engagement through literacy outreach knowing that “many families have remarkably limited access to children’s books in their homes and neighborhoods” (the “*Why*”, p. 63) by using the local library and encouraging a library card sign-up blitz in the spring. Fliers, an information table in the school lobby, and verbal reminders including testimonials by parents who already use the library may spark interest in a summertime reading program. Summer reading, with support, can offset boredom, reduce television and video game use, increase academic success and result in higher scores on back to school reading achievement tests. Youth services at GA Public Library Services and library systems provide myriad services to improve the quality of children’s and families’ lives (the “*Why*”, p. 159).
- The Coastal Coalition for Children’s Healthy Families focuses on low income families with children under 5 who are not receiving formal childcare. It hopes to train its family service workers and parents in pre-literacy activities and create Parent Cafes in area churches and neighborhood centers. The goal is to better coordinate literacy efforts among local organizations serving parents. (Building Block 2)

Project Plan, Procedures, Goals, Objectives, and Support

Identified need: Reflecting on (Needs Assessment: Building Block) **BB 4B** in our Literacy Plan, best practices would suggest GCSD Pre-K upgrade teaching strategies and resources across all classroom settings through a more focused professional learning regimen.

Goal 1: Increase evidence-based literacy instruction in all regular and special education preschool and prekindergarten classrooms (three through five year-olds) for kindergarten readiness.

Objectives (what we do): (BB1)

- Provide infrastructure for training and webinars for regular education and co-teaching classrooms
- Meet with teams to collaborate about instructional strategies and how teachers provide oral language experiences in whole group, small group, and one-on-one instructional setting.

Objectives (what we plan to do): (BB1)

- Conduct book study using Fountas and Pinnell's text, *Literacy Beginnings: A Prekindergarten Handbook* (funding through SRG)
- Systematically focus on oral language, vocabulary, phonological awareness, and writing strategies in training, planning and instruction focusing on whole group, small group and one-on-one instruction.

Reference: The *What* p. 8 and *Why*: "It is clear that early emphasis on oral language and vocabulary is necessary, if not for early reading, for later reading." p. 61.

Measurement: lesson plans, WSO, attendance logs, TKES

Funding: Special Education

Identified need: BB4C A comprehensive literacy curriculum should be implemented to fulfill high expectations for reading and writing readiness combined with developmentally appropriate practices responsive to all student needs and interests.

Goal 2: Increase student kindergarten readiness through a developmentally appropriate yet rigorous research-based literacy curriculum.

Objectives (what we do):

- Implemented past curricula with fidelity (Breakthrough to Literacy)
- Participating in two pilot programs to vet curricula (Pearson's OWL and Scholastic's Big Day).

Objectives (what we plan to do):

- Literacy Committee will vet the programs through examination of pilot teams' evaluations, surveys, peer observations and anticipated DECAL approval
- Investigate alternate funding sources in district or instructional options to pursue if SRG not awarded (Title money, LEA monies).

Reference: The *What p. 8* and *Why*, "A rigorous, standards-based curriculum and specialized academic program are the foundations for students' literacy successes." p.31

Measurement: lesson plans, WSO, SLO data, curriculum assessments

Funding: LEA may apply

Identified need: BB2 Provide a re-connection with community-based early literacy resources and coalitions

Goal 3: Share responsibility for the birth to five learning continuum, including kindergarten, through alignment of literacy interests across multiple settings.

Objectives (what we do):

- Collaborate with community agencies which show interest in early literacy (**BB1**)
- Provide literacy and transition information to families.

Objectives (what we plan to do):

- Provide opportunities for increased family participation in early literacy activities and access to literacy materials in and outside school and Title 1 through parent resource centers
- Supply literacy resources to community collaborative groups (SRG funds)
- Collaborate with childcare and private providers to share best practices in school readiness skills including emerging literacy and appropriate behavior
- Collaborate with kindergarten teacher leaders to discuss curriculum alignment, monitor Pre-K to Kindergarten data, and plan action steps
- Continue building classroom libraries with high interest, multi-genre, and cultural text, story props and manipulatives.

Reference: The *What p. 5* and *Why*: “Literacy is a community necessity” (p. 23) and that “ALL educators and citizens are responsible for ensuring GA students meet literacy demands” (p.32)

Measurement: parent needs inventories and evaluations, agenda and meeting minutes, data from receiving schools beginning baselines or screeners

Funding: Community funding through the Collaborative

Identified need: BB 3 Identify and implement assessments, screeners, and progress monitoring instruments to evaluate student progress.

Goal 4: Use appropriate assessments systematically and use data to make instructional decisions

Objectives (what we do):

- School psychologist screens (using a battery of developmentally appropriate assessments) children with documented difficulties with language, literacy and cognitive skills
- Use GELDS indicators to target skills for mastery and Work Sampling Online to document children's performance to make instructional decisions
- Screen students for Early Intervention Program (EIP) for students transitioning to kindergarten.

Objectives (what we plan to do):

- Student Learning Outcomes (SLO) and training for their use will be provided by BFTS school year 2014-15
- Purchase assessments and progress monitoring instruments required and funded by the Striving Readers grant
- Provide training in using data to differentiate instruction
- Implement 45-Day Action Plans (data digs) for progress monitoring.

Reference: The *What* p. 6 and *Why* "Teachers need intense professional learning on administering screeners, interpreting data, and determining....interventions" p.24

Measurement: DIAL 4, other screeners, baseline data, WSO, SLO, attendance logs, data days

Funding: Special Education

Identified need: BB 6 Provide varied and robust training in a new research-based literacy curriculum and other areas

Goal 5: Increase expectations and rigor of job-embedded and face-to-face professional learning

Objectives (what we do):

- Continue expectation that all staff (100%) receives professional learning regularly
- Provide an annual training calendar and protected time for training/planning for all staff to participate at 100%.

Objectives (what we plan to do):

- District curriculum coaches help develop scope and sequence for professional learning
- Include private providers, Head Start and other early childcare professionals in the training and use the GELDS as framework.

Reference: The *What p. 9* and *Why*, “Academic growth occurs when professionals receive targeted professional learning.”p.142

Measurement: DECAL’s Professional Development Registry (PDR), attendance logs, surveys and evaluations, lesson plans

Funding: LEA

Identified need: BB4 & 6 Increase use of technology as a relevant teaching tool

Goal 6: Require and monitor recurrent training focusing on the use of technology to support the GCSD Literacy Plan.

Objectives (what we do):

- GCS instructional coaches provide trainings for technology integration of instructional strategies as determined through assessments and evaluative observations.

Objectives (what we plan to do):

- Ensure more strategic and consistent use of technology by providing regular professional learning and monitoring through observations
- Purchase and/or develop technology-based literacy activities to increase student engagement and support the GCS Literacy Plan (other funds available through district).

Reference: The *What p. 8* and *Why* “to promote student engagement through the use of innovative technology.” p. 56

Measurement: technology plan, lesson plans, WSO, attendance logs

Funding: LEA, Special Education, Technology

Response to Intervention Model—Building Block 5
<p>What we do: GCS fully implements levels of instruction following the GaDOE 4 Tiers Response to Intervention Model (The “Why”, p. 128), Pre-K uses a DECAL approved model called Prior Intervention (see Building Block 5 in Literacy Plan). Universal screeners and periodic assessments are not considered appropriate for this age group, so data collection through these and progress monitoring is relatively non-existent. GCS Pre-K is poised to formally adopt the tier approach as much to align with the elementary schools as to reach all children at their instructional level while using research-based interventions.</p>
<p>What we plan to do: Revamp the RTI process under the grant guidelines by utilizing data from various assessments and protocols.</p>
<p>Measurement: Initiatives are underway to develop 45-Day Action Plans and utilize the evidence-based decision-making cycle (The “Why”, p. 130) to determine strengths, weaknesses and formulate action plans/next steps. (BB3)</p>
<p>Instruction (Tier 1) is standards-based using the GELDs so the effective teacher differentiates instruction by examining data originating from WSO, information from parent conferences and noting children’s progress over time as compared to that of peers. All students receive a variety of rich language experiences in small fluid groups (Tier 2) and large groups; “small, small” groups or even individual instruction is also available at times through the day to work on targeted skills (Tier 3, 4). GCS Pre-K /Leaps and Bounds Special Needs Preschool provide a complete referral protocol for testing and evaluating children when data shows possible delays. Specialized services are provided to students with IEPs; other children who may be struggling as including second language (ELL) students (Tier 2, 3) may also receive some planned interventions.</p>

SAMPLE SCHEDULE

Task	Time	Tier of Intervention
Morning work	25 minutes	Tier 3,4: Individual work w/teacher
Literacy Circle	10 minutes	Tier 1, 2: Shared reading, think aloud
Morning Meeting (Large Group)	20 minutes	Tier 1: Large group, technology, literacy game, shared writing
Literacy Circle	15 minutes	Tier 1: Standards-based: vocabulary, phonological awareness, concepts, letter/sound
Small Groups (2)	30 minutes	Tier 1,2,3,4: Differentiated instruction in fluid groups
Reading	15 minutes	Tier 1,2,3,4: Shared reading, think aloud
Lunch	40 minutes	Tiers 2,3,4: Intentional conversations at lunch
Center Time (free choice)	60 minutes	Tier 3,4: specific skills in "invitation to work"/IEP served pull-out
Rest	30 minutes	Tier 4: SPED and ELL small, small group
Closing Circle	45 minutes	All tiers: literacy activity, technology
	6.5 instructional hours including transitions (meets the mandated requirement)	

Glynn County Schools utilizes Work Sampling Online System (WSO) to gather information to allow for monitoring of the strengths and progress of students (“The Why”, p.100). Funds from the SRG will assist with the purchase of assessments that we are not currently administering to our Pre-K and preschool special need children (3-4 year olds) that is required by the grant (SRCL application packet and assurances).

Comparison to SRCL assessment plan and new assessment schedule: Pre-K assessment and portfolios (paper) evolved ultimately into the WSO (Work Sampling Online) system which Glynn County piloted in 2007; all pre-kindergarten teachers are now trained in WSO with periodic professional learning updates. Bright from the Start Pre-K Operating Guidelines requires teachers to use Georgia’s Pre-K Checklist. The developmental checklist, completed using data from WSO, is a formative assessment used in the Pre-K classroom and finalized at the end of each semester. Teachers rate each child *proficient, in process* or *not yet* on all 69 indicators of all domains on the checklist. The checklist of 69 indicators is administered on every child every 6 weeks. Using this information along with other sources, teachers write a narrative summary to share with parents during conferences that are held twice a year. The specialized assessments for enrollment in preschool special education and Pre-K services (shown in the table below Birth to 5) will continue under the SRCL. The district’s Pre-K Center programs will add the following assessments as required by the SRCL grant: DP-3 (3 year old with special needs), PALS Pre-K, PPVT-4 Form A/B, and CLASS (4 year olds).

Current School Assessment Protocol (2013-2014)

Birth to 5		
Assessment	Schedule	Test Administrator
DIAL 4	Every 6 weeks	SPED Admin
Prior Intervention (RTI) with Parent Rating Scales and Questionnaires	Ongoing	Teachers
EIP Screener	April	Kindergarten Teachers
Baseline—Common Assessments (letters, colors, shapes, numbers)	August, November, February, April	Teachers
Work Sampling Online (WSO)	Every 6 weeks; finalized two times per year and uploads are frequent and ongoing	Teachers
Eye, Ear, Dental	Completed for initial enrollment (90 days)	Pediatrician or School Nurse
Battelle Developmental Inventory 2 (BD12)	Completed for initial eligibility and used as a re-evaluation tool if/when needed	SPED Admin and School Psychologist
Behavior Assessment Systems for Children 2 (BASC2)—parent and teacher rating forms	Completed for initial eligibility and used as a reevaluation tool when needed	School Psychologist
Receptive Expressive Emergent Language Test 3 (REEL3)	Completed for initial eligibility and used as a reevaluation tool when needed	SPED Admin
Instructional Quality Guides—Schedule, Environment, Lesson Planning, Assessment	Twice a Year for Learning Environment, & Lesson Planning update as needed	Teacher

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Preschool Language Scale 5 edition (PLS5)	Completed for initial eligibility and used as a reevaluation tool when needed	SPED Admin
Developmental Assessment of Young Children	Completed for initial eligibility and used as a reevaluation tool when needed	SPED Admin
Brigance	Twice a Year	Teacher
Carolina Curriculum Assessment	Ongoing	SPED teacher
Confidential Placement Forms	End-of-Year	Teacher
Narrative Summaries (from WSO data)	Twice a Year at Parent Conferences	Teacher and Admin
Kindergarten – 5th Grade		
Assessment	Schedule	Test Administrator
DIBELS	Ongoing	Teacher
CRCT	Summative	Teacher
ACCESS	Summative	Teacher
GKIDS	Formative/Summative 4 times a year	Teacher

What we do: We use common assessments to learn the current level of each child at the beginning of the Pre-K year to assist in dynamic groups and individualized instruction. The screening instrument (in addition to a hearing/vision) currently given is DIAL 4 administered by special educators; plans for a greater impact with the PPVT-4 will occur with grant guidelines. Assessment data is also critical during Prior Intervention (RTI) meetings. The classroom teacher, social worker, administrator, Special Needs Director or Literacy Coordinator, use a variety of data sources to determine interventions.

What we plan to do: Plans are in place for next school year for collaborative vertical discussions between Kindergarten and Pre-K teachers to follow up on the Pre-K students experiencing Kindergarten to discuss strengths, weaknesses, next steps and action plans. The RTI protocol for Pre-K will be revised under the grant to establish guidelines using the new protocols for identifying interventions and progress monitoring and intervention strategies. [The Evidence-Based Decision-Making Cycle and protocols (The “Why”, p. 129-130)]. Staff will revisit developmentally appropriate practices (DAP), a series of trainings that provide practical guidance to preschool special educators on how to improve outcomes of children with disabilities (3-6) by implementing developmentally appropriate practices that support state standards in the areas of social-emotional; acquisition of knowledge (early literacy, communication, and language); and adaptive skills as found in DAP. (The “Why”, p. 137-138).

Implementation of new SRCL assessments. GCS lacks a universal screening plan that provides data needed to communicate and address the unique instructional needs of each child. The following universal assessment plan, clearly providing articulation for Pre-K will be

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implemented in accordance with the assessment (page 6 of SRG General Application Information).

Assessment Name	Purposes	Skills Measured	Test Frequency	Who Assesses
Work Sampling Online	Screening Progress Monitoring Outcome	Alphabet Knowledge, Phonological Awareness, Concepts of Print, Oral Language, Alliteration and Rhyming, Oral Language, Vocabulary, and Reading Comprehension	Every 6 weeks; finalized two times per year with frequent and ongoing uploads	Teacher Assistant collect documentation only
Birth – Three Only				
Developmental Profile 3 rd Edition	Screening	Development & function (physical, adaptive, social-emotional, cognitive, communication)	2 x per year (October/April)	Teacher Outside Assessor
Four-Year Olds Only				
Peabody Picture Vocabulary Test – 4 th Edition, Form A/B	Screening Progress Monitoring Outcome	Vocabulary Oral Language	2 x per year (October/April)	Teacher Outside Assessor
PALS-Pre-K	Screening Progress Monitoring Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language	3 x per year (Oct/Jan/April)	Teacher Outside Assessor
CLASS	Teacher-Child interactions	Classroom	1 x per year	DECAL—Outside Assessor

How new assessments will be incorporated into the current assessment schedule

All new assessments will be incorporated into the Pre-K Center's assessment schedule and administered as frequently as required. The Pre-K Director will coordinate the new assessments and reflect them in the district's testing schedule.

Assessments to be discontinued. No assessments currently administered will be discontinued. Training will be necessary for new assessments. Teachers will receive training to confirm accuracy of test administration. Additionally, training will be provided to support the collection, organization, interpretation, and use of the data to guide instruction and intervention.

Professional Learning for teachers. As noted on page 19 of "The Why", "Another key issue of concern that emerged throughout the discussions has been the need for professional learning on the assessments used by out-going and receiving teachers from grade to grade and school to school. This is particularly evident in the transition from early childhood programs into local schools." Professional learning will be provided on the administration, interpretation and application of results for each new assessment for all staff. New teachers will receive online and face-to-face Work Sampling Online (WSO) training as required by Bright from the Start. As referenced in our Literacy Plan, the WSO offers an exemplar of how performance assessment works in early childhood. WSO is a curriculum-embedded assessment that is made up of three complementary components: (1) Developmental Guidelines and Checklists, (2) Portfolios, and (3) Summary Reports. These components take a holistic approach involving the child, the child's family, the teacher, and the school administration in the process of assessment. The Pre-K Director will continue Professional Learning Communities to give Pre-K Teachers a forum to discuss student documentation to increase inner-rater reliability on the Development Checklist.

Sharing data with parents and stakeholders. Parent Conferences are held at the end of Fall and Spring Semesters (and more often if needed). Narrative Summary Reports and portfolio artifacts are shared at this time. These conferences give parents a chance to ask questions, share concerns and information. During Open House and other venues at the beginning of the year, parents will be notified about all assessments required to gather data for the SRG. Students with IEP testing accommodations or language barriers will be considered during testing. The Parents have access to their child's information anytime, anywhere, using the Mobile Portal that's compatible with iOS or Android devices. The app provides information on student schedule, assignments, attendance records, grade, and food service. Assessment data is also critical during Prior Intervention (RtI) meetings. The classroom teacher, counselors, administrator, Special Needs Director or Literacy Coordinator, use data to determine intervention services. It is critically important that all stakeholders understand the meaning of the data and know how to use it to plan next steps in a child's education. With the Striving Readers Grant and assistance from the State, Pre-K staff will receive training on how to interpret and use data to improve instructional practice as they communicate with their parents and colleagues. Individual student assessment results will continue to be presented to parents through parent meetings, progress reports, and conferences. The Glynn County Schools Leadership Team reviews the data during various district meetings and for use in planning and preparing for 45-Day Action Plans.

Analyzing and interpreting data to inform instructional strategies. The process begins with the analysis and interpretation of data, which are reflected in the 45-day school action plans based on the "Why", *Evidenced-Based Decision-Making Cycle* p. 130. The data teams are comprised of district administrators that meet face-to-face with school principals and leadership team members to assess the progress of GCS students. This discussion is based on the most recent benchmark test scores, classroom data, and daily work of all students. Upon review, plans and procedures are revised to continually meet the needs of all of our students. Artifacts for Pre-K include the Georgia Early Learning and Development Standards (GELDS) a tool used in planning small group instruction, which are documented in teacher lesson plans. Teachers

frequently analyze results of formative assessment to verify students are progressing and adjust instruction to match their needs (The “What” p. 11). Small groups will change (dynamic grouping) based on the developmental needs and skills of children as reflected in assessment data. Baseline GKIDS scores will be analyzed at the beginning of the 2014-2015 school year. The percentage of proficient ratings scored by children who participated in the SRG will be compared to the children who did not participate to determine the impact of the resources provided by the grant.

Current data analysis protocol. Data are made available through multiple resources. Glynn County utilizes Infinite Campus and Data Director as Student Information System. These data warehouse programs store current and historical local and state test data. Data Director disaggregates data and facilitates creation of benchmark assessments to monitor student progress PreK-12. All student record information that is sent to the state is reported on the State Longitudinal Data System (SLDS). SLDS creates reports and disaggregates information such as; enrollment data, attendance data, state test data and lexile levels. The information is broken down by student, school, and district level. The Office of Curriculum & Assessment maintains the data file and provides analysis, comparison, longitudinal, cohort and grade level data to be used. This data is then disseminated from the Office of Curriculum & Assessments for further review at School Board meetings, system administrative meetings, school leadership meetings, parent council meetings, grade level department meetings, with individual classroom teachers, with parents, and with students. Pre-K students also engage in two courses (1) Pre-K literacy, and (2) Pre-K numeracy.

Detailed plan who will perform the assessments and how the plan will be accomplished. The Pre-K Director and all teachers will implement the assessment plan and will follow the state and district approved test administration procedures and protocols. Professional learning will be provided for all staff administering assessments to verify standard procedures and accurate data recording (How p. 35).

**Resources, Strategies, and Materials (Existing and Proposed) Including Technology
to Support the Literacy Plan**

GCS Pre-kindergarten plans to use funding from the Striving Readers grant to update existing resources, broaden and diversify strategies already in place, and provide for sustainability of materials. Using the results of a stakeholders' needs assessment, root cause and data analyses for birth to five, and the professional learning goals, these resources and strategies should:

- Increase evidence-based literacy best practice in the general and special education preschool/prekindergarten classrooms **(Building Block 4 & 5)**
- Increase student kindergarten readiness through a developmentally appropriate yet rigorous literacy curriculum **(Building Block 4)**
- Share leadership with the Coalition Community Collaborative responsible for birth to 5 including kindergarten by aligning literacy interests across multiple settings **(Building Block 1 & 2)**
- Train teachers to use appropriate assessments more systematically and become familiar with data-driven instructional decision-making for all learners **(Building Block 3 & 5)**
- Increase expectations for job-embedded and face-to-face training **(Building Block 6)**
- Require and monitor recurrent training using technology to support the district-wide GCS Literacy Plan **(Building Block 4 & 6)**

A. Resources in place supporting literacy and fostering student engagement:

- Breakthrough to Literacy (license non-renewable) computer programs, big books
- Pilot programs: Opening the World of Learning (OWL 2014) and Scholastic Big Day
- GELDS and Work Sampling Online fully implemented
- Collaborative with community literacy foundations, e.g. Ferst, outside readers, reading centers
- Family Resource Center with DVD's, pamphlets, books

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- Teacher websites, monthly newsletters
- Daily schedule and lesson plan templates (BFTS) requiring specific and systematic literacy and literacy skill/concept instruction several times daily
- Classroom libraries with high interest, multi-genre and -cultural text, story props and manipulatives
- Active learning centers with one hour free choice daily
- Print- and language rich classrooms
- Interactive SmartBoards, PC's in each classroom, dedicated work space with listening center for individual use
- Literacy materials and writing supplies in all learning centers as required in DECAL BFTS learning environment guidelines (9H: The "Why", p. 164-165)
- High interest and varied skill literacy games in all learning centers
- Technology infrastructure including tech support from GCSD
- Webinars from BFTS
- Teacher planning teams meeting monthly

B. List of activities that support literacy intervention programs:

- Family Fun Night interactive workshops, classroom participation, take home literacy materials or folders for Pre-k and Head Start
- Daily literacy lessons in small and large group settings using the GELDS, BFTS Instructional Quality Daily Schedule guidelines
- Frequent and specific targeted practice in phonological awareness, vocabulary, and concept expansion
- Adjusted student instructional pace using the computer-based Breakthrough to Literacy (through 2014)
- Picture-naming/labeling activities for vocabulary development in regular, ELL and SPED instruction
- Early Intervention Program screening at end of Prekindergarten for students transition to Kindergarten (The "Why" [Standard Alignment Initiative] p. 165)

C. A list of shared resources available at each building:

- Lending library of quality children's books and books on tape with a listening area accommodating a minimum of 6 children a session
- Literacy themed kits
- iPads loaded with several literacy and math apps for teaching teams to share
- Games, themed resources, Powerpoint lessons, literature-based videos, nursery rhymes and music on "S" drive (an internal program available to all GCS staff)
- Strong "idea bank" in collaborative use as result of highly qualified teachers and high teacher retention rate of program

D. A general list of library resources:

- Small (300 titles) lending library of quality children's books with GCSD bar codes for children to check out
- Regular schedule rotation for community readers (called Buddy Readers) to read to small groups
- Books on tape with a listening area accommodating 6 children on headphones
- Prekindergarten classes in elementary schools have access to full media centers/libraries

E. List of activities supporting classroom practices:

- Shared reading and writing activities using the Balanced Literacy Workshop model in daily small group and large group literacy circles
- Partner work (think, pair, share)
- Math, social studies and science activities with strong integration of vocabulary and oral language
- Use of Thinking Maps and graphic organizers
- Child-made graphs and charts
- Interactive Smartboard literacy games for student engagement, eReaders for print awareness
- Differentiation ("make it easier/make it harder")

- Daily schedule suggested by BFTS
- Resources and activities as supported by the GELDS birth to five

F. List of additional strategies needed to support student success:

- Approval by state for use of screeners, assessments and progress monitoring within Response to Intervention
- Training in administration of such instruments and use of resulting data
- Professional learning in new curriculum in the event of funds awarded from SRG
- Training by GCSD Literacy Coordinator and/or Instructional Coach Liaison for alignment with kindergarten literacy expectations
- Training in CLASS for improving verbal interactions and expanding use of oral language
- Renew involvement with the community collaborative in Birth to five literacy interventions for children and families
- Develop with help from local district and RESA personnel peer mentoring and literacy coaching opportunities

G. List of current classroom resources for each classroom in the school:

- Basic classroom materials list as required and funded by BFTS
- Computers for Work Sampling Online record-keeping
- Materials necessary for implementing GELDS
- Classroom library of quality children's literature of multiple genres and reflecting other cultures, changing with child interest, new themes or units; enough on display for each child's use
- Active learning centers including science and sensory table, math, computers, language and writing, art and painting, at least two dramatic play, dress-up, props, blocks, work rugs for "by myself" work, listening center, Safe Place, library and "conversation pit"
- Real and found objects in all learning centers to connect to world outside school
- Three PC's with tech support from district technology department

H. List of needs to implement literacy plan while aligning with SRCL:

(additional funding will come from the LEA, Special Education, and Title programs consistent with grant guidelines)

To demonstrate evidence-based instructional best practices and materials

- Computer program or software linked to curriculum for student-paced study of literacy concepts, alphabetic principle, letter/sound connection, vocabulary
- E-readers and interactive large group literacy games for use on the SmartBoard
- Student tablets and apps for independent and/or small group interactive and high interest literacy games
- Training to increase use of and effectiveness of technology in the classroom

To purchase developmentally appropriate yet rigorous research-based literacy curriculum emphasizing emerging reading and writing

- Comprehensive literacy curriculum including technology, family literacy interventions, professional development, differentiation strategies and assessment
- “Handwriting without Tears” program/materials

To offer ongoing job-embedded and face-to-face professional training for 100% staff, new and returning

- Text for book study for each stakeholder: *Literacy Beginnings, A Prekindergarten Handbook* by Pinnell and Fountas, Heinemann, 2011
- Stipends for outside district trainings e.g. at RESA, literacy conferences
- Fees for consultants/ trainers and materials for collaboration help and/or training with local birth to five entities, including Head Start and private providers
- Ongoing training after purchase of one of two curricula presently being piloted

Assuming state approval of use of universal screeners, to receive instruction in administration, interpretation and interventions for tiered instruction (The “Why”, p. 5A:5, p. 99).

- Purchase of universal screeners, progress monitoring tools, other assessments for instructional planning, prior intervention (Pre-k's RTI) and tiered instruction
- Training in data driven instructional decisions
- Implement 45-Day Action Plan (data digs) following the evidence-based decision-making cycle, The "Why" p. 130)

To re-connect with birth to five supporting collaborative outside Pre-K, particularly private providers and receiving Kindergarten

- Take home books or other family literacy activities, e.g. literacy backpacks to share with younger or older siblings or use as "homework"
- Purchase of books and materials for the community literacy program's housing development reading centers
- Grow support for the Ferst Foundation to put books in homes outside Census Tract 8

I. How technology purchases will support:

Response to Intervention:

- Data entry to streamline Prior Intervention (RTI) process
- Create a database of student gains over time
- Ability to disaggregate data findings to order to provide systematic tiered instruction for all needs (data digs; 45-Day Action Plans)
- Produce reports and visuals from database for parents, district or outside audits, or to evaluate program effectiveness (data digs) (Evidence-Based Decision-Making Cycle, The "Why", p. 130)

Student engagement:

- iPads, tablets, and slates provide independent instruction through purchased applications
- Interactive literacy games on Smartboard or newly purchased Mimeo boards highly motivating for all needs and skill levels
- English Language Learners and native English speakers with high vocabulary needs

- Invite parents for technology-centered activities (e.g. appropriate apps for children's use on parent personal devices)

Instructional practices:

- Differentiation/individualization for all students using computers, iPads, digital voice recorders
- With WSO already in place for online data and anecdotal note records, use of video, photographs and work samples key to decisions for best practice.
- Broaden curricular reach using video and eBooks across content areas, particularly math and science

Writing:

- Model "verbal path" for writing (Fountas & Pinnell) on interactive white board or on iPads
- Use of digital/interactive slates for eye/hand coordination practice
- Use tech tools like PowerPoint or Thinking Maps to guide children through shared writing and think aloud processes

Professional Learning Strategies Identified On The Basis Of Documented Need

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained collaborative learning (The “Why”, page 141).

Professional Learning Goals:

- (1) Increase teacher expertise using evidence-based literacy best practices in the general and special education preschool/kindergarten classrooms. (2A: The “Why”, p. 41) (Needs Assessment: Building Block 4)
- (2) Train for and implement a developmentally appropriate yet rigorous research-based literacy curriculum to increase student kindergarten readiness as emergent readers/writers. (3B: The “Why”, p. 59-63) (Needs Assessment: Building Block 4)
- (3) Develop and promote a system of shared responsibility, resources and professional learning opportunities in and outside Pre-K and across all settings birth to five including kindergarten. (The “Why”, 9Hp. 164-165) (Needs Assessment: Building Block 1, 2, 6)
- (4) Become proficient in the use of appropriate and valid assessments, progress monitoring, and prior interventions (RTI) for instructional planning, literacy interventions, and student referrals. (6A: The “Why”, p. 125-128). (Needs Assessment: Building Blocks 3 & 5)
- (5) Increase intensity and quality of, and [stakeholder] access to, professional learning through job-embedded and face-to-face training. (Section 7A & 7B: The “Why” p. 141-143) (Needs Assessment: Building Block 1 & 2, 6)
- (6) Participate in recurrent training using technology to support the new curriculum, increase student engagement, and broaden and diversify instructional strategies in the classroom. (2I: The “Why” p. 56). (Needs Assessment: Building Block 4 and 5)

Process used to determine if professional learning is adequate and effective:

- Staff evaluate the professional development to determine if it is adequate and effective using the GCS Evaluation Form (distributed to the Pre-K Director). The Pre-K Director monitors all evaluations and makes any adjustments necessary to assist teachers.

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The Chart depicts Professional Learning (PL) conducted within the past three years. The past PL is stated as completed and ongoing for 2014-15 for *all* staff; and also includes and describes upcoming training for 2014-15 for SRG:

PROFESSIONAL LEARNING STRATEGY (OBJECTIVE)	PROFESSIONAL LEARNING HOURS	PERCENTAGE OF STAFF ATTENDING	TRAINING OUTCOMES	FREQUENCY-- Completed Ongoing Upcoming	EFFECTIVE MEASURES TO GOALS AND OBJECTIVES	PERSON RESPONSIBLE
<p>Pre-K New Lead Teacher Institute (Required by The Department of Early Care and Learning: DECAL, Bright from the Start) (Two Day Face-to-Face)</p> <p>Instructional Best Practices in Pre-K Classes</p> <p>Developmentally Appropriate Strategies for Pre-K Students</p>	12	100%	<p>Lead teachers are trained in effective strategies and best practices for working with Pre-K students. Training provides materials and support with Instructional Quality Guides, Georgia Early Learning and Developmental Standards (GELDS), pre-k classroom arrangement, lesson plans, classroom management, behavior strategies and scheduling. (The “Why, p. 164). Needs Assessment Building Block 1</p>	<p>New Lead Teachers Trained Once a Year</p> <p>(Completed and Ongoing Training)</p>	<p>*Teacher *Lesson Plans *Observations *Work Sampling Data *Team Meetings including Agenda and Minutes *TKES *Teacher On-Line Quiz * CLASS</p>	<p>*Pre-K Director *Georgia State Trainer *Teacher</p>
<p>Pre-K Returning Second Year Lead Teacher Training (Required by The Department of Early Care and Learning: DECAL, Bright from the Start) (Two Day Face-to-Face)</p> <p>Instructional Best Practices in Pre-K Classes</p>	12	100%	<p>Lead teachers receive training in effective strategies and best practices for working with Pre-K students. Training provides materials and support with Instructional Quality Guides, Georgia Early Learning and Developmental Standards (GELDS), Work Sampling On-Line, small group planning, i.e. differentiation and individualization, lesson plans, classroom management, and behavior strategies</p> <p>Needs Assessment: (Building Block 1, 4, 6)</p>	<p>Returning Lead Teachers Trained Once a Year</p> <p>(Completed and Ongoing Training)</p>	<p>*Teacher *Lesson Plans *Observations *The Classroom Assessment Score System (CLASS) Observation *Work Sampling Data *Team Meetings including Agenda and Minutes *TKES *Teacher On-Line Quiz</p>	<p>*Pre-K Director *Georgia State Trainer *Teacher</p>

Glynn County School District 2013-14: FACES-Pre-K, Professional Learning Strategies

<p>Pre-K New Assistant Teacher Training (Required by The Department of Early Care and Learning: DECAL, Bright from the Start) (Two Day Face-to-Face)</p> <p>Instructional Best Practices in Pre-K Classes</p> <p>Developmentally Appropriate Strategies for Pre-K Students</p>	12	100%	<p>Assistant teachers are trained in best practices for working with pre-k students, including classroom management and behavior strategies. This training includes face-to-face and on-line podcast submissions. (Needs Assessment: Building Block 1, 4, 6)</p>	<p>New assistant teachers trained once a year</p> <p>Completed and Ongoing training)</p>	<p>*Assistant Teacher *Team Meetings including Agenda and Minutes *Teacher Observation *CLASS Observation *Assistant Teacher On-Line Quiz</p>	<p>*Pre-K Director *Georgia State Trainer *Teacher</p>
<p>Pre-K Returning Assistant Teacher Training (Required by The Department of Early Care and Learning: DECAL, Bright from the Start) (Two Day Face-to-Face)</p> <p>Instructional Best Practices in Pre-K Classes</p> <p>Developmentally Appropriate Strategies for Pre-K Students</p>	12	100%	<p>Assistant teachers receive retraining in best practices for working with pre-k students, including classroom management and behavior strategies. This training includes face-to-face and on-line podcast submissions. (Needs Assessment: Building Block 1, 4, 6)</p>	<p>Returning assistant teachers trained once a year</p> <p>(Completed and Ongoing training)</p>	<p>*Returning Assistant Teacher *Team Meetings including Agenda and Minutes *Teacher Observation *CLASS Observation *Assistant Teacher On-Line Quiz</p>	<p>*Pre-K Director *Georgia State Trainer *Teacher</p>
<p>Classroom Management Lead Teachers (On-Line Course)</p> <p>Developmentally appropriate strategies for Pre-K students</p>	10	100%	<p>Teachers provided with positive discipline strategies and ways to engage students in appropriate social emotional behaviors. (Building Block 1, 4, 5, 6)</p>	<p>*Returning Pre-K Teachers are Trained as Needed</p> <p>(Completed and Ongoing Training)</p>	<p>*Observations *Prior Intervention (RTI) Behavior Documentation *Parent Conference *Conscious Discipline Strategies *TKES *Teacher On-Line Quiz</p>	<p>*Pre-K Director *Teacher *Pre-K Lead Teacher at FACES *Prior Intervention Specialist</p>

Glynn County School District 2013-14: FACES-Pre-K, Professional Learning Strategies

Pre-K Regional Training at FACES/Leaps and Bounds	3	100%	The pre-k consultant are provided updates on pre-k program, curriculum, standards, future training opportunities, assessment and quality rating reviews. Public and private providers collaborated in small groups during the training. (Needs Assessment: Building Block, 2, 3)	*All Glynn County Schools pre-k lead teachers, assistant teachers, special education preschool teachers and assistant teachers. *All private pre-k teachers and assistant teachers and providers from the community (Completed and Ongoing training)	*Lesson Plans *Teacher Observations *Instructional Quality Guides *Georgia Early Learning and Developmental Standards (GELDS) *Work Sampling On-Line	*Pre-K Consultant
(Currently Piloting) Opening the World of Learning (OWL 2014): Glynn County Schools Lead Pre-K Teachers and Special Education Preschool Teachers (3:B The “Why” p. 63) Research-Based Curriculum Materials	12	100%	Pre-K teachers are trained in components of the Opening the World of Learning (OWL) program, including philosophy, research basis for teaching strategies for all students, daily schedule, classroom routine, assessment, differentiation of instruction and family connection. Teachers develop lessons that provide preschool-age children with learning opportunities in language and print-rich environments. (Needs Assessment: Building Block 3, 4, 5, 6)	*Initial Training of Lead Teachers at the Beginning of the Year *Follow-up Sessions throughout the school year. (Upcoming training)	*Lesson Plans *Observations *Work Sampling On-Line Data *Various OWL Curriculum Assessments *TKES	*Pre-K Director *Pearson Trainer *Pearson Technical Support *Teachers
(Currently Piloting) Big Day (Scholastic 2010): Glynn County Schools Lead Pre-K Teachers and Special Education Preschool Teachers (3:B The “Why”, 63). Research-Based Curriculum Materials	12	100%	Teachers are training in components of Big Day Program (Scholastic), including philosophy, research basis for teaching strategies for all students, daily schedule, classroom routine, assessment, differentiation of instruction and family connection. Teachers develop lessons that provide preschool-age children with learning opportunities in language and print-rich environments. Needs Assessment: Building Blocks, 3, 4, 5, 6)	*Initial Training of Lead Teachers at the Beginning of the Year *Follow-up Sessions throughout the school year. (Upcoming training)	*Lesson Plans *Observations *Work Sampling On-Line Data *Various Big Day Curriculum Assessments *TKES	*Pre-K Director *Scholastic Trainer *Scholastic Technical Support *Teachers
Literacy Training: Literacy Beginnings (Fountas and Pinnell 2011) Research-Based	TBD	100%	Regular and special education teachers will be provided detailed descriptions of language and literacy behaviors and understandings for teachers to notice, teach, and support, while offering	TBD (Upcoming training)	*Work Sampling On-Line *Student outcomes * IEP	*Fountas and Pinnell Trainer *Glynn County Schools Literacy Coordinator

Glynn County School District 2013-14: FACES-Pre-K, Professional Learning Strategies

Hand Writing Without Tears (Get Set For School 2012) Developmentally appropriate strategies for Pre-K students	TBD	100%	Regular and special education teachers will gain a better understanding of how to incorporate literacy, prewriting and writing into the classroom. (Needs Assessment: Building Blocks 4, 5)	TBD (Upcoming training)	Work Sampling On-Line *Student outcomes *IEP Goals/Objectives * Portfolio artifacts	*Hand Writing Without Tears Trainer *Special Education Coordinator
Boardmaker Software and Literacy Lab (Mayer-Johnson) Research-Based Curriculum Materials	TBD	100%	Regular and special education teachers will gain a better understanding of how to incorporate literacy, prewriting and writing into the classroom using technology. (Needs Assessment: Building Blocks 4, 5)	TBD (Upcoming training)	*Work Sampling On-Line *Student outcomes *IEP Goals/Objectives *Lesson Plans	*Boardmaker and Literacy Lab Trainer *Special Education Coordinator
Best Practices New Lead Teacher Training Georgia Pre-K Assessment (On-Line Module) (Required by The Department of Early Care and Learning: DECAL, Bright from the Start) Developmentally Appropriate Strategies for Pre-K Students	12	100%	Lead teachers gain a better understanding of the Instructional Quality Guide for Assessment and Working Sampling On-Line. (Needs Assessment: Building Block 3, 4, 6)	Teachers complete training during the school year. (Completed and Ongoing training)	*Lesson Plans *Observations *Work Sampling Data *TKES *Teacher On-Line Quiz * Meetings including agendas and minutes * Data digs	*Pre-K Director *Georgia State/Best Practices On-Line Trainer *Teachers
Podcast: *Building Communities *Reading to Children *Developing Classroom Rules *Info to Go (Ways to Effectively Communicate with Parents), *Classroom Environment Developmentally	5	100%	Lead and assistant teachers gain a better understanding of strategies and resources to support students in the pre-k classroom. (Needs Assessment: Building Block 3, 4)	Lead and assistant teachers will complete during the school year. (Completed and Ongoing training)	*Lesson Plans *Observations *Work Sampling Data *Teacher and Assistant Teacher On-Line Quiz * PLC meetings	*Pre-K Director *Pre-K Consultant *Lead Teachers *Assistant Teachers

Glynn County School District 2013-14: FACES-Pre-K, Professional Learning Strategies

<p>Wednesday Webinars for Lead Teachers and Assistant Lead Teachers: *Approaches to Play *Work Sampling On-Line *Writing *Science *Math Continuum *Ratings Review *Kindergarten Transition *Recycle and Re-Use *Off to a Good Start *Cognitive Process</p> <p>Developmentally Appropriate Strategies for Pre-K Students</p>	10	100%	<p>These mandatory sessions are designed to support ongoing planning for literacy instruction and assessment, and provide continuing education leading to re-certification. (Needs Assessment: Building Block 4, 6)</p>	<p>These sessions are released each year. (Completed and Ongoing training)</p>	<p>*Lesson Plans *Observations *Work Sampling On-Line *TKES *PL logs *Re-certification documentation</p>	<p>*Department of Early Care and Learning: Bright from the Start *Professional Learning Representative</p>
<p>Work Sampling On-Line for New Lead Teachers (Face-to-Face) (Required by The Department of Early Care and Learning: DECAL, Bright from the Start) (9:H The “Why”, page 164)</p> <p>Developmentally Appropriate Strategies for Pre-K Students</p>	12	100%	<p>Required training that demonstrates to teachers how to access the Work Sampling On-Line System (WSO). (Need Assessment: Building Block, 3,4,6)</p>	<p>*New Lead Teachers *Special Education Teachers at Leaps and Bounds Special Education Preschool (Completed and Ongoing Training)</p>	<p>*Lesson Plans (small group and independent centers) *Observations *Work Sampling On-Line Data * Work Sampling On-Line Class Rating Report *Work Sampling On-Line Developmental Checklist *Work Sampling On-Line Class Profile Report *TKES *Teacher On-Line Quiz IEP Progress Monitoring</p>	<p>*Pre-K Director *Georgia State Trainer *Teachers</p>
<p>Technology: *iPad *Smartboard and Mimio Board with</p>	5	100%	<p>Regular and special education lead teachers and assistant teachers learn to apply interactive technology into direct and small group instruction.</p>	<p>*Regular and Special Education Lead Teachers and Assistant Teachers are trained</p>	<p>*Lesson Plans (Small group and independent centers) *Work Sampling On-</p>	<p>*Glynn County Schools Instructional Technology Coordinator</p>

Glynn County School District 2013-14: FACES-Pre-K, Professional Learning Strategies

Technology	2	100%	All staff will receive training on data interpretation and use of data All staff will receive information and training on assessment administration standardized procedures and accurate data recording (Needs Assessment: BB 3, 4, 5)	Teachers will participate in all training and follow up throughout the year (Upcoming)	* Lesson Plans * 45-Day Action Plans	* Technology Coordinator * Pre-K Director
Data-Decision Making	1	100%	Teachers will be trained to use appropriate assessments more systematically and become familiar with data-driven instructional decision making for ALL learners (Needs Assessment BB3)	Teachers will participate in all training and follow up throughout the year (Upcoming)	* Data Digs * Formative and Summative Assessments results * 45-Day Action Plan	* Pre-K Director * District Admin
Student Learning Objectives (SLO)	1	100%	All staff will receive training on the SLO goals, objectives and project as outlined by GCS (Needs Assessment: BB 4)	Teachers will participate in the training and writing of SLO (completed and ongoing)	* SLO Objectives	* Pre-K Director * District Admin
Prior Intervention (RTI for Pre-K) Lead Teachers Developmentally Appropriate Strategies for Pre-K	2	100%	The Prior Intervention Specialist provides teachers, assistant lead teachers and special education teachers with prior intervention (RTI) strategies, identifies the prior intervention process/protocol, [required documentation addressing teacher concerns]. (Needs Assessment: Building Block, 1, 4, 5)	Teachers participate in an initial training with updates during the year as needed. (Completed and Ongoing training)	*Prior Intervention Specialist (RTI) Documentation *Observations *Parent Conferences *Contact Log in Infinite Campus	*Prior Intervention Specialist *Prior Intervention Team *Teachers *Parents
Georgia Early Learning and Developmental Standards (GELDS) Lead and Special Education Preschool Teachers and Assistant Pre-K Teachers (Face-to-Face) Research-Based Curriculum Materials Developmentally Appropriate	12	100%	Georgia Early Learning and Developmental Standards (GELDS) create a seamless system of standards in Georgia for birth to five. The GELDS are aligned with the CCGPS for K-12 and Work Sampling On-Line. Pre-K and Special Education Preschool Teachers are shown how to access the GELDS website, how to appropriately modify the standards to meet individual student needs and how to use the standards to plan instruction. (Needs Assessment: Building Block, 1, 3, 4, 5, 6)	Lead teachers, assistant teachers, special education teachers and special education assistant teachers participate in this training during the school year. (Completed and ongoing training)	*Lesson Plans *Observations *Work Sampling On-Line Data *TKES * IEP	*Pre-K Consultant *Pre-K Director *GELDS Website

Glynn County School District 2013-14: FACES-Pre-K, Professional Learning Strategies

Training for Parents Research-Based Curriculum Materials	2	100%	Workshops and parent meetings are planned monthly to provide support and resources for parents. Continue with Family Fun Night interactive workshops with take home literacy materials for Pre-K and Head Start (Needs Assessment: Building Block 2, 6)	*1 Home Visit at the beginning of the school year *2 additional parent/teacher conferences (January and May) (Completed and Ongoing training)	*Parent Conferences *Parent Communication *Calendars/Newsletters *Teacher Websites *Parent resource Center *End of the Year Parent Program Evaluation	*Pre-K Director *Teachers *Assistant Teachers *Special Education Parent Mentor *Title I Parent Involvement Coordinator
Social Skills Developmentally Appropriate Strategies for Pre-K	2	100%	Training on social skills development for Leaps and Bounds Special Education teachers and assistant teachers. Topics include facilitating peer interactions, writing and using Social Stories, Boardmaker software and other technology resources. (Needs Assessment: Building Block 4, 5, 6)	Training is on going throughout the school year. (Completed and ongoing training)	*Classroom Observations *IEP Goals and Objectives *Preschool Outcome Data (POD)	*Special Education Coordinator *Special Education Teachers
Conscious Discipline Research-Based Resource Developmentally Appropriate Strategies for Pre-K	10	100%	Training on Conscious Discipline for all staff (teachers and assistant teachers and special education teachers and assistant teachers) at FACES/Leaps and Bounds Special Education Preschool. (Needs Assessment: Building Block 4, 5, 6)	Training is on going throughout the school year. (Completed and Ongoing training)	*Classroom Observations *Prior Interventions *Parent Communication	*Pre-K Director *Prior Intervention Specialist *Teachers *Assistant Teachers
Special Education Portfolio Data Collection Developmentally Appropriate Strategies for Pre-K	5	100%	Training for Leaps and Bounds Special Education Preschool teachers on how to collect, record and graph data contained in portfolios that will follow students through twelfth grade. (Needs Assessment: Building Block 3, 4, 5, 6)	Training is on going throughout the school year. (Completed and Ongoing training)	*Observations *IEP goals and objectives *Preschool Outcome Data (POD) *State and District Assessments *Transition Plans *Assistive Technology *Functional Behavior Assessment (FBA) *Behavior Intervention Plan (BIP) *Portfolio *Rubrics *Progress Monitoring	*Special Education Coordinator *Special Education Lead Teachers
The Classroom	6	100%	Pre-K Director, lead regular and special	Training is on going	*Teacher Observations	*Teachstone Trainer

Teacher Keys Effectiveness System (TKES)	4	100%	Regular and special education teachers received an orientation and introduction to the TLE platform. An overview of the standards, indicators and observation cycles for teacher evaluations was delivered. Additional training is provided throughout the school year. (Needs Assessment: Building Block 6)	Training is on going throughout the school year. (Completed and Ongoing training)	*Teacher Observation *Walk Through Observations *Formative Observations *TKES formative and summative conference	*Pre-K Director
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On-going and upcoming Professional Learning include OWL, Big Day, Bright from the Start’s New Teacher Institute, Webinars and Podcasts, and are all on-going, job-embedded Professional Learning. GCS teachers receive on-going training on data collection, instructional strategies, and technology. Future trainings will include CLASS, Student Learning Outcomes, use of the GELDS, interventions and writing, RTI, and others as identified by the effectiveness measures, and through evidence-based decision-making cycle from job-embedded professional learning (The “Why” p. 130-131). *All of the required Pre-K Professional Learning is pre-scheduled protected time—100% of our teachers attend, participate, and follow up in collaborative meetings* (The “Why, p. 141). Staff coursework and competency quizzes are recorded with the DECAL Professional Development Registry (PDR). Additional professional learning opportunities are provided by collaboration between Kindergarten and Pre-K teachers. Title 1 will provide more opportunities for Kindergarten teachers to work with Pre-K teachers in transition plans, and professional learning (behavior management, book studies, standards correlations, sharing of resources, lessons learned). Special Educators and RTI coordinator will assist us in revamping the RTI process. Instructional Coordinators and the RESA collaborative will assist us in offering behavior management techniques and strategies for Head Start teachers.

Sustainability

Glynn County Schools' Striving Reader grant will **build capacity** to continue to implement a *gold standard literacy program* after the project funding concludes. Within the Birth to Five population 434 children receive services ages Birth to Two out of 957 children served in county-wide daycare centers (as reported in Bright From the Start, March 2014 report). Glynn County educators have a commitment to lay a solid foundation with additional resources from this grant and other funding sources (as appropriate and permissible under program guidelines) to sustain literacy activities, goals, and objectives to make a difference in the lives of the 624 students (24 classrooms) served in FACES, Leaps and Bounds, and Pre-K. [Head Start serves 245 students in 14 classes. Early Head Start (6 weeks to age 3) serves 32 students, and another 33 students are served in a co-teaching classroom]. Literacy goals will be placed on the school's web page and will continue to be shared with parents and stakeholders. Success stories will be shared on the school web page and during collaborative community meetings. Student work will be displayed through various media (radio, local newspaper, school newsletter, web page, etc.). Parents will continue to be invited to participate in school activities and share in the life of the early learner.

Glynn County School District 2013-14: FACES-Pre-K, Sustainability Plan

Strategy linked to Rubric	Sustainability Plan	Targeted Audience	Funding	Intended Outcome
<p>A, D) Assessments Protocols, & Replacement Materials beyond life of grant (Building Block 3)</p>	<p>*Provide PL on new assessments for literacy outlined in the SCRL.</p> <p>*Purchase assessment protocols and replacement of materials as part of the annual budgets.</p> <p>*Continue to monitor the data/assessments through the 45-Day Action Plans, the evidence-based decision-making model (The “Why”, p. 130), and data room evidence</p>	<p>* Parents</p> <p>* Regular and Special Education Teachers</p> <p>* Administrators</p> <p>* School Psychologist</p>	<p>*Grant Funds</p> <p>* Special Education Funds</p> <p>*LEA</p> <p>*PTO Budgets</p>	<p>*Parent Teacher Conference Tools</p> <p>*Continue required assessments</p> <p>* 45 Day Action Plan Protocols and Documentation</p> <p>* Evidence-based decision-making protocol, questions, documentation (The “Why”, p. 130)</p>
<p>A) The Class Assessment Scoring System (CLASS) Observations (Building Block 4, 5)</p>	<p>*Pre-K Program Director and Regular and Special Education Lead Teachers will become certified (CLASS) observers.</p>	<p>* Pre-K Regular and Special Education Lead Teachers</p>	<p>*SRCL Grant Fund</p> <p>* LEA</p>	<p>*Observations will be conducted to provide targeted on going support and training.</p>
<p>B) Striving Readers Comprehensive Literacy (SRCL) Birth to Five Awareness Session and Literacy Goals (Building Block 1, 2, 5, 6)</p>	<p>*All stakeholders from administrators to parents will have opportunities to participant in grant activities.</p> <p>* Community volunteers will continue to be sought out and utilized</p>	<p>* School Administrators</p> <p>* Parents</p> <p>* Regular and Special Education Teachers</p> <p>* Regular and Special Education Teachers</p> <p>* SST/RTI Admin</p> <p>* Parents</p> <p>* Community</p>	<p>\$0</p>	<p>*Stakeholders will participate in various trainings throughout the year so they understand how to support the grant and actions within the literacy goals.</p>

Glynn County School District 2013-14: FACES-Pre-K, Sustainability Plan

<p>Purchase research-based curriculum program for Pre-K classes and Leaps and Bounds special needs preschool classes (Building Block 4)</p>	<p>*Purchase additional materials for instruction from data gathered through the SCRL assessments.</p>	<p>* Pre-K Classes * Leaps and Bounds Special Needs Preschool Classes</p>	<p>*SRCL Grant Fund *Special Education Fund</p>	<p>*Current classrooms will be funded immediately; additional classes will be funded as student numbers increase, and as funds are available.</p>
<p>Purchase research-based curriculum program for Pre-K classes and Leaps and Bounds special needs preschool classes (Building Block 4, 5, 6)</p>	<p>*Develop teachers to become experts in using these strategies.</p>	<p>* Pre-K Classes * Leaps and Bounds Special Needs Preschool Classes</p>	<p>*SRCL Grant Fund to provide subs for training during the day.</p>	<p>*Teachers will be trained in the strategies during training. *Teachers will work with parents to make parents aware of the strategies being used in classrooms.</p>
<p>B) Improve collaborative partnerships with private and community agencies (Community Outreach) (Building Block 1, 2)</p>	<p>*Continue work with community partners through the Coalition to determine professional development needs and share information with parents and stakeholders (Building Block 1F of our Literacy Plan). * Foster relationships with and seek help from community partners to heighten awareness about reading and literacy. * Continue Collaboration and training with Parent Centers in each Pre-K school</p>	<p>* Coalition (Baby Steps) * Ferst Foundation * St. Simons Rotary Club * Headstart * College of Coastal Georgia Education Intern Coordinator * College of Coastal Georgia Nursing Program Community Projects * Public Libraries * Parents * Private Providers</p>	<p>*General office supplies will be provided by Pre-K grant and local school funds</p>	<p>*Collaboration will empower school and community organizations to focus their work and align it more closely.</p>

Glynn County School District 2013-14: FACES-Pre-K, Sustainability Plan

	<p>* Continue to use instructional funding provided by Bright from the Start to assist in funding literacy resources</p>	<p>* Title 1 Family Involvement Specialist</p> <p>*Pre-K Director</p>		
<p>B) Improve parent's knowledge of appropriate strategies to use with young children (Building Block 6)</p>	<p>*Monthly Pre-K Family Fun Nights</p>	<p>* Parents</p> <p>* Students</p>	<p>*Pre-K and school local funds can be used to purchase training materials and supplies</p>	<p>*Parents need to know how to support their children's academic and school success from birth and beyond in literacy.</p>
<p>(C, E,) On- going Professional Learning, New Teachers & Staff, (Building Block 4, 5, 6)</p>	<p>*Intensive, aligned PL for all SRG parents and teachers on Best Practices, and Instructional Technology</p> <p>* Teachers will continue to meet monthly to collaborate on unit planning throughout the school year to revise units based on the GELDS.</p> <p>* Collaboratives will function as professional learning communities and support teachers in using literacy strategies effectively.</p> <p>* Peer observations will be conducted in literacy classrooms for ongoing modeling and support of evidence-based literacy practices.</p>	<p>* Parents</p> <p>* Regular and Special Education Teachers</p> <p>* Regular and Special Education Assistant Teachers</p>	<p>*RESA Affiliation</p> <p>*LEA</p>	<p>*Parents and teachers need to understand how "best" to utilize instructional technology for best practices.</p> <p>*Parents and teachers need to understand how use "best teaching practices".</p> <p>*Regular and special education teachers and assistant teachers will use information obtained from monthly collaboration meeting in their classroom and during team planning sessions.</p>

Glynn County School District 2013-14: FACES-Pre-K, Sustainability Plan

	<p>* All staff will have the opportunity to receive on-going job-embedded PL throughout the school year using GaDOE modules, webinars, podcasts, and on-line resources. (see PL Plan)</p> <p>* New teachers will receive the on-going job-embedded PL and will work through the PLC collaborative and Lead teacher to become familiar with literacy strategies, technology, and best practices (Building Block 6 of our Literacy Plan).</p> <p>* Continue annual needs assessments Birth to 5 to ensure that we are providing the training that teachers need.</p>			<p>*Regular and special education teachers and assistant teachers will use ideas, strategies and resources obtained from peer observations in their classrooms.</p>
<p>F) Sustaining Technology and Equipment (Building Block 4, 6)</p>	<p>*Use faculty members with technology expertise and system technology staff to train new personnel and update current staff on use of technology.</p> <p>* Use Glynn County Schools technology support staff to troubleshoot technology, as needed.</p> <p>*Continue to seek technology grants to update, add, sustain, and improve technology needs.</p>	<p>* Regular and Special Education Teachers</p> <p>* Regular and Special Education</p> <p>* Administrators</p> <p>* Students</p> <p>* Parents</p>	<p>*LEA</p> <p>*RESA Collaborative</p> <p>*Title Programs (where permissible)</p> <p>*Technology Budgets</p> <p>*PTO budgets</p>	<p>*Staff will become familiar with new technology features and interject technology into instructional day and into Work Sampling On-Line Assessment</p> <p>*Continue to rely on Glynn County Schools technology support staff</p> <p>*Continue to seek technology grants</p>

	<p>* Site licenses will be purchased upfront as the new literacy program is selected, and any upgrades will be budgeted annually under program guidelines.</p> <p>* Equipment and software will be evaluated on effectiveness for curriculum and data needs. Irreparable hardware/software will be replaced.</p>			<p>*Regular and special education teachers will research new technology, i.e., literacy apps for mobile devices and provide more varied student documentation</p> <p>*Parents and teachers need to understand how “best” to utilize instructional technology for best practices</p>
G) Expanding Lessons learned	<p>Teachers and administrators will attend sessions sponsored by GaDOE Striving Reader project staff to participate in discussions on lessons learned. Lessons learned will be included in project updates and used to improve literacy implementation (Building Block 1C of our Literacy Plan).</p>	<ul style="list-style-type: none"> * Regular and Special Education Teachers * Regular and Special Education * Administrators * Students * Parents *Community 	\$0	<p>*Monitoring the progress, implementation, and make programmatic adjustments based on data, observations, and stakeholder input</p> <p>* Educate new staff on the grant status and procedures and protocols</p>

Sustainability of Practices: Annual needs assessment will ensure that we are continuing to provide the training that our teachers need. Local and state funds will be used within guidelines to finance training. Software licenses will be funded through LEA or technology budgets after the grant ends. Replacement costs of books within classrooms will be supported by the media centers and through PTO budgets and any Title programs that are available through the guidelines.

Budget Summary:

The Striving Reader Grant funds will be used for the following purposes of improving literacy instruction and to provide tiered instruction to meet students identified needs. The SRLC grant will fund items to make it possible for us to strengthen and enrich our students' abilities to access, use and produce multiple forms of media information and knowledge in all content areas. We will begin to equip our students to meet Georgia's goal for all students to "become self-sustaining, lifelong learners and contributors to their communities" (the "Why", p.31). By accomplishing this we will create a continuous cycle of literacy in our community. This project will:

1. Engage with agencies to fund the Coastal Coalition for Children (Baby Steps) for referral, pre-literacy information, books, and resources within the community collaborative.
2. Grant funds will support initiatives to put books in children's hands, provide parent-focused professional learning, and coordinate with local agencies to support strong literacy foundation in the Coalition (Baby Steps) to strengthen its early literacy goals for families by providing books at established locations for the 434 children they support. **(BB2)**
3. Provide Professional Development (using district elementary instructional coordinators) for Head Start (ages 3-5) serving 245 children in 14 classes at the center, 32 children served at Early Head Start, plus 33 three-year olds served in a co-teaching class. **(BB2)**

Glynn County School District 2013-14: FACES-Pre-K, Budget Summary

4. Explore funding for resources and materials to assist the Pint Pirate preschool program at a local high school (children ages 2-4). **(BB2)**
5. Assist Pint Pirate staff in using the PL Modules from Striving Readers website, and with additional resources and materials for approximately 14 parents. **(BB2)**
6. Purchase OWL or Big Day Curriculum for 24 Pre-K classes and 5 Leaps and Bounds Preschool special education classes (624 students). Purchase orders will be submitted for any additional curriculum materials. (Both programs are being piloted). **(BB4, 5)**
7. Pay for professional learning for OWL or Big Day for teachers as needed. Teachers will receive training from a highly skilled, research-based partner on developmentally appropriate practice strategies and literacy across the curriculum. Three face-to-face trainings, will be provided from August through March and webinars to be determined. **(BB1, 4, 5, 6)**
8. Purchase *Literacy Beginnings* (a Pre-K Handbook) by Fountas and Pinnell for each Pre-K teacher and conduct a book study through professional learning communities. **(BB1, 4, 5)**
9. Purchase and administer the required SRCL assessment materials. **(Building Block 3a: Ongoing Formative and Summative Assessments).**
10. Pay fees associated with contracted staff to administer required assessments.
11. Pay for training, materials, and supplies.
12. Purchase additional ipads, and purchase hardware to upload apps, and headphones.
13. Purchase e-book library supplement print.
14. Purchase six mobile computer carts for eleven Pre-K classrooms at 6 elementary schools.

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15. Purchase two mobile computer carts for the Faces Pre-K Center/Leaps and Bounds Special Education Preschool.
16. Purchase and/or replace SMART boards and projectors in 18 Pre-K and Leaps and Bounds classrooms.
17. Purchase 29 digital voice recorders to assist in student assessment.
18. Purchase LCD projectors, scanners, Elmo, printers.
19. Pay costs associated with licenses.
- 20.** Fund the costs associated with parent workshops that may include transportation, refreshments, materials, and supplies (within the guidelines of the grant). **(BB2, 6)**
21. Funds any PL resources and supplies for Pre-K initiatives in the Title 1 Parent Resource Centers in the elementary schools. **(BB2, 6)**