



School Profile

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School Information

System Name:	Floyd County
School or Center Name:	Floyd County PreK
System ID	657
School ID	12345

Level of School

Early Learning (Birth to Five)

Principal

Name:	Terri Snelling
Position:	Director of School Improvement
Phone:	7062341031
Email:	tsnelling@floydboe.net

School contact information

(the persons with rights to work on the application)

Name:	Stephanie Montgomery
Position:	Grant and Literacy Facilitator
Phone:	7068026770
Email:	smontgomery@floydboe.net

Grades represented in the building

example pre-k to 6

PreK

Number of Teachers in School

31

FTE Enrollment

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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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 4](#)

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

Yes

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

[SRCL Scoring Rubric-Cohort 4](#)

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

Yes

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

[SRCL Required Assessments Chart](#)

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

Yes

Assessments

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

I Agree

Unallowable Expenditures

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

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

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

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

I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

Mr. Chris Toles, Director of Finance

Typed Name of Fiscal Agency Head and Position Title

04/09/2015

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Jeff McDaniel, Superintendent

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

04/09/2015

Date

N/A

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

N/A

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

Date (if applicable)

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: Mr. Tony Bethune

Position/Title of Fiscal Agent's Contact Person: Chief of Academics

Address: 600 Riverside Parkway N.E.

City: Rome Zip: 30161-2938

Telephone: (706) 802-6770 ext. 7156 Fax: (706) 236-1824

E-mail: tbethune@floydboe.net


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

Dr. Jeff McDaniel, Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

04/10/2015
Date (required)

Floyd County Schools

District Narrative

Brief History

Floyd County Schools (FCS) is a rural school system located in Northwest Georgia. FCS serves 10,022 students in 19 schools: four primary schools, seven elementary, four middle and four high schools. Additionally, the College and Career Academy (CCA) provides pathway and academic courses for students in grades 11 and 12. Floyd County Schools was granted charter system status by the GADOE during the 2010-2011 school year. This has enabled FCS to implement innovative practices, and provided opportunities for Local School Governance Teams (LSGT) to be involved in the decision-making process.

System Demographics

FCS serves a diverse population of students as shown in the table below. Almost 60% of the student population participates in the federal free/reduced meals program. Of the 19 schools in the system, eight elementary schools are school-wide Title I schools, while all four high schools operate as Title I targeted-assistance schools. Title I services at the high school level address the academic needs of students at-risk of not graduating with their cohort population.

Demographic Category	Percentage
White	80.4%
Hispanic	8.7%
Black	6.8%
Multi-Racial	3%
Asian	<1%
American Indian/Alaskan	<1%
Other Pacific Islander	<1%
Economically Disadvantaged	57.9%

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Students with Disabilities	16%
English Language Learners	4%
Early Intervention Program	41%
Gifted Program	10%

Current Priorities

Current priorities for Floyd County Schools include:

- Increase the system graduation rate
- Create a system-wide literacy plan to reflect rigorous literacy practices for all students
- Provide high-quality professional learning based on assessment analysis to ensure teachers understand/apply elements of effective literacy instruction
- Implement effective tiered instruction at all levels to ensure the literacy needs of all students are being met
- Monitor progress of all students through school-based data teams
- Increase the percent of students who exceed expectations on Georgia Milestones assessments
- Increase student access to a variety of texts
- Expand technology usage with all students
- Strengthen existing and create new partnerships among schools, early literacy programs, and community organizations to improve literacy for all children
- Communicate with parents and stakeholders frequently and consistently

Strategic Planning

The system's five-year strategic plan provides the framework and expectations for the system and school improvement process. The system plan guides the process by which schools develop their school improvement plans. All school improvement plans are aligned with the

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system plan goals, and include annual performance goals, objectives, professional learning, and resources, with input obtained from school and system stakeholders.

Current Management Structure

The FCS is a Georgia Charter System approved by the GADOE during the 2010-2011 school year. Since, FCS transitioned from a traditional governance and management structure to one in which innovation is valued and decisions are made collaboratively, involving LSGT, the LSCC, and all stakeholders.

Past Instructional Initiatives

Floyd County has implemented a variety of initiatives in which autonomy and flexibility was given to implement instructional designs, core programs, strategies, and intervention materials. While a variety of strategies and best practices are needed to address the needs of all learners, the level of flexibility has contributed to a lack of continuity across grade levels and content areas.

The list below represents past instructional initiatives:

<ul style="list-style-type: none">● Georgia’s High Scope Curriculum● OWL (Opening the World of Learning) PreK Curriculum● Learning-Focused Schools● Reading and Writing Workshop● Saxon Phonics● Scott Foresman Reading Program● SRA Reading Program● Phonological Awareness Instruction● Guided Reading and Writing	<ul style="list-style-type: none">● Standards-Based Classrooms● DIBELS Next● AIMSWeb Math● Response to Intervention● Assessment for Learning● FCS Endorsement Programs● Math and Science Partnership (MSP)● Thinking Maps● Bring Your Own Technology● Project-Based Learning
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Floyd County Schools

Literacy Curriculum and Assessments

The table below details the literacy curricula and assessments being implemented at each grade band across the system:

Grade Band	Literacy Curriculum/Programs	Literacy Assessments
PreK	<ul style="list-style-type: none"> - OWL (Opening the World of Learning) Curriculum - Creative Curriculum - Georgia Early Learning and Development Standards (GELDS) 	<ul style="list-style-type: none"> - Work Sampling System - CLASS
K-2	<ul style="list-style-type: none"> - SRA <i>Imagine It!</i> Reading Program - Differentiated Skills-Based Lessons - SRA Early Intervention in Reading - Reading Mastery 	<ul style="list-style-type: none"> - Phonological Awareness Assessment - GKIDS - DIBELS Next - Informal Decoding Inventory - ACCESS - GAA
3-5	<ul style="list-style-type: none"> - SRA <i>Imagine It!</i> Reading Program - SRA/McGraw Hill Reading Wonders Program - Reading Mastery - Corrective Reading 	<ul style="list-style-type: none"> - DIBELS Next - Scholastic Reading Inventory - ACCESS - Georgia Milestones End of Grade ELA Assessment - GAA - OAS
6-8	<ul style="list-style-type: none"> - State frameworks and supported literature - Locally developed units 	<ul style="list-style-type: none"> - Edmentum ACCUCESS - STAR Reading - ACCESS - Georgia Milestones End of Grade ELA Assessment - GAA - OAS

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9-12	<ul style="list-style-type: none"> - State frameworks and supported literature - Locally developed units 	<ul style="list-style-type: none"> - ACCESS - Georgia Milestones End of Course Assessments (9th Grade and American Literature) - End of Pathway Assessments - GAA - OAS
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Need for Striving Reader Project

According to 2013 census data, 21% of Floyd County’s population was considered to be below poverty level, while 24% of the population, ages 25+ did not graduate from high school. Over 60% of FCS’ current enrollment come from impoverished backgrounds. While our system has made strides to increase the graduation rate to an all time high of 83% in 2014, we still have a high percent of students unable to read on grade level texts by the end of third grade; thus, widening the achievement gap of students as they move into higher grades, where the need to comprehend complex texts becomes even more demanding. As evidenced by FCS achievement data in grades 3 through 12, there is a critical need to address literacy deficiencies that impede students’ success across all content areas. In addition to increasing the graduation rate, we must also prepare our graduates to be both college and career ready.

Preparing our students to become successful and competitive in today’s 21st century world will require a clearly defined plan, with intentional efforts that address the literacy needs of all students, beginning with the preschool years. Based on data from the Literacy Needs Assessment conducted for this grant application, coupled with results from our system’s SRCL grant approved in February 2015, teachers at all levels and across all content areas, need extensive professional learning on providing evidence-based literacy instruction that is both engaging and motivating for 21st century learners. There is also a need to align literacy expectations and instructional practices within schools and across schools to help close and prevent gaps in literacy achievement. Additionally, teachers system-wide recognize the need to

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implement a more effective RTI process, providing appropriate multi-tiered literacy instruction for all students. This SRCL grant will assist FCS to implement a system-wide literacy plan that incorporates evidence-based practices, high-quality professional learning, multi-tiered instruction, and a variety of resources to support the literacy development of all students, beginning in PreK.

District Management Plan, Key Personnel and District Support

Addresses Scoring Rubric a), e), and f)

The decision to apply for the SRCL Birth to Five Grant was a joint decision among system leadership, FCS principals of schools serving pre-kindergarten students, and agencies serving as partners. All stakeholders recognize the need to provide a variety of literacy experiences for all preschool children and also quality professional learning opportunities for all staff. The district is committed to providing on-going support to schools and partners involved with the grant. A PreK Literacy Team was formed during the inception of the grant application. This team will be integral in the development, implementation and sustaining power of the initiatives put forth in the literacy plan proposed. Below is a summary of meetings/communication pertinent to the development of the application:

- March 2, 2015 - meeting with principals of PreK classes to share information and obtain input
- March 3, 2015 - Birth to Five Needs Assessment emailed to PreK teachers and paraprofessionals to obtain input on current practices
- March 17, 2015 - Meet with Tina Black and Debra McDaniel (Director of KidsWorld and SuperKids) to discuss needs assessment survey results
- March 27, 2015 - Meeting with the FCS Preschool Diagnostician and FCS Preschool Family Coordinator to discuss screeners and community needs
- April 2, 2015 - Meeting with PreK Literacy team representatives to discuss concerns, roots causes and assessments
- April 2, 2015 - Attended the Rome/Floyd Collaborative meeting to gather input from community agencies and resources
- April 7, 2015 - Met with PreK teacher representative to discuss Literacy Plan and Materials, Resources and Strategies

Grant Administration and Supervision

Addresses Scoring Rubric b), c), and d)

Upon notification of the grant award, the SRCL coordinator will meet with the PreK Literacy Team to review responsibilities and the implementation timeline. Team members listed below will administer and supervise the implementation of the grant. Each understands the goals, objectives, and requirements of the SRCL grant plans and will provide leadership and guidance throughout the grant process. Ongoing professional development and training will be integral throughout this process in order to maintain a high level of fidelity and sustainability as the initiatives of the literacy plan are implemented.

District Literacy Team

Area of Responsibility	District Team Member
<u>District Team Leader</u> : oversee district literacy team to ensure effective implementation of SRCL Grant	Tony Bethune, Chief of Academics
<u>System-level Management</u> : manage system-level grant activities, approve purchasing requests	Terri Snelling, Director of School Improvement
<u>School-level Management</u> : manage day-to-day grant operations and activities	FCS Principals with PreK Classes: Aaron Anderson, Alto Park Elementary Trina Self, Cave Spring Elementary Mary Alcorn, Garden Lakes Elementary Jill Shepherd, Glenwood Primary LaDonna Turrentine, Johnson Elementary Jenni Cunningham - McHenry Primary Laura Timberlake, Model Elementary Carmen Jones - Pepperell Primary Debra McDaniel - Early Learning Center Director
<u>System Support</u> : provide support for implementation, including	McCall Govignon, Director of Assessment Dr. April Childers, Director of Accountability

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assessment/analysis of data	Lee Kaylor, Data Facilitator
coordination of grant activities, coordinate/facilitate professional learning and the work of school literacy teams and teachers	Stephanie Montgomery, SR Grant/Literacy Facilitator
<u>Finances</u> : oversee grant expenditure controls	Chris Toles, Director of Finance
approve grant budgets, complete required reports	Stephanie Montgomery, Grant and Literacy Facilitator
submit grant budget/reports in the Consolidated Application	Suzanne Clonts, Director of Federal Programs
<u>Purchasing</u> : process purchases, maintain accurate records	Angela Banks, Federal Programs Secretary
<u>Technology</u> : organize technology purchases, installation, and technology related training	Craig Ellison, Director of Technology

The District Literacy Team met regarding the grant process, which included completion of the needs assessment, data analysis to establish goals and objectives, review of Georgia’s Birth to Five Literacy Plan and accompanying documents, and the development of FCS’ PreK Program grant.

Effective implementation of the project will be monitored through regular school visits and scheduled meetings with literacy teams. All purchases will follow the current process established for federal program expenditures. Internal reviews will be conducted to ensure budget and expenditure alignment throughout the implementation. Meetings related to successful year one implementation will include, but are not limited to:

June-July, 2015	Develop year 1 budget, order materials, plan professional learning
July-August 2015	Professional learning on new assessments and materials

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August 2015-June 2016	Monitor Year 1 Implementation Plan at each school/site
	Conduct quarterly meetings with system and PreK literacy teams or as needed
On-going in 2015-16	Attend PL opportunities
June 2016	Complete/submit required reports

Experience of the Applicant

Addresses Scoring Rubric a), b), c), and d)

Floyd County Schools places tremendous effort on the budget planning process. Dr. Jeff McDaniel, Superintendent, works diligently with board members, system/school administrators, and system charter stakeholders to create and administer a budget that addresses areas based on available resources. Budget spending is monitored and analyzed by the finance department and updates are presented monthly to the Board of Education. An in-depth internal budget analysis is conducted annually to identify expenditures that could be reduced or cut in order to maximize revenues.

The system undergoes an annual audit conducted by the Georgia Department of Audits. The chart below summarizes the last three years of FCS’ successful experience with initiatives and funded programs:

Fiscal Year	Grant/Project Name	Funded Amount	Audit Yes or No	Audit Findings
FY14	Title I	2,215,442	Yes	No
	Title II-A	353,391	Yes	No
	Title III	57,204	Yes	No
	Title VI-B	2,677,241	Yes	No
	Georgia Pre-K	1,484,905	Yes	No
FY 13	Title I	2,344,860	Yes	No
	Title II-A	400,207	Yes	No
	Title II-B (MSP-Second Grant Award, Year 2)	674,747	Yes	No

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	Title III	57,884	Yes	No
	Title VI-B	2,509,618	Yes	No
	Georgia Pre-K	1,518,482	Yes	No
FY12	Title I	2,560,701	Yes	No
	Title II-A	395,796	Yes	No
	Title II-B (MSP-Second Grant Award, Year 1)	598,810	Yes	No
	Title III	80,494	Yes	No
	Title VI-B	2,543,770	Yes	No
	Georgia PreK	1,429,775	Yes	No

Description of the LEA’s Capacity to Coordinate Resources in the Past

As evidenced above, millions of dollars from state, federal, and grant funds are coordinated each year under the direction of the Superintendent and other system leaders. The initiatives implemented by the SRCL Grant will continue to be supported through state and/or federal funds as a commitment of the district’s leadership.

Description of Sustainability of Past Initiatives

Floyd County Schools has effectively initiated and sustained initiatives by setting priorities for spending, coordinating services and resources, and adhering to guidelines of program and grant funds. Since 2010, FCS has lost more than 47 million dollars due to state austerity cuts. Despite this loss, FCS is committed to sustaining initiatives that provide students with a quality, well-rounded education. Examples of initiatives that lack full-funding, yet are sustained by FCS are:

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- art, music, and physical education teachers in every school
- student to teacher ratios at or below state averages
- paraprofessionals in kindergarten classes with a student to teacher ratio at or above twenty to one
- Bright From the Start Pre-K
- counselors in every school
- school social workers
- school nurses

These programs and initiatives, along with many others, are vital contributors to the academic, social, and emotional growth of FCS students.

Initiatives Implemented Internally With No Outside Funding Support

FCS is committed to continuous improvement and high academic expectations for all students. The following is a list of initiatives implemented internally without outside funding:

- Art, Music, and Physical Education Programs in All Schools - these are available in every school
- Armuchee and Model Education Foundation - two of the four attendance areas have active foundations
- Instructional Programs and Materials - some purchased with local school funds
- Y.M.C.A. Educational Program - made available for at-risk students
- Tutorial Programs for At-Risk Students - through Berry and Shorter College partnerships

School Narrative

FCS PreK Program History

Floyd County Schools' PreK Program began 19 years ago when Georgia's Lottery Program was universally opened to all eligible four year old children. The initial number of PreK classes, consisting of 20 students in each, were dispersed among FCS' primary and elementary schools. The number of classrooms placed at each school was based on the projected number of PreK students in each attendance area, the school's current enrollment, and the availability of space. Since 1994, Bright From the Start has awarded FCS with additional PreK classrooms, which brings the current total to 19 classrooms. Enrollment in FCS' lottery-funded PreK Program is based on a lottery drawing, with students being drawn from applications submitted at each PreK site during a two-week window each school year.

In addition to the 19 lottery-funded PreK classes, FCS provides services to special needs three and four year olds, in 7 PreK classes located in 5 schools within the district. Teachers and support staff from both programs work collaboratively to provide inclusion opportunities to meet the special needs of students as appropriate. Many children served in the special needs three year old classes have been able to transition into a regular PreK class when they reach age four. In addition, FCS employs three preschool facilitators and one full-time special needs preschool teacher who works in community based preschool programs across Floyd County to identify and serve special needs children, beginning at age 3.

In 2011, budget constraints at the state level resulted in the PreK school year being reduced by 20 days to 160, and class sizes increasing from 20 to 22 students per class. Additionally in 2011, PreK teachers received only 90% of their previous year's salary, and compensation for training and experience was frozen, leaving the burden on local systems to fund the difference in both salaries and training and experience. In 2012, the state restored 10 days to the PreK calendar, bringing the number of school days to 170; however, no funds were restored for teacher salaries. Due to the financial hardships of school systems across the state, many have been unable to fund the salary differences incurred by PreK teachers from 2011 to present, a cause for major concern in the lack of consistency for Georgia's PreK students. As

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with many systems statewide, FCS has been unable to fund the difference in salaries or training and experience for PreK teaching positions. Thus, PreK classes across the district have undergone an extremely high rate of teacher turnover, as new PreK teachers have applied and been hired for other positions throughout the system.

Within the Rome/Floyd County area, children from birth to age 4 are also served in private early learning centers, some that house lottery funded PreK classes. In an effort to broaden the knowledge-base and best practices among PreK providers within our community, for the purposes of this Striving Reader grant, FCS will be partnering with the following early learning centers that contain 5 lottery funded PreK classrooms:

- ***Kids World Early Learning Center I*** - located on Highway 27 and is a feeder program for the Armuchee attendance area
- ***Kids World Early Learning Center II*** - located on Redmond Road and is a feeder program for the Pepperell attendance area
- ***Super Kids Early Learning Center*** - located on Huffaker Road and is a feeder program for the Coosa attendance area

All early learning center PreK classrooms consist of one certified teacher and one teacher's assistant.

The table below represents the number of PreK classes and students in which the Birth to Five Striving Reader Grant funds are being requested:

Name of School or Center:	Current Lottery- Funded PreK Classes	Current Student Enrollment	Current Sp.Ed. 3/4 Yr. Old Classes	Current Student Enrollment
Alto Park Elementary	2	44	1	3
Cave Spring Elementary	1	22		
Garden Lakes Elementary	2	44		
Glenwood Primary	4	88		
Johnson Elementary	2	44	1	2
McHenry Primary	1	22	3	18
Midway Primary	2	44	1	3

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Model Elementary	2	44		
Pepperell Primary	2	44	1	7
Kids World I	1	22		
Kids World II	2	44		
Super Kids	2	44		
TOTALS:	23 Lottery-Funded PreK Classes	506 Lottery-Funded PreK Students	7 Sp.Ed. 3/4 Yr. Old Classes	33 PreK students
TOTAL STUDENTS :	539			

Administrative and Teacher Leadership Team

In an effort to gain a deeper understanding of the literacy instruction taking place in PreK classes across Floyd County Schools, a PreK Literacy Team was formed and consists of:

Name	Position
Tony Bethune	Chief of Academics
Suzanne Clonts	Director of Federal, Fine Arts, & PreK Programs
Tina Black	Parental Involvement and PreK Coordinator
Stephanie Montgomery	Striving Reader Grant and Literacy Facilitator
Mary Alcorn	Principal, Garden Lakes Elementary
Jennifer Bennett	PreK Teacher
Laura Ozmant	Sp. Ed. PreK Teacher

Needs Assessment, Concerns, and Root Causes

Needs Assessment Process

Addresses Scoring Rubric Elements: a), b), d), e)

In order to receive input from the faculty and staff of our PreK programs in Floyd County, a needs assessment survey was generated and distributed. The needs assessment process included all PreK teachers and paraprofessionals. The survey was administered electronically and was created by the school system, using the Georgia Literacy Plan Needs Assessment for Literacy in Birth to 5. In an effort to gain a deeper understanding of the literacy needs and current practices being used across Floyd County Schools, a PreK Literacy Team was formed. The team represents a variety of experience and knowledge of literacy instruction, community/family needs and student support needs. The table below indicates the members of this team and their roles and responsibilities.

Name	Position
Tony Bethune	Chief of Academics
Suzanne Clonts	Director of Federal Programs and PreK Program
Tina Black	Parental Involvement and PreK Coordinator
Stephanie Montgomery	Striving Reader Grant and Literacy Facilitator
Mary Alcorn	Principal, Garden Lakes Elementary
Jennifer Bennett	PreK Teacher
Laura Ozmant	Sp. Ed. PreK Teacher

The results of the needs assessment survey were shared with the PreK Literacy Team. Information was shared concerning resources and materials being utilized for core literacy instruction, resources and materials being utilized for interventions to support the RTI process, and the allocation of time used for literacy instruction, integration of technology.

Recommendations from teachers on the resources and materials needed to meet the needs of students were also solicited as part of the development of the literacy plan. The literacy team was presented with the core components of the “What” document, which provides the research for best practices in literacy instruction. Input was gathered throughout the process of writing the grant application based on the specific areas addressed in the needs assessments. After input was gathered from members of the PreK Literacy Team, a list of concerns and root causes were compiled that accurately reflect the needs assessment survey results.

Concerns and Root Causes

The following concerns were consistently evidenced in the needs assessment survey results. The concerns, root causes, and current practices reflect the birth to five population served in our FCS PreK programs, three/four year old special education programs, KidsWorld I,II and SuperKids early learning centers.

Concern #1 - Engaged Leadership: Strengthen leadership to include all stakeholders.
(Building Block 1)

Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy (What p. 5)

Root Causes:

- Lack of opportunities for staff, caregivers, and families to visit successful high-quality programs
- System of communication not yet established for sharing information with all partners (email, newsletters, website)
- Assurances should be made to all stakeholders understand literacy goals and their roles in meeting these goals
- Lack of common vision and goals aligned with state literacy plan to be shared by all stakeholders in early childhood

Current Practice:

- Efforts in place to ensure alignment of existing literacy resources and materials
- Parental involvement meetings at all schools to assist parents in understanding early literacy skills and how they can assist their child at home
- Title I Reading Nights, with all parents in attendance receiving books to take home
- Sharing of information in parent newsletters

Data Analysis Notes for Concern #1:

- 12.5% of faculty and staff indicated that this area is fully operation
- 41% of faculty and staff indicated that this is an area not addressed
- The PreK Literacy Team supports the need for strengthening the early childhood coalition for literacy among all stakeholders within the community

Concern #2 - Continuity of Care and Instruction: Community partners receive professional learning in the development of early literacy (Building Block 2)

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. (What p. 5)

Root Causes:

- Lack of fidelity to best practices in literacy development
- Need for strengthening relationships with providers of early childhood care and education services
- Need for identification of groups and agencies within the community to strengthen the Rome/Floyd Co. Coalition
- Identify points of contact within the community for distributing brochures and information in hard copy form.
- Lack of communication or professional development for PreK teachers outside of the school setting (e.g., Super Kids and Kids World)

Current Practices:

- Utilize technology using WSO (work sampling online) to share and communicate student growth
- Rome/Floyd Collaborative meets regularly to discuss needs/resources available within the community
- Family Engagement Conference “Vision and Voice” occurs annually to promote literacy and provide resources for families
- Local library promotes summer reading program for children 18 months to 18 years
- System wide calendar is shared for open enrollment using multiple media (e.g., radio, TV, school and system websites, communication in local daycares and preschool programs)

Data Analysis Notes for Concern #2:

- 45% of faculty and staff indicated the need to strengthen a plan to connect families to schools and childcare entities
- 46% of faculty and staff indicated the need for improved access for families to resources for developing early literacy in their homes

Concern #3 - Ongoing formative and summative assessments to include system of tiered intervention (Building Block 3 and Building Block 5)

The infrastructure is in place for full implementation of screening and diagnostic assessments. (What p. 6) The results of formative assessments are used to adjust intervention to meet the needs of children and students. Summative assessments are used to determine effectiveness of interventions or instructional programs. Literacy screenings are used to assess readiness of individual children for reading and writing (What p. 7)

Root Causes:

- Systematic protocols should be strengthened for community agencies and groups to identify developmental milestones of children birth to five
- Professional learning is needed to strengthen the use of formative and summative assessments
- Professional learning is needed to strengthen the use of data to form differentiated learning groups
- Need for strengthening community awareness of programs and resources available for children birth to five (e.g., Babies Can't Wait, Health Department, Infinity Children's Services)
- Lack of tiered intervention resources available to address all domains (e.g., physical, social and emotional, language and literacy, cognitive)

Current Practices:

- Screeners are used with children transitioning from PreK to Kindergarten
- As referrals are made by community agencies/groups; screeners are used with children birth to five in order to identify special needs/concerns
- All lottery funded PreK classrooms are using WSO to identify and monitor student growth
- Time is scheduled for small group instruction
- All domains are considered in the tiered intervention process
- Parents are informed of student progress regularly through conferences and informal communication from teachers

Data Analysis Notes for Concern #3:

- 30 - 38% of faculty and staff indicated that formative and summative assessments are used regularly for identification and progress monitoring. Although faculty and staff indicated ongoing formative and summative assessments are in place to identify and monitor students needs, with the implementation of additional screeners as required by the SRCL grant, teachers will need additional training and professional learning to administer and utilize results.

Concern #4 - Best Practices in Literacy Instruction (Building Block 4)

Instruction is clearly and consistently aligned with GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten (What p. 7)

Root Causes:

- Assurances of research-based practices aligned with GELDS among all stakeholders
- Identify evidence-based instructional strategies for developing oral language in children birth to five
- Assurances that student interest is maintained through the use of developmentally appropriate practice

Current Practices:

- PreK teachers use OWL and Creative Curriculum to deliver standards based instruction that aligns with GELDS
- Adaptations are provided with OWL and Creative Curriculum to meet the special needs of students
- CLASS tool is used as a monitoring tool to collect data and fidelity of implementation of best practices to include student engagement

Data Analysis Notes for Concern #4:

- 53% of faculty and staff indicate instruction is clearly and consistently aligned with GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.
- 66% of faculty and staff indicate evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.

Concern #5 - Professional Learning and Resources (Building Block 6)

Community partners receive professional learning in the development of early literacy (What p. 8) In-service personnel receive professional learning in the development of early literacy (What p. 9)

Root Causes:

- Barriers to providing early care and education to birth to five children within the community
- Build and strengthen the Rome/Floyd

Current Practices:

- Rome/Floyd Collaborative meets regularly to discuss needs/resources available within the community

<p>Collaborative to include an early literacy focus</p> <ul style="list-style-type: none">● Lack of funding and resources to provide family literacy opportunities in multiple locations that families can access● Develop partnerships with non traditional sources of contributors to support and promote literacy engagement● Lack of resources for families of children birth to five to support language and literacy development	<ul style="list-style-type: none">● Family Engagement Conference “Vision and Voice” occurs annually to promote literacy and provide resources for families● Local library promotes summer reading program for children 18 months to 18 years● PreK teachers meet regularly to discuss and analyze student data● PreK teachers use data results to plan and implement curriculum strategies effectively● CLASS is used to measure and communicate teacher effectiveness; results are used to plan and improve instructional practices
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Data Analysis Notes for Concern #5:

- 43% of faculty and staff indicated the need for community partners to receive professional learning in the development of early literacy
- 34% of faculty and staff indicated the need for in-service opportunities to collaboratively analyse, share and study lessons and current instructional practices.

Scientific, Evidence Based Pre-K Literacy Plan

The Pre-K Literacy Plan was developed based on research in the “Why” document and utilized the “What” and “How” documents in order to create an implementable plan to improve literacy development and instruction throughout the Floyd County Birth to Five Community. Each item within the Needs Assessment survey instrument was addressed and used as a catapult for emerging literacy needs within the birth to five population.

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 needs assessment survey indicated this element is: 18.8% fully operational, 34.4% operational, 9.4% emergent, and 25% not addressed. The administration and leadership team commit to:

Planning	Implementing	Expanding	Sustaining
<p>Identify stakeholders and partners from governmental, business, educational, and medical communities as well as parents and private early childhood providers (Why p. 31)</p> <p>Create a common vision and goals aligned with state literacy plan to be shared by all stakeholders in early childhood (Why p. 120)</p> <p>Plan targeted, sustained professional development for staff and/or caregivers, as well as principals, directors, and other administrators on age-appropriate language and literacy practices (Why p. 141)</p>	<p>Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website) (Why p. 26)</p> <p>Advertise the website throughout the community (Why p. 26)</p> <p>Create a culture among all stakeholders that promotes and celebrates positive outcomes for children and families (Why p. 33)</p> <p>Ensure that stakeholders understand literacy goals and their roles in meeting these goals (Why p. 34)</p> <p>Develop a brochure or chart mapping community literacy</p>	<p>Enlist experienced teachers and trainers in modeling developmentally appropriate practices (Why p. 151)</p> <p>Provide opportunities for staff, caregivers, and families to visit successful high-quality programs (Why p. 154)</p> <p>Provide stakeholders and partners data from program assessment results to guide analysis of data for program improvements (Why p.96)</p> <p>Provide follow-up professional development and technical assistance based on data (Why p.144)</p>	<p>Refocus literacy goals and actions based on child outcome data and mastery of standards (Why p. 153)</p> <p>Analyze program assessment data and determine programmatic improvements aligned to the standards (Why p. 153)</p> <p>Retain strong leaders and provide them with opportunities to model appropriate strategies and activities for peers and families (Why p. 157)</p> <p>Develop a pipeline of leaders by identifying and training leaders for succession (Why p. 157)</p>

Utilize technology to collect and report results of data collection regularly to stakeholders (Why p. 56)	resources for families of young children (Why p. 20)		
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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.

The needs assessment survey indicated this area is: 12.5% fully operational, 18.8% operational, 18.8% emergent, and 40.6% not addressed. The administration, leadership team, faculty and staff will:

Planning	Implementing	Expanding	Sustaining
<p>Issue invitations to participate in an Early Childhood Coalition to representatives from agencies and/or organizations such as:</p> <ul style="list-style-type: none"> -Georgia Pre-K (including programs operated by for-profit and not-for-profit groups) -Faith-based early learning programs -Family child care -Home-visiting programs (e.g., Healthy Families Georgia, Early Head Start, Parents as Teachers, the Nurturing Program) -Agencies (e.g., library, extension service, Family Connection) -Community leaders (e.g., city or county council members, 	<p>Provide participants in the Early Childhood Coalition with GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-K to ensure that all have a common understanding of the task (Why p. 58)</p> <p>Identify which agencies or groups participate in the community partnerships. (Why p. 34)</p> <p>Based on data from the needs assessment:</p> <ul style="list-style-type: none"> -Create a plan to develop/expand existing local community Birth to Five early literacy programs -Plan for new programs to meet the needs of 	<p>Develop a one-stop website to assist parents with contact information for available services and programs (Why p. 33)</p> <p>Provide links to educational and helpful sites for parents and early childhood professionals and parents (Why p. 33)</p> <p>Develop a brochure or chart mapping community resources for families of young children to be provided to families of young children (Why p. 23)</p> <p>Identify points of contact within the community for distributing brochures and information in hard copy (Why p. 23)</p>	<p>Ensure continuation of the coalition by designating two agencies or organizations to partner in being responsible for convening and communicating with members (Why p. 34)</p> <p>Collaborate within communities to support the literacy plan as part of existing community activities (e.g., add a family literacy opportunity during scheduled events of other community organizations). (Why p. 58)</p> <p>Utilize technology to continue to assess current logistical needs of parents (e.g., meeting</p>

<p>President of the Kiwanis) -Parent-Teachers Association (PTA) or Parent-Teachers Organization (PTO) (Why p. 37)</p> <p>Schedule a regular monthly meeting day for the Rome/Floyd Community Collaborative (Why p. 37)</p> <p>Assign each member of the Collaborative to a committee tasked with maintaining a different aspect of the early literacy picture, e.g.: -Providing books in homes and in day-care facilities; -Language development, medical/ nutritional/safety issues; transitions; -Crisis management; parent communication and education; -Professional learning (Why p. 37)</p> <p>Develop a web presence for the Early Childhood Coalition (Why p. 33)</p> <p>Identify and develop funding resources (Why p. 38)</p>	<p>children and families in early literacy -Connect with local school business partners in education to support literacy in birth-to-five programs and in the transition to public (Why p. 37)</p> <p>Identify/develop funding for projects such as: -creating literacy kits for use by local child care centers -a directory of screening resources for identifying early learning disabilities -assisting local child care centers with obtaining additional credentialing and learning opportunities for staff and directors (Why p.38)</p> <p>Identify or develop a tool to evaluate the effectiveness of the local literacy council and participation and engagement of community partners (Why p. 163)</p>	<p>Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, Web site) (Why p. 33)</p> <p>Advertise the website throughout the community on billboards, posters in stores and governmental offices, on school and civic websites (Why p. 33)</p> <p>Evaluate the effectiveness of the local literacy council and its activities, specify the roles, assignments, and anticipated contributions of literacy council members/agencies using the identified/developed tool. (Why p. 16)</p> <p>Develop a five-year strategic plan in Year One. (Why p. 36)</p>	<p>dates, times, and locations). (Why p. 33)</p> <p>Align needs-assessment with five-year strategic plan and update accordingly. (Why p. 36)</p>
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Building Block 2: Continuity of Care and Instruction

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

The needs assessment survey indicated: 18.8% fully operational, 31.3% operational, 28.1% emergent, and 12.5% not addressed.

Planning	Implementing	Expanding	Sustaining
<p>Develop a protocol for providing students with a coherent plan for care and instruction throughout his or her day (How p 5).</p> <p>Develop written protocol for transitions from one setting to another, within a day and from year to year (e.g., guidelines for pre-literacy transition support for children moving from infant to toddler programs, and toddler to preschool programs) (How p 5; What p 5).</p> <p>Identify opportunities for children and their families to visit the next learning environment (Why p. 93)</p> <p>Develop contacts with appropriate personnel in next learning environments (e.g., Pre-K or K teachers, elementary principals or family engagement staff, etc.) (Why p. 93)</p>	<p>Implement transitional activities to prepare students for the next learning environment, including common rituals and routines (How p. 5; What p. 5)</p> <p>Strengthen relationships among the multiple learning environments in which young children receive care and/or instruction (Why p. 93)</p>	<p>Strengthen relationships between preschool providers and receiving kindergartens by providing joint workshops between Pre-K and Kindergarten staff on:</p> <ul style="list-style-type: none"> -interpretation of assessment data -consistency of goals -sharing student information between Pre-K and Kindergarten -holding Kindergarten registration at the Pre-K site -ensuring that staff at Pre-K and K schools are aware of the alignment of the Pre-K Content Standards with CCGSE (How p. 7; What p 5). 	<p>Maintain the focus on transition planning by incorporating the transition activities into the annual calendars of each of the various agencies (How p. 5)</p>

<p>Plan joint professional development for PreK and K teachers on transition (Why p. 100)</p> <p>Create a transition team within the Early Childhood Coalition (Why p. 93)</p>			
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Building Block 2: Continuity of Care and Instruction

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

The needs assessment survey indicated: 31.3% fully operational, 15.6% operational, 34.4% emergent, and 9.4% not addressed.

Planning	Implementing	Expanding	Sustaining
<p>Plan opportunities for families to learn about expectations for the next learning environment to support their child’s transition (How p. 6; What p. 5).</p> <p>Develop brochures, videos, and other educational tools to provide families with guidance on supporting their child’s transition (How p. 6)</p> <p>Identify points of contact within the community for distributing these materials to families</p>	<p>Provide information in home language (s) to families concerning school organizations such as Parent Teacher Organization (PTO) (How p. 6)</p> <p>Parenting classes will be offered to increase awareness of child centered literacy opportunities (Why p. 33)</p> <p>Plan school events and activities to include families in their child’s care and education (Why p. 26)</p> <p>Distribute materials to parents with guidance on</p>	<p>Plan activities to help families learn how to support their child’s early literacy development (Why p. 34)</p>	<p>Continue to support family literacy and increase community support for these efforts (Why p. 159)</p> <p>Annually recruit families to serve as advocates and continue to implement yearly activities (Why p. 31)</p>

	supporting their child’s early literacy development (Why p. 26)		
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Building Block 2: Continuity of Care and Instruction

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

The needs assessment survey indicated: 18.8% fully operational, 28.1% operational, 15.6% emergent, and 28.1% not addressed.

Planning	Implementing	Expanding	Sustaining
<p>Map community strengths and needs that identify information on topics such as family demographics, community assets, etc. (What p. 6))</p> <p>Identify parents and/or families to serve as advocates (What p. 5)</p> <p>Identify community leaders and organizations to become involved in ensuring coordinated services for early childhood population (What p. 6)</p>	<p>Strengthen relationships between preschool providers and the receiving kindergartens by:</p> <ul style="list-style-type: none"> -Providing joint workshops between Pre-K and Kindergarten staff on interpretation of assessment data and consistency of goals -Sharing student information between Pre-K and Kindergarten <p>Holding Kindergarten registration at the PreK site (What p. 4)</p> <p>Ensuring that staff at Pre-K and K schools are aware of the alignment of the Pre-K Content Standards with CCGSE</p>	<p>Facilitate collaboration between community resources and instructional programs (What p. 5)</p> <p>Assist families in accessing services needed for the transition (What p. 4)</p> <p>Host resource or health fairs to provide screenings for the students and resources for families (What p. 9)</p>	<p>Continue collaboration between community resources and instructional programs to assist families in accessing services (What p. 6)</p> <p>Build annual events into community calendars for meetings and informational fairs (What p. 6)</p>

Building Block 2: Continuity of Care and Instruction

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

The needs assessment survey indicated: 9.4% fully operational, 34.4% operational, 25% emergent, and 21.9% not addressed.

Planning	Implementing	Expanding	Sustaining
<p>Collaborate with Early Childhood Coalition and other interested community partners to develop a plan to address logistical barriers to participation in community-based family literacy training (e.g., language, transportation) (What p. 5)</p> <p>Research available grant opportunities to support local literacy efforts (What p. 6)</p> <p>Enroll in programs to increase the number of children’s books and reading material in homes (e.g., Reading is Fundamental, Ferst Foundation, Reach Out and Read). (What p. 6)</p> <p>Develop a plan to utilize resources and/or grant funds (e.g., Striving Readers, Race to the Top Early Learning Challenge Grants, private</p>	<p>Foster communication with local education agencies, early care and education providers, and other established organizations to advertise opportunities for families to engage in literacy-based activities (How p. 1)</p> <p>Provide specific literacy trainings for families minimizing logistical challenges (e.g., transportation, childcare, times offered, settings). (What p. 6)</p> <p>Use social media to inform families about literacy opportunities (e.g., Facebook, Twitter) (Why p. 23)</p>	<p>Provide literacy trainings in which children and families can engage in activities together, i.e., Even Start model (What p.6)</p> <p>Provide for families whose first language is not English to engage in trainings (e.g., translator, providing training in the specific language) (What p. 6)</p> <p>Provide substitutes for early care and education professionals to attend literacy training (Why p. 33)</p>	<p>Collaborate with community organizations to support the literacy plan as part of existing community activities (e.g., include a family literacy segment to scheduled events of other community organizations) (What p. 5)</p> <p>Utilize technology to improve attendance (e.g., to publicize meeting dates, times, and locations). (How p. 3)</p> <p>Using a train-the-trainer model, train parents as co-facilitators to assist in providing early literacy training for families (How p. 7)</p>

<p>foundations) to: -Permit families, and early care and education providers to participate in family literacy training -Provide training in remote locations in communities (Why p. 38)</p> <p>Encourage local education agencies (LEAs) to engage with local and national literacy organizations</p>			
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Building Block 3: Ongoing Formative and Summative Assessments

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

The needs assessment survey indicated: 28.1% fully operational, 25% operational, 25% emergent, and 6.3% not addressed.

Planning	Implementing	Expanding	Sustaining
<p>Read and discuss statements from National Association for the Education of Young Children (NAEYC) and the National Academy of Sciences on appropriate assessments for young children https://www.naeyc.org/academy/primary/standards/intro</p> <p>Inform families and caregivers of services available through Georgia Department of Public Health, e.g., Babies Can't Wait for</p>	<p>Partner with families to involve them in screening processes (e.g., parent surveys, checklists) (Why p. 36)</p> <p>Share results of screening and diagnostic assessments with parents and caregivers to inform decisions about instruction and interventions (Why p. 38)</p> <p>Provide PL to staff to ensure confidentiality when sharing results of screening and diagnostics</p>	<p>Analyze child screening and diagnostic data with caregivers and families to assist in setting learning goals and monitoring progress toward those goals (What p. 6)</p> <p>Make necessary adjustments in the delivery of services (e.g., schedule, environment, groupings, approach to learning styles) to meet the needs of all children (What p. 7)</p> <p>Ensure that screening and diagnostic assessment</p>	<p>Provide continued professional development on screening and diagnostic assessments (What p. 6)</p> <p>Provide peer-to-peer support in analyzing and using screening and diagnostic data to inform instruction (Why p. 132)</p> <p>Continue to inform parents of their children's progress and collaborate with them to strengthen positive outcomes (What p. 6)</p>

<p>children 0- 3 yrs http://dph.georgia.gov/</p> <p>Educate families, staff, and caregivers of the need for ongoing screening, diagnostic, and developmental assessments and the purposes of each (Why p. 24)</p> <p>Research screening and diagnostic instruments used to monitor growth and development (e.g., vision/hearing, cognitive, language) and choose appropriate tools (Why p. 24)</p> <p>Develop protocols for staff and caregivers for determining when specific screenings may be necessary (Why p. 23)</p> <p>Determine resources and professional development needs on specific interventions as indicated by screening (What p. 7)</p> <p>Identify qualified professional learning providers (e.g., Bright from the Start (BFTS) trainers, state-approved trainers, school district PL staff, RESA, university, etc.) (What p. 7)</p>	<p>assessments with designated stakeholders</p> <p>Follow-up with parents to ensure that appropriate connections to resources have been made (e.g., Babies Can't Wait, Preschool Special Education within local education agencies) (What p. 7)</p> <p>Seek resources to support children's learning and development based on screening and diagnostic data (Why p. 23)</p> <p>Provide PL for staff and caregivers in the procedures for referral of children with identified delays (Why p. 104)</p> <p>Develop and establish a system to ensure that children receive appropriate screening and diagnostic assessments in all settings (Why p. 23)</p>	<p>occurs regularly to inform parents and families of children's progress and to comply with programmatic regulations (e.g., Head Start 45-day screening regulation, state and federal regulations) (What p. 7)</p> <p>Recognize and celebrate children's incremental improvements toward reaching goals with parents and caregivers individual (Why p. 131)</p> <p>Implement procedures for transferring child data from one learning environment to the next to ensure continuity of services and instruction (What p. 6)</p>	<p>Regularly evaluate screening and diagnostic tools to ensure appropriateness for all children for identifying early learning delays (What p. 7)</p>
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Building Block 3: Ongoing Formative and Summative Assessments

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

The needs assessment survey indicated: 34.4% fully operational, 25% operational, 25% emergent, and 6.3% not addressed.

Planning	Implementing	Expanding	Sustaining
<p>Select developmental or progress monitoring instruments that are aligned with the GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten Design a data collection plan for maintaining, analyzing, and utilizing formative assessment results (What p. 7)</p> <p>Identify qualified professional learning providers to train staff in administration and interpretation of assessments (e.g., BFTS trainers, state-approved trainers, school district professional learning staff, RESA, university, etc.) (How p. 6)</p> <p>Ensure that appropriate technology and/or other resources are available to input and organize formative assessment</p>	<p>Administer assessments according to established timelines (How p. 10)</p> <p>Ensure consistent collection and analysis procedures through professional learning on administration of assessments (What p. 7)</p> <p>Record results in data system accurately and in a timely fashion (How p. 10)</p> <p>Create procedures, time, and expectations for staff to review and analyze assessment results (What p. 7)</p> <p>Adjust instruction based on results of assessments (What p. 7)</p> <p>Build technology capacity to support assembly and storage of individual student portfolios (How p. 2)</p> <p>Schedule assessments to</p>	<p>Use child assessment data to individualize instruction and monitor progress (Why p. 66)</p> <p>Provide opportunities for children to evaluate their progress toward goals (Why p. 96)</p> <p>Celebrate children’s ongoing development with families and peers (How p. 11)</p>	<p>Continue to provide ongoing professional development on the administration of consistent data collection, analysis, and accurate recording (What p. 9)</p> <p>Acknowledge staff performance in analyzing and using formative data to inform instruction (How p. 10)</p> <p>Use multiple means to communicate with parents about their children’s progress and provide them ways to build on identified strengths (How p. 10)</p>

<p>data (How p. 11)</p> <p>Provide professional learning for 0-5 providers in effective parent/ teacher conference strategies for sharing results of assessments (How p. 10)</p>	<p>allow results to be available for parent conferences (How p. 11)</p> <p>Share results at parent conferences (How p. 11)</p>		
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Building Block 3: Ongoing Formative and Summative Assessments

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

The needs assessment survey indicated: 31.3% fully operational, 37.5% operational, and 15.6% emergent.

Planning	Implementing	Expanding	Sustaining
<p>Select an assessment tool (e.g., Early Language and Literacy Classroom Observation (ELLCO) Checklist, Infant-Toddler Environment Rating Scale-Revised (ITERSR), Early Childhood Environment Rating Scale – Revised (ECERS-R), Family Child Care Environment Rating Scale–Revised (FCCERS-R), Classroom Assessment Scoring System (CLASS); or a curriculum “fidelity-of implementation” checklist aligned to program goals to measure the quality of the early literacy environment and classroom interactions (What p. 6)</p>	<p>Use results of summative assessments to plan professional learning for the upcoming year (What p. 9)</p> <p>Report results to parents and other stakeholders in a timely and easily interpreted manner (What p. 5)</p> <p>Use results of program assessments to set goals for the upcoming year (What p. 6)</p>	<p>Make programmatic changes based on data from various student and classroom assessments (What p. 9)</p> <p>Allow teachers and caregivers opportunities to visit exemplary programs (How p. 11)</p> <p>Share results of data with appropriate stakeholders (How p. 11)</p> <p>Share program practices with parents to help foster continuity between school and home-based learning experiences (What p. 6)</p>	<p>Determine follow-up professional development based on data (How p. 12)</p> <p>Measure improvements in settings and educational experiences using data (How p. 17)</p> <p>Review systemic issues related to program quality across all settings to determine policy and funding needs (How p. 11)</p> <p>Continue to use program assessment data to refocus efforts on areas in need of improvement (What p. 9)</p>

<p>Using approved trainers, provide professional development for all staff, including principals and/or directors, on the program evaluation tools and methods of administration, and interpretation of results. (What p. 9)</p>			
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Building Block 3: Ongoing Formative and Summative Assessments

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

The needs assessment survey indicated: 37.5% fully operational, 37.5% operational, and 15.6% emergent.

Planning	Implementing	Expanding	Sustaining
<p>Screening instruments may include: -Ages and Stages Questionnaire (ASQ) -Ready to Read -The Early Literacy Skills Assessment (ELSA) -Work Sampling System (What p. 7) Pre-K and K teachers receive professional learning on the use and interpretation of selected instruments.(What p. 9)</p>	<p>Assessments are administered at designated times (How p. 15) Data is collected and distributed in a timely manner (What p. 6) Results are interpreted and shared with parents (How p. 15)</p>	<p>Data is used to inform instruction and to make programmatic evaluations (What p. 6) Data is used to determine the need for further professional learning for individuals and for groups (How p. 15)</p>	<p>Results are used to solicit funding and volunteer efforts from the community (How p. 1)</p>

Building Block 4: Best Practices in Literacy Instruction

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

The needs assessment survey indicated: 53.1% fully operational, 31.3% operational, and 6.3% emergent.

Planning	Implementing	Expanding	Sustaining
<p>Provide professional learning for all faculty/staff in age-level standards, e.g., GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten (What p. 7)</p> <p>Provide professional learning for all faculty/staff in age-level appropriate practices for differentiation based on assessment. (What p. 58)</p>	<p>Provide exemplar lesson plans that reflect the GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten for all faculty/staff (What p. 9)</p>	<p>Ensure that GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten are used as the foundation for instruction by requiring that the standards are referenced in all lesson plans and differentiation is clearly evident.(How p. 13)</p>	<p>Ensure that administrators document use of standards as the foundation for instruction and that standards are referenced and differentiation is evident in all lesson plans (How p. 13)</p> <p>Provide professional learning to new staff in standards-based instruction and differentiation (What p. 37)</p>

Building Block 4: Best Practices in Literacy Instruction

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 needs assessment survey indicated: 65.5% fully operational, 18.8% operational, and 6.3% emergent.

Planning	Implementing	Expanding	Sustaining
Identify research-based instructional strategies for developing oral language in children birth-to-five (Why p. 61)	Provide professional learning in research-based instructional strategies for developing oral language for children birth-to-five (Why p. 61)	Ensure that researched-based instructional strategies for developing oral language are implemented in birth-to-five classrooms. (Why p. 63) Develop tools for monitoring implementation (Why p. 149)	Use monitoring tools to collect data on fidelity of implementation. (Why p. 134) Use data to plan for professional learning based on teacher needs (Why p. 149)

Building Block 4: Best Practices in Literacy Instruction

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

The needs assessment survey indicated: 59.4% fully operational, 28.1 operational, and 3.1% not addressed.

Planning	Implementing	Expanding	Sustaining
Ensure that student interest is maintained through the use of developmentally appropriate practice (Why p. 53)	Use GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten to	Provide access for all stakeholders to curriculum maps and unit organizers or other curricular supports (Why p. 171)	Use monitoring tools to collect data on fidelity of implementation. (Why p. 37) Use data to plan for professional learning

<p>Choose curricular resources that align with GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten which provide guidance in developmentally appropriate practice (Why p. 91)</p>	<p>develop instructional strategies and assessment protocols that are developmentally appropriate http://gelds.decal.ga.gov/</p> <p>Develop curriculum maps that align GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten and curricular resources http://gelds.decal.ga.gov/</p>	<p>Provide professional learning for teachers to support implementation of all curricular resources (Why p. 171)</p> <p>Develop tools for monitoring implementation (Why p. 36)</p>	<p>based on teacher needs.(Why p. 37)</p>
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Building Block 5: System of Tiered Intervention

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

The needs assessment survey indicated: 46.9% fully operational, 25% operational, 15.6% emergent, and 3.1% not addressed.

Planning	Implementing	Expanding	Sustaining
<p>Become familiar with the tiered intervention model (e.g., Exemplary Model of Early Reading Growth & Excellence(EMERGE) http://tec.sagepub.com)</p> <p>Explore the possibilities of initiating a tiered intervention model in Head Start and GA Pre-K classrooms (Why p. 84)</p> <p>Schedule screening and progress monitoring assessments at least three times per year (What pgs. 6-7)</p> <p>Ensure that all children receive exposure to research-based curriculum that focuses on the development of early literacy skills (Why p. 31)</p> <p>Ensure that all classrooms are literacy-rich environments (Why p. 68)</p> <p>Provide professional learning for all staff</p>	<p>Develop resources for Tiered Intervention that are accessible to all staff. (Why p. 37)</p> <p>Develop protocols for tiered intervention and for referrals to the process. (Why p. 38)</p> <p>Establish a family literacy center to provide texts and guidance for parents at home (What p. 8)</p> <p>Provide small-group instruction in pre-literacy skills (Why p. 38)</p> <p>Provide individual tutoring for students who fail to make target goals (Why p. 37)</p>	<p>Ensure that all domains (e.g., physical, social & emotional, language & literacy, cognitive) are considered in the tiered intervention process (Why p. 124)</p> <p>Provide ongoing professional learning for all stakeholders in the process, policies, and protocols for tiered intervention (Why p. 124)</p> <p>Provide professional learning opportunities for teachers in the use of intervention strategies and supports. (Why p. 73)</p> <p>Develop tools for monitoring implementation (Why p. 37)</p>	<p>Use monitoring tools to collect data on fidelity of implementation. (Why p. 37)</p> <p>Use data to plan for professional learning based on teacher needs.(Why p. 73 & 92)</p>

members, including directors, teachers, and paraprofessionals (Why p. 19)			
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Building Block 6: Professional Learning and Resources

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

The needs assessment survey indicated: 12.5% fully operational, 31.3% operational, 18.8% emergent, and 2.5% not addressed.

Planning	Implementing	Expanding	Sustaining
<p>Evaluate and catalog the knowledge and skills of community partners to contribute to family literacy (e.g., librarians’ knowledge of excellent children’s literature; public health providers’ knowledge of physical and safety needs necessary for early literacy development) (Why p. 26)</p> <p>Make applicable program standards accessible to all educators and caretakers (e.g. GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten) http://gelds.decal.ga.gov/Resources.aspx</p> <p>Recognize potential contributions from</p>	<p>Pair community partners with early care and education providers to:</p> <ul style="list-style-type: none"> -develop trainings and materials to support family literacy -capitalize on existing resources in the community (e.g., public library, Literacy Projects). <p>-Implement Family and Child Together (FACT) or Parent and Child Together (PACT), (see Why document) times in natural occurring early care and education environments (Pre-K classroom) or at alternate times (in the evening at the public library or in the school setting) (Why p. 26)</p>	<p>Model best practices for early literacy with families (e.g., librarian provides a storytime session with families that is developmentally appropriate and emphasizes aspects of early literacy concepts) (How p. 7)</p> <p>Provide family literacy opportunities in locations that families can access (Why p. 58)</p> <p>Provide early literacy training through community-based partners (e.g., public librarians) with early care and education providers that models developmentally appropriate practice (e.g., modeling questioning during book reading) (How p. 7)</p>	<p>Develop a train-the-trainers model utilizing community resources within the community. (Why p. 149)</p> <p>Continue a public awareness campaign regarding GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten. (What p. 5)</p>

<p>nontraditional sources (e.g. a librarian who may not be BFTS-approved but who has expertise in “Dialogic Reading,”; a school nurse who may offer a workshop in health literacy to parents) (Why p. 26)</p>		<p>Use multiple forms of media to engage families in early literacy experiences with their families (Why p. 33)</p>	
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Building Block 6: Professional Learning and Resources

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

The needs assessment survey indicated: 28.1% fully operational, 25% operational, 25% emergent, and 9.4% not addressed.

<p>Planning</p>	<p>Implementing</p>	<p>Expanding</p>	<p>Sustaining</p>
<p>Collect and analyze a variety of data (e.g., student assessments, teacher needs assessment, teacher observations, professional training) to determine needs for professional development (Why p. 34)</p> <p>Align content of training to early learning standards to prepare teachers and staff for implementation (What p. 9)</p> <p>Establish a long-range professional development plan that includes job-embedded strategies, such as modeling, coaching, and</p>	<p>Provide professional development based on children and teacher needs in meeting early learning standards (What p. 8)</p> <p>Meet in collaborative teams to study data and plan curriculum and literacy strategies effectively (Why p. 34)</p> <p>Schedule time for the coach or mentor to meet with teachers individually and in collaborative teams to co-plan, model, practice, and provide feedback (Why p. 149)</p> <p>Provide opportunities for teachers/caregivers to</p>	<p>Provide opportunities for staff to participate in professional learning activities offered by district, region, and/or state that address identified needs and early learning guidelines and standards (Why p. 34)</p> <p>Assist staff in use of child assessment data to evaluate the effectiveness of teaching strategies gained through professional learning opportunities (Why p. 24)</p> <p>Revisit and revise the content of professional learning based on children’s progress toward early learning</p>	<p>Utilize resources in the professional library as a vehicle to encourage ongoing “professional talk” about current research and best practices in early childhood literacy development (Why p. 34)</p> <p>Partner with higher education to build networks of support for applying research-based strategies in early childhood literacy practices (Why p. 36)</p> <p>Use mentors to maintain teachers’ focus on context specific practices for literacy development (Why p. 149)</p>

<p>constructive feedback (Why p. 145)</p> <p>Schedule and protect time for teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (Why p. 34)</p> <p>Involve administrators in literacy trainings to learn how to promote change in practice and how to provide specific feedback aligned with early learning guidelines and standards (Why p. 117)</p> <p>Develop methods to evaluate the effectiveness of professional development activities (Why p. 34)</p>	<p>practice techniques in non-threatening situations (Why p. 145)</p> <p>Use checklists when conducting observations and walkthroughs to provide clear expectations and specific feedback on student learning (Why p. 35)</p> <p>Assess quality and nature of adult/child interactions and adjust program to ensure quality and quantity of interactive opportunities (Why p. 35)</p> <p>Build a professional library that includes research-based books, journals, magazines, and videos for ongoing professional growth (Why p. 34)</p>	<p>standards and guidelines</p> <p>Use observational and walkthrough data to determine additional support needed by staff and to adjust professional development plans (Why p. 35)</p> <p>Partner experienced teachers with pre-service and beginning teachers (Why p. 154)</p> <p>Use results of evaluations of professional development to make adjustments and determine next steps (Why p. 62)</p>	<p>Ensure staff are trained to meet cultural and linguistic needs of all children (Why p. 33)</p> <p>Provide professional development and resources that support differentiated learning opportunities for all students, including those with exceptionalities and those whose home language is not English (Why p. 33)</p>
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Analysis and Identification of Student and Teacher Data

FCS PreK programs and our identified early learning centers utilize a variety of formative and summative assessments in order to meet the diverse needs of birth to five student population. In addition to these assessments, universal screeners are used as preliminary sources of information. Diagnostic assessments are used concurrently with progress monitoring to maximize student achievement and teacher effectiveness with delivery and instruction. Teachers are provided on-going training on how to administer these assessments and how to effectively use the data reports for instructional decision making.

WSO

All Floyd County Pre-K classrooms, KidsWorld I, II and SuperKids early learning centers use a formative assessment called Work Sampling System (WSO) to measure children's progress across 69 indicators in seven domains of learning. All indicators are aligned with the Georgia Early Learning and Development Standards (GELDS). Teachers assess children throughout the year and use the data to individualize instruction and provide guidance to families. This formative assessment allows teachers and other involved stakeholders such as special education teachers to make informed decisions regarding intervention, differentiated instruction, or support services needed. The WSO data also allows teachers and system administrators to disaggregate data for state required reporting requirements. In addition, DECAL and the Georgia Department of Education have partnered to make sure the assessment data is transferred at the end of the Pre-K year and is available to the child's teacher at the beginning of Kindergarten.

GKIDS

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment data presented in the table below indicates a decrease in recent years in the percent of students entering Kindergarten with the oral language and vocabulary skills necessary to meet end of year standards. In all three years reported, the percent of students meeting or exceeding standards in

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the area of writing decreased slightly. Although FCS PreK program has maintained a percentage of meets/exceed comparable with the state, there is a need for increased rigor and improved competencies for all students. As we move towards increasing our student graduation rate in FCS, we seek to extend every opportunity possible to engage our early learners in language and literacy rich learning environments. The data table below substantiates this growth and desire to continue our efforts to increase literacy skills and Kindergarten preparedness with our students.

ELA Strand	2012 FCS	2012 State	2013 FCS	2013 State	2014 FCS	2014 State
Reading	84.1	82.5	82.1	79.1	84.2	79.4
Writing	67.3	71.6	60.5	68.0	67.6	69.5
Speaking/Listening/Vie wing	88.4	86.8	84.9	81.7	89.4	83.2
Language	N/A	N/A	81.4	75.2	82.3	75.4
ELA % Meets/Exceeds	82.1	81.5	79.1	76.7	81.7	77.2

DIBELS Next

DIBELS Next is utilized as a universal screening assessment and progress monitoring tool to assess early literacy skills in all primary and elementary schools in Floyd County. FCS transitioned to DIBELS Next in 2012. An analysis of multi-year DIBELS Next data from 2010-2015 indicates there is a high percent of students entering kindergarten scoring below the expected level of performance on the beginning of year benchmark. The beginning of the year benchmark assessment for Kindergarten measures; first sound fluency, phoneme segmentation fluency and letter naming fluency. These foundational pre-emergent literacy skills are essential for our students in order to be successful. The need to increase kindergarten readiness, specifically phonological awareness, is evidenced in the data report below.

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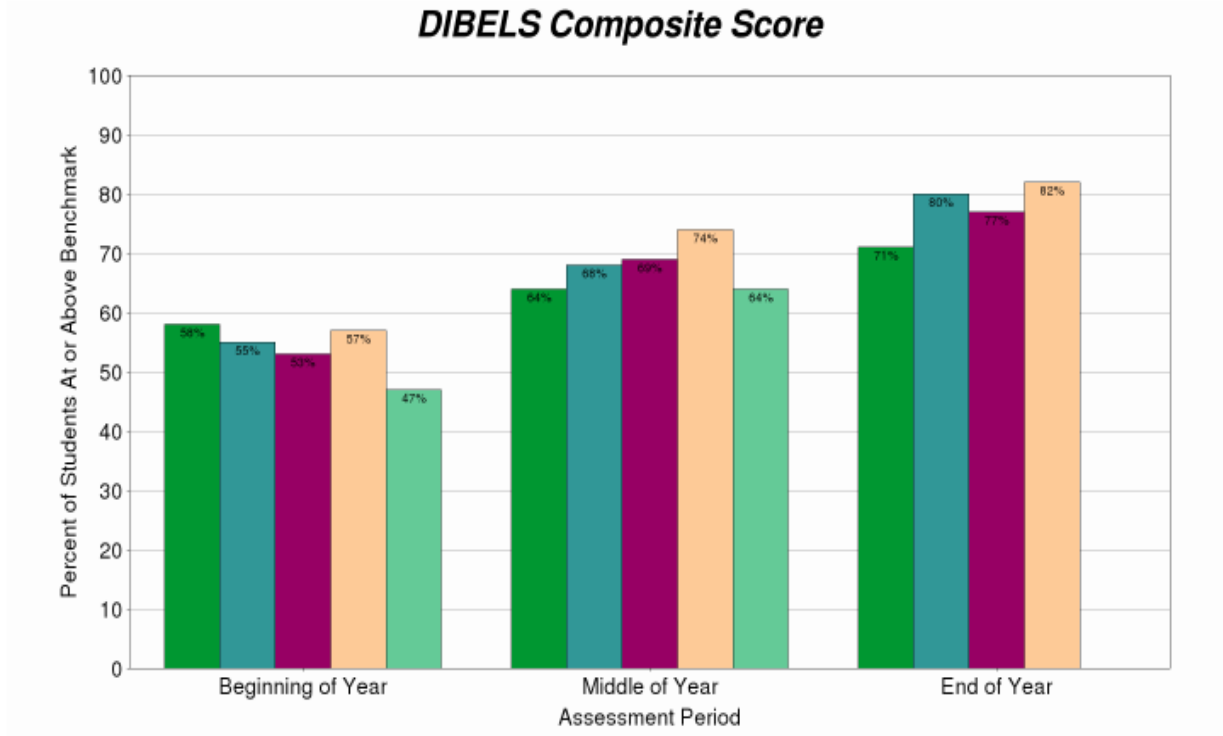
District: Floyd County Schools
Grade: Kindergarten



Multi-Year Percent at Benchmark

DIBELS Next

DIBELS Composite Score



2010-2011

Beginning of Year: 58% (408 of 701)
Middle of Year: 64% (421 of 661)
End of Year: 71% (478 of 675)

2011-2012

Beginning of Year: 55% (355 of 644)
Middle of Year: 68% (422 of 617)
End of Year: 80% (489 of 614)

2012-2013

Beginning of Year: 53% (379 of 713)
Middle of Year: 69% (490 of 714)
End of Year: 77% (548 of 714)

2013-2014

Beginning of Year: 57% (368 of 644)
Middle of Year: 74% (477 of 647)
End of Year: 82% (523 of 640)

2014-2015

Beginning of Year: 47% (270 of 577)
Middle of Year: 64% (363 of 570)
End of Year: 0% (0 of 0)

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Included in the table below are district-prescribed data, universal screeners, formative and summative benchmark indicators, as well as diagnostic literacy assessments:

Assessment	Purpose	Skills Assessed	Type of Data
Work Sampling Online (WSO)	Measures growth of students on GADOE approved PreK standards over the course of the year	Georgia Early Learning and Development Standards (GELDS)	Formative Summative Diagnostic
FCS Phonological Awareness (PA) Assessment	Measures growth in PA skills over time	Phonological Awareness Skills	Universal screener
State Exemplar for PreK Student Learning Objective (SLO)	Measures academic growth of students from the beginning to the end of the course	Grade level/course standards as approved by the GADOE	Summative
CLASS	Measures classroom quality indicators	Teacher-student interactions	Diagnostic
Georgia Alternate Assessment	Achievement	GELDS	Special Ed. Formative Summative Diagnostic
FCS Speech/Language Screener	Screener (used as part of the kindergarten enrollment process)	Developmentally appropriate speech/language skills	Universal screener
FCS Basic Skills Kindergarten Screener	Screener	Basic skills aligned with GKIDS Domains	Universal screener

Teacher Retention Data

Addresses Scoring Rubric Element: c)

Teacher retention is a concern for FCS PreK teachers and administration. Due to funding restraints over the past few years, there has been an increased turnover in the number of teachers and paraprofessionals in our PreK classrooms. Within the past three years, 26 changes to teachers and 16 paraprofessionals have occurred. Although highly qualified teachers and paraprofessionals have filled these positions, on average it takes about three consecutive years for a prek teacher to fully learn and implement the required expectations of the rigorous prek program standards. SRCL funding will allow FCS to maximize training, professional development and potentially accelerate teacher retention in these positions.

Certificate Level	Percentage of Faculty and Staff
T5	7%
T4	9%
Pre-K T4	7%
Pre-K T	33%
BS	9%
PSC	12%
Classified	24%

The table above reflects teacher and paraprofessional certifications

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BFTS Creditable Years as of 14/15	Percentage of faculty and staff
0-2	54%
3-5	18%
6-9	8%
10-15	13%
16+	5%
*Not accounted for	33%

**Faculty and staff not accounted for due to transfers, retirement, and reassignment*

On-Going Professional Learning

Addresses Scoring Rubric Element: h)

FCS PreK faculty and staff members participate in a wide variety of professional learning activities based on school initiatives and teacher needs. The following is a list of professional learning topics for FCS PreK staff over the last several years. The participation rates vary, due to the differing professional learning needs among faculty and staff, and also the allowable number of participants for some training.

Each year Georgia Department of Education & Bright From the Start offers the training for Pre-K Staff. New lead teachers training consists of two day face-to-face training, 8 online podcasts, and quizzes. These professional learning opportunities equate to total of 30 credit hours and 3 PLUs. New assistant teacher training consists of two days of face-to-face training with one online podcast and a quiz. This professional learning totals 15 credit hours and 1 PLU. For 2nd and 3rd year returning lead teachers and returning assistant teachers, training is provided for two days of face-to-face, one online podcast and a quiz. This professional learning totals 15

credit hours and 1 PLU. Director and principal training consist of one online podcast and one face-to-face training with WSO each year.

A sample of the training topics, online podcasts and professional learning titles are listed below:

- New Lead Teachers Training Podcast: “Off to a good start classroom environment
- “Off to a Good Start Developing Classroom Rules”
- “Off to a Good Start Parent Communication”
- “Off to a Good Start Reading to Children”
- “Off to a Good Start Rest Time”
- Work Sampling Online: Competency Quiz
- Returning Assistant Teacher Training
- Returning Assistant Teacher: Competency Quiz
- Returning Lead Teacher Training: GELDS in Action!
- Returning Lead Teacher Training: Journey Through GELDS
- 2nd Year Teachers: Phonological Awareness, Competency Quiz
- 2nd Year Teachers: 2 day Face-to-Face Training

Additional training and professional learning may be provided within each school setting as needs are presented. Results of observations and CLASS reports may also indicated professional learning needs that are specific to school, teacher, or students needs.

Goals and Objectives

Addresses Scoring Rubric Elements: a), b), c)

The goals and objectives below are based on trends and patterns identified in student performance data:

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Goals:	Objectives:
<ul style="list-style-type: none"> Engaged leadership among stakeholders within the community 	<ul style="list-style-type: none"> Increase awareness within the community of the need for language and literacy experiences with the prek population Strengthen community based supports and services to provided resources and training for parents and students in the prek population
<ul style="list-style-type: none"> Increase continuity of care and instruction 	<ul style="list-style-type: none"> Increase awareness and support programs within the community to increase early identification of language and literacy needs within the birth to 5 population Provide ongoing education opportunities for families and community stakeholders to address literacy awareness needs
<ul style="list-style-type: none"> Ongoing formative and summative assessments to include tier system of interventions 	<ul style="list-style-type: none"> Increase the use of screeners and diagnostic assessments for differentiated instruction and instructional planning Identify students needing interventions early through the increased use of screeners and checklists
<ul style="list-style-type: none"> Best practices in literacy instruction 	<ul style="list-style-type: none"> Increase the use of evidence-based instructional strategies to promote literacy Increase students engagement with all students through the use of shared lessons, observations, and peer mentoring of best practices
<ul style="list-style-type: none"> Increase professional learning and resources 	<ul style="list-style-type: none"> Provide professional learning opportunities in multiple formats to increase teacher awareness and understanding of reading development in early literacy programs Provide funding and resources for family literacy opportunities that are accessible to families in multiple locations

Project Plan, Procedures, Goals, Objectives, and Support

Addresses Scoring Rubric Elements: a), b), c), f), g), h), j)

*The following people will be responsible for the implementation and monitoring of the project plan:
 Grant Administrator (GA), School Administrators (SA), PreK Literacy Team (LT),
 Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T)

The actions to be implemented within the project plan will benefit all PreK students in FCS, identified 3 year old students in FCS schools, PreK students in KidsWorld I, II and SuperKids.

Goal 1: Engaged leadership among stakeholders within the community (Building Block 1)

Identified Need: A common vision and goals aligned with state literacy plan to be shared by all stakeholders in early childhood (Why, p.22).

Current Best Practices: PreK participates in community field trip and other outreach experiences to increase awareness and strengthen a common vision and goal to promote language and literacy in the community.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Develop and strengthen current partnerships with Rome/Floyd Collaborative to increase literacy supports and resources within our community	Ongoing	None	Shared calendars (T) Agenda and minutes from meetings (LT)
Improve system of communication for sharing information with all partners (email, newsletters, website) to include technology and training as needed	Fall 2015	SRCL Funds for Teacher stipends and sub pay Technology resources	Newsletters (LT) (T) Website communication (LT) (T) Pre & Post Technology Assessment (SA)
Provide opportunities for staff, caregivers, and families to visit successful high-quality programs (e.g., Open House, Meet and Greet)	Fall and Spring	SRCL funds for resources	Fliers/Announcements (LT) (T)
Provide opportunities for faculty and staff to visit successful high-quality programs (e.g., observations, teacher rounds)	Ongoing as needed	SRCL funds for teacher stipends or sub pay	Observation notes (T) Checklist/notes (SA) Shared calendars (LT) (T)

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Increase opportunities for prek students to have an active engagement with the stakeholders within the community	Ongoing field trips and guest speakers	SRCL funds to supplement	Documentation of trips/guests (T) shared calendar of events (T)
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Evidence of Research-based Practice: Georgia’s Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members (Why, p. 26).

Goal 2: Increase Continuity of Care and Instruction (Building Block 2)

Identified Need: Community partners receive professional learning in the development of early literacy (Why, p. 34)

Current Best Practices: Prek teachers meet regularly to discuss and share ideas to promote language and literacy. Students needing early interventions are identified by several agencies through referrals for support services.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Ensure fidelity of best practices in literacy development	Fall 2015	SRCL funding for additional resources and training	Teacher lesson plans (SA) (T) TKES/Observations (SA) (T) WSO data (SA) (LT) T)
Strengthen relationships with providers of early childhood care and education services	Ongoing	SRCL funds for print materials	Agendas/meeting minutes (LT) Shared calendars (LT) Webinars (LT)
Identify groups and agencies within the community to strengthen the Rome/Floyd Co. Collaborative	Ongoing	None	Increase in participation of Rome/Floyd Collaborative (LT) Disaggregated data (LT)
Identify points of contact within the community for distributing brochures and information in hard copy form.	Ongoing	SRCL funds for print materials	Increase in participation of Rome/Floyd Collaborative (LT) Webinars (LT)
Ensure communication and professional development for PreK teachers outside of the school setting	Fall 2015	SRCL funding for sub pay teacher stipends	Agenda/meeting minutes (SA) (LT) (T) Newsletters (LT) (T)

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(e.g., Super Kids and Kids World)		Materials and Resources	Shared documents (TL) (T) Webinars (LT)
Increase awareness of print materials in the classroom, home and community settings	Ongoing	SRCL for print materials	Inventories of materials (SA) (LT) (T) Literacy Bags (LT) (T) Data/tracking of agencies utilizing literacy materials (LT)

Evidence of Research-based Practice: Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels (Why, p.144)

Goal 3: Ongoing formative and summative assessments to include system of tiered intervention (Building Block 3 and Building Block 5)

Identified Need: Training and development in the use of prescribed assessments (DP-3, PALS, PPVT-4, and CLASS) (Why p. 19)

Current Best Practices: Kindergarten readiness screeners and WSO assessments are currently utilized by all PreK teachers to monitor student growth and plan instruction.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Strengthen systematic protocols for community agencies and groups to identify developmental milestones of children birth to five	Fall 2015	SRCL funds for resources and print materials	Meeting minutes/agendas (SA) (LT) Print materials (LT) Brochures/advertising (LT)
Provide professional learning to strengthen the use of formative and summative assessments	Fall 2015	SRCL funds for training and stipends	Data collection of assessments (SA) (LT) (T) Meeting minutes/agendas (SA) (LT) (T)
Provide professional learning to strengthen the use of data to form differentiated learning groups	Winter 2016	SRCL funds for training and stipends teacher sub pay	Data collection of assessments (SA) (LT) (T) Meeting minutes/agendas (SA) (LT) (T)
Strengthen the community awareness of programs and resources available for children birth to five (e.g., Babies Can't Wait, Health Department, Infinity Children's Services)	Ongoing	SRCL funds for training, resources and print materials	Data from referrals (LT) Meeting minutes/agendas (LT) Print materials (LT) Brochures/advertising (LT) Literacy bags (LT) (T)

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Ensure tiered intervention resources are available to address all domains (e.g., physical, social and emotional, language and literacy, cognitive)	Spring 2016	SRCL funds for training, resources and print materials teacher sub pay	Data from assessments (SA) (LT) (T) Lesson plans (T) Observations/CLASS (SA) Materials inventory (T)

Evidence of Research-based Practice: The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction (Why, p. 94)

Goal 4: Best Practices in Literacy Instruction (Building Block 4)

Identified Need: Professional learning should focus on effective instructional strategies and best practices for literacy (Why, p.151)

Current Best Practices: Teachers use a common curriculum that aligns with GELDS, Head Start Child Development and Early Learning Framework and Learning Standards for Georgia PreKindergarten.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide assurances of research-based practices aligned with GELDS among all stakeholders	Fall 2015	SRCL funds for training and print materials	Lesson plans (T) Observations (SA) (T) CLASS
Identify evidence-based instructional strategies for developing oral language in children birth to five	Ongoing	None	Professional learning; comprehensive reading solutions modules (SA) (LT) (T) Lesson plans (T) CLASS
Ensure student interest is maintained through the use of developmentally appropriate practice	Ongoing	SRCL funds for resources and materials	Lesson plans (T) Observations (SA) CLASS

Evidence of Research-based Practice: Applying best practices strategies will impact all students. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom (Why, p. 150)

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Goal 5: Professional Learning and Resources (Building Block 6)

Identified Need: Increase partnerships, networks of support and professional learning within community to support the needs of birth to five development of early literacy. (Why p. 26)

Current Best Practices: Rome/Floyd Collaborative and the PreK Literacy team is active in promoting the early learning needs of children birth to five.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Remove barriers to early care and education for birth to five children within the community	Ongoing	SRCL funds for items such as: transportation print materials technology access	Meeting minutes/agendas (SA) (LT) (T) Increased participation of families in scheduled literacy events (LT) (T) Literacy bags (LT) (T) Print materials and resources (LT) (T)
Build and strengthen the Rome/Floyd Collaborative to include an early literacy focus	Summer 2015	SRCL funds for print materials and resources	Literacy bags (LT) (T) Inventory of materials/books (LT) Brochures/Advertising (LT) Shared calendars (LT) (T)
Provide funding and resources for family literacy opportunities that are accessible to families in multiple locations	Fall 2015 Winter 2016 Spring 2016	SRCL funds for items such as: transportation, print materials, technology access, literature	Meeting minutes/agendas (LT) Increased participation of families in scheduled literacy events (LT) (T) Literacy bags (LT) (T) Print materials and resources (LT) (T)
Develop partnerships with non-traditional sources of contributors to support and promote literacy engagement	Ongoing	SRCL funds for print materials, brochures, Literacy bags	Literacy bags (LT) (T) Inventory of materials/books (LT) (T) List of agencies/groups (LT)
Provide resources for families of children birth to five to support language and literacy development	Fall 2015 ongoing	SRCL funds for items such as: transportation, print materials, technology access, literature	Literacy bags (LT) Inventory of materials/books (LT) (T) List of agencies/groups (LT) Meeting minutes/agendas

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			(LT) Increased participation of families in scheduled literacy events (LT) (T)
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Evidence of Research-based Practice: Research clearly supports that the first years of a child’s life are critically important in laying the foundation for future academic success, including success in literacy (Why, p.21)

Response to Intervention Model

Addresses Scoring Rubric Element: e)

Data should be part of an on-going cycle of instructional improvement

Leveled Instructional Tier	Instructional Strategies
<p align="center">Tier I</p> <p>Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p>	<ul style="list-style-type: none"> ● Classroom instruction based on GELDS ● Best practices identified by the National Reading Panel ● Universal screening
<p align="center">Tier II</p> <p>Standard protocol interventions provided for targeted students (Why, 126)</p>	<ul style="list-style-type: none"> ● Diagnostic testing to identify causes of student weaknesses ● Consistent segments of instruction based on need in small group settings ● Progress monitoring ● Adjustment of interventions
<p align="center">Tier III</p> <p>Based on evidence-based protocols SST/Data teams monitor progress jointly (What,12 and Why, 127)</p>	<ul style="list-style-type: none"> ● Intensive interventions in small groups ● Increased frequency and duration ● Intensive monitoring/adjustment of interventions
<p align="center">Tier IV</p> <p>Specially-designed learning to meet individual needs (Why, 127)</p>	<ul style="list-style-type: none"> ● Due process ● Based on individual learning plan ● Specialized programs, methodologies, and instructional deliveries ● Intensive monitoring/adjustment of interventions

Floyd County School PreK programs, KidsWorld I, II, and Super Kids adhere to the state/system protocols for implementation of a 4-Tiered instructional model as outlined above. School administrators will monitor and provide professional feedback to teachers, as needed.

Sample PreK Schedule

2014-2015

Addresses Scoring Rubric Element: d)

**indicating tiered instructional segments with appropriate interventions*

Time	Activity	Domain
7:30 - 8:05	manipulatives*	CD
8:05 - 8:15	morning meeting	SED
8:15 - 8:45	breakfast	SED
8:45 - 9:15	calendar/music/movement	APL
9:15 - 9:45	activity time	PDM
9:45 - 10:15	whole group literacy	CLL
10:15 - 11:45	small group work*	CD
11:45 - 12:25	snack & outside play	PDM
12:25 - 1:05	lunch	SED
1:05 - 1:15	storytime	CLL
1:15 - 2:15	nap	SED
2:15 - 2:30	music and movement	APL, PDM
2:30 - 2:45	storytime	CLL
2:45	dismissal	

Physical Development and Motor Skills (PDM) Social and Emotional Development (SED) Approaches to Play and Learning (APL) Communication, Language, and Literacy (CLL) Cognitive Development and General Knowledge (CD)

Inclusion of All Teachers and Students in the SRCL Application

Addresses Scoring Rubric Element: f)

All teachers and students enrolled in FCS PreK programs, KidsWorld I, II and SuperKids PreK programs will benefit from the SRCL grant and are included in the process of reaching school goals and objectives. All teachers will participate in professional learning and implement literacy strategies to promote student engagement and increase student achievement. All students will have access to high quality instructional resources to help them improve literacy in all content areas.

Assessment/Data Analysis Plan

Current PreK Assessment Protocol

Addresses Scoring Rubric Elements: a) and h)

Assessment	Purpose	Skills Assessed	Frequency	Administered By/Setting
Work Sampling Online (WSO)	Measures growth of students on GADOE approved PreK standards over the course of the year	Georgia Early Learning and Development Standards (GELDS)	On-going	Classroom Teacher/ Combination of one-on-one and/or small group *Anecdotal notes also collected by Teacher's Assistant
FCS Phonological Awareness (PA) Assessment	Measures growth in PA skills over time	Phonological Awareness Skills	3 times per year (beginning, middle, and end)	Classroom Teacher/ One-on-one setting
State Exemplar for PreK Student Learning Objective (SLO)	Measures academic growth of students from the beginning to the end of the course	Grade level/course standards as approved by the GADOE	2 times per year (pre and post assessment)	Classroom Teacher (based on data already collected and entered in WSO)
CLASS	Measures classroom quality indicators	Teacher-student interactions	1 time per year	Outside consultant
Georgia Alternate Assessment	Achievement	GELDS	Ongoing/ Reported 1 time per year	Sp.Ed. Teacher/ One-on-one setting
FCS Speech/Language Screener	Screener (used as part of the kindergarten enrollment process)	Developmentally appropriate speech/language skills	Beginning of PreK year	Trained PreK Teacher or School Speech Pathologist

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FCS Basic Skills Kindergarten Screener	Screener	Basic skills aligned with GKIDS Domains	End of PreK year	Trained Teacher Assistant
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Comparison of Current Assessment Protocol with SRCL Assessment Plan

Addresses Scoring Rubric Elements: b) and h)

As prescribed by Bright from the Start, all PreK classes utilize the Work Sampling Online (WSO) system as documentation of student growth on the GELDS over the course of the school year. Beginning PreK teachers undergo extensive training on WSO administration, data collection, and data entry. After initial training occurs, on-going professional learning is conducted annually via webinars and face-to-face trainings, facilitated by state contracted consultants. The WSO assessment provides teachers with multiple sources of data over time to help guide the instructional decision making process for each child. Student needs are identified and interventions and acceleration opportunities are provided through the use of disaggregated data from these reports.

If awarded the SRCL grant, all PreK classes will administer PALS-PreK three times per year, to assess students' developing knowledge of phonological awareness and literacy skills. Additionally, all PreK classes will administer the PPVT4 two times per year to assess students' growth in receptive vocabulary skills. FCS currently administers the CLASS assessment at the end of PreK; this assessment will continue on an annual basis.

Projected SRCL Assessment Plan:

Assessment	Assessment Plan	Frequency
PALS-PreK (Phonological Awareness Literacy Screening)	Teachers will utilize this assessment as a screening and progress monitoring tool to monitor students' growth on developing PA and	3 times per year

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	literacy skills throughout the year	
PPVT4 (Peabody Picture Vocabulary Test)	Teachers will administer this assessment at the beginning and end of the year to measure students' receptive vocabulary growth	2 times per year
CLASS	Administered by Bright from the Start annually to assess teacher-student interactions and classroom quality in PreK classrooms	1 time per year
Work Sampling Online (WSO)	Teachers will continue to utilize WSO to assess students' progress on the GELDS throughout the school year; data will be utilized to guide differentiated instruction	On-going throughout the year

Implementation of New Assessments/Discontinuation of Current Assessments

Addresses Scoring Rubric Elements: c) and d)

With the implementation of the SCRL grant, all FCS PreK classes and partnering early learning center PreK classes (outlined in the District Narrative) will follow the schedule for literacy assessments as listed below.

★ Discontinuation of assessments are denoted in red

★ New assessments are denoted in blue

Assessment	Purpose	Skills Assessed	Frequency	Administered By/Setting
Work Sampling Online (WSO)	Measures growth of students on GADOE approved PreK standards over the course of the year	Georgia Early Learning and Development Standards (GELDS)	On-going	Classroom Teacher/ Combination of one-on-one and/or small group *Anecdotal notes also collected by Teacher's Assistant
FCS Phonological Awareness (PA) Assessment	Measures growth in PA skills over time	Phonological Awareness Skills	3 times per year (beginning, middle, and end)	Classroom Teacher/ One-on-one setting
PALS-PreK (Phonological Awareness Literacy Screening)	Measures developing knowledge of literacy skills predictive of future reading success	Developing Phonological Awareness and Literacy Skills	3 times per year	PreK Teacher/One-on-one setting
PPVT4 (Peabody Picture Vocabulary Test)	Measures pre and post year vocabulary skills	Receptive vocabulary skills	2 times per year	PreK Teacher/One-on-one setting

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CLASS	Measures classroom quality indicators	Teacher-student interactions	1 time per year	Outside consultant
State Exemplar for PreK Student Learning Objective (SLO)	Measures academic growth of students from the beginning to the end of the course	Grade level/ course standards as approved by the GADOE	2 times per year (pre and post assessment)	Classroom Teacher (based on data collected for WSO)
Georgia Alternate Assessment	Achievement	GELDS	Ongoing/ Reported 1 time per year	Sp.Ed. Teacher/ One-on-one setting
FCS Speech/Language Screener	Screener (used as part of the kindergarten enrollment process)	Developmentally appropriate speech/language skills	Beginning of PreK year	Trained PreK Teacher or School Speech Pathologist
FCS Basic Skills Kindergarten Screener	Screener	Basic skills aligned with GKIDS Domains	End of PreK year	Trained Teacher Assistant

Professional Learning Needs for New Assessments

<i>Addresses Scoring Rubric Element: e)</i>

Floyd County Schools will utilize a “Train the Trainer(s)” model to provide initial training on administering the new PreK assessments. A system-level team, comprised of one representative per school and system-level leaders, will receive training on the new assessments. This team will then provide initial training to PreK teachers at each school and early learning

center. Additional training will be scheduled to ensure teachers' understanding of progress monitoring and use of reports. Teachers will also be trained to use the data to guide instructional decisions and differentiation within the classroom. Refresher training sessions for current teachers and initial training for new teachers will be provided annually in order to ensure fidelity of administration and use of data.

Teacher retention is a concern for FCS PreK teachers and administration. Due to funding restraints over the past few years, there has been an increased turnover in the number of teachers and paraprofessionals in our PreK classrooms. Within the past three years, 26 changes to teachers and 16 paraprofessionals have occurred. Although highly qualified teachers and paraprofessionals have filled these positions, on average it takes about three consecutive years for a prek teacher to fully learn and implement the required expectations of the rigorous prek program standards. SRCL funding will allow FCS to maximize training, professional development and potentially accelerate teacher retention in these positions.

How Data is Presented to Parents and Other Stakeholders

<i>Addresses Scoring Rubric Element: f)</i>

Data from assessments is presented to parents through parent conferences, phone conferences, early dismissal days, sharing of student work or through written reports. FCS PreK shares data with stakeholders during LSGT, Leadership Team, Board of Education, School Improvement Plan, and Title I Parental Involvement meetings. WSO reports are shared with all stakeholders; parents, special education, teachers and administration. All stakeholders have access to school data through each of these outlets. Additionally, state assessment data is presented via system and school websites and local media.

How Data Will Be Used to Develop Instructional Strategies, as well as Determine Materials and Need

Addresses Scoring Rubric Element: (g)

FCS PreK, KidsWorld I,II and SuperKids utilizes a variety of formative and summative assessment data to guide instructional decisions. With the implementation of the Literacy Action Plan, the Literacy Team will be able to utilize the additional assessments to analyze classroom and student level data for the purpose of recommending “next steps” to address student needs in a timely manner. Teachers will discuss formative and summative data and recommended “next steps” at grade level data team meetings, and adjustments can be made to instruction as appropriate.

The PreK Literacy Team will also gather data to identify needed resources and professional learning. Potential professional learning needs include:

- Increasing Best Practices in Literacy Instruction
- Improving Care and Continuity of Instruction
- Effective implementation of the RTI Process
- Effective Differentiated Instruction
- Engaging students and enhancing literacy resources

Resources, Strategies and Materials to Support the Literacy Plan

Addresses Scoring Rubric Elements: a) g) h)

FCS Pre-K classrooms (18 regular education classrooms, 7 special education classroom) and KidsWorld I, II and SuperKids are funded by DECAL and a wide variety of resources have been purchased to support literacy development. The BFTS classrooms also have available funding from federal funds. Strategies and materials available to support the goals and objectives of the literacy plan will vary slightly among the FCS PreK programs, KidsWorld I,II, and SuperKids program; all of whom will be involved with the implementation of the literacy plan. All of our PreK programs and early learning centers identified in the grant application adhere to the requirements set forth in BFTS “Basic Equipment List” (Appendix H). An example of materials, equipment and supplies currently used are:

- CD/tape players
- Digital camera in each class
- Puppets
- Prop boxes for dramatic play
- Theme books and informational books
- Listening stations
- Big books
- Flannel boards and stories
- Props for acting out stories and finger puppets
- Alphabet letters and games and other alphabet materials
- Writing Instruments
- Vocabulary cards/pictures
- Sensory items

These materials foster student engagement and increase literacy opportunities. Many of the materials in these classrooms have quite a bit of age and are in need of replacement. There is

limited funding available for DECAL to replace and purchase materials. Other classrooms serving the three year old children are meeting the minimum requirements in place by DECAL. These classrooms have similar items listed above with the exception of the technology. Most of their materials are in need of replacement as well. Funding is needed to expand the variety of the collection of literacy resources which are available to these programs.

Resources Needed to Implement Literacy Plan (including student engagement):

- Evidence based literacy instructional materials
- Evidence based intervention materials and/or software with necessary professional learning
- Mentor Program resources and training materials
- Wireless connectivity infrastructure
- Wireless technology consisting of, but not limited to, laptops, chromebooks, tablets, and/or hybrid devices
- Multimedia equipment to support explicit literacy instruction
- Networkable printers
- Technology-based program that provides online format for administering, scoring, and storage of formative and summative assessments
- Consumable materials – paper, crayons, paint, markers, chart paper, etc.
- Professional learning:
 - Consultant fees
 - Stipends
 - Substitutes for teacher release time (both professional learning and collaborative planning opportunities)
 - Program and intervention materials
 - Workshop/conference registration fees
- Community partnership materials
- Literacy bags

Additional resources are needed to ensure student engagement. Technology resources in the state Pre-K classrooms are limited.

Activities to Support Literacy Intervention Programs

Addresses Scoring Rubric Elements: b) f) e)

- Professional learning to provide understanding of RTI tiered instruction and literacy across the curriculum
- Implementation of DP-3 (3 year olds), PALS PreK, and PPVT4 Form A/B as a universal screener, along with professional learning on the interpretation of data and implementation of evidenced-based strategies to improve literacy instruction
- Allocated time in schedules for evidenced-based interventions and professional learning
- Continued Response to Intervention 4-tiered model implementation to enhance the implementation of evidenced-based strategies to improve literacy instruction
- Professional learning to implement evidence-based interventions with fidelity across all educational settings
- Ongoing professional learning to assist in making instructional decisions based on progress monitoring data

List of Shared Resources Available Within the Building

Addresses Scoring Rubric Elements: c)

- Opening the World of Learning (OWL) curriculum
- Florida Center for Reading Research resources
- Adaptive Instructional Resources
- Manipulatives for literacy instruction
- Interactive boards and projector (some schools)

- Classroom library with fiction and non-fiction
- Media center print and non-print resources
- Bookroom including professional resources, student texts, and leveled readers
- Listening Stations
- Teacher/student computers
- Computer lab

List of Library Resources/Description of Library

Addresses Scoring Rubric Elements: d)

- Open check-out and flexible scheduling
- Staff by half-time media specialist and half-time media paraprofessional (these positions are shared between two schools)
- Increase print and digital teacher resources for all content areas (proposed)
- Increase student access to print materials - fiction, nonfiction, magazines (proposed)
- Increase student access to multiple forms of electronic devices (proposed)
- Professional learning for media specialists to support the implementation of technology integration in the classroom (proposed)
- Increase and manage digital resources (proposed)

Integration of Technology

Addresses Scoring Rubric Elements: i)

Teachers and students will maximize the use of interactive technology in the classroom. Many of the teachers currently have an interactive Smartboard or Promethean board. This interactive technology allows the young learner to engage with the concepts presented by the teacher in both whole group and small group settings. Classrooms that do not have interactive

board may want to consider the purchase of this item with SR funds. Students in the prek classrooms may also benefit from smaller, hand held technology devices. An example of this would be utilizing Chromebooks for e-readers (read alouds), specific games designed for young learners, adaptive technology for our special education population and pre-writing opportunities.

Professional Learning Strategies Identified on the Basis of Documented Needs

“Teachers possess the greatest capacity to positively affect student achievement and a growing body of research shows that the professional development of teachers holds the greatest potential to improve literacy achievement.” (Greenwald et. al, 1996) Therefore, providing high quality and sustainable professional learning for all teachers will be critical to the success of our PreK Literacy Plan and to the academic success of our students.

Professional Learning Activities in the Last Year

Addresses Scoring Rubric Elements: a) and b)

Due to reduced funds for professional learning, many activities attended by teachers are system or school based, with little or no cost involved to implement. For the implementation of system initiatives, a redelivery model has been utilized, with one to two school representatives attending the training and redelivering the information to the other teachers at their school. According to research, this model of professional learning has proven to be the least effective to ensure success and sustainability of the initiative. Therefore, providing high quality professional learning for all teachers will be a primary focus for the Striving Reader Grant.

The chart below shows the percentage of PreK faculty and staff that have participated in professional learning opportunities this past school year.

Professional Learning	Topic	Format
New Lead Teachers Training	Off to a good start classroom environment	Online
New Lead Teachers Training	Off to a Good Start Developing Classroom Rules	Online

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New Lead Teachers Training	Off to a Good Start Parent Communication	Online
New Lead Teachers Training	Off to a Good Start Reading to Children	Online
New Lead Teachers Training	Off to a Good Start Rest Time	Online
New Lead Teachers Training	Work Sampling Online: Competency Quiz	Online
Returning Assistant Teacher Training	2 day Face-to-Face Training	Collaborative
Returning Assistant Teacher	Competency Quiz	Online
Returning Lead Teacher Training	GELDS in Action!	Online
Returning Lead Teacher Training	Journey Through GELDS	Online/ Collaboration
2nd Year Teachers	Phonological Awareness, Competency Quiz	Online
2nd Year Teachers	2 day Face-to-Face Training	Collaborative

- *participation is at 100% as it applies to the number of service years*

On-Going Professional Learning

Addresses Scoring Rubric Element: c)

FCS PreK faculty and staff members participate in a wide variety of professional learning activities based on school initiatives and teacher needs. The following is a list of professional learning topics for FCS PreK staff over the last several years. The participation rates vary, due to the differing professional learning needs among faculty and staff, and also the allowable number of participants for some training.

Each year Georgia Department of Education & Bright From the Start offers the training for Pre-K Staff. New lead teachers training consists of two day face-to-face training, 8 online podcasts, and quizzes. These professional learning opportunities equate to total of 30 credit hours and 3 PLUs. New assistant teacher training consists of two days of face-to-face training with one online podcast and a quiz. This professional learning totals 15 credit hours and 1 PLU. For 2nd and 3rd year returning lead teachers and returning assistant teachers, training is provided for two days of face-to-face, one online podcast and a quiz. This professional learning totals 15 credit hours and 1 PLU. Director and principal training consist of one online podcast and one face-to-face training with WSO each year.

Additional training and professional learning may be provided within each school setting as needs are presented. Results of observations and CLASS reports may also indicated professional learning needs that are specific to school, teacher, or students needs.

Programmatic Professional Learning Needs Identified in Needs Assessment

Addresses Scoring Rubric Element: d) and e)

- Literacy instruction using core curriculum
- Explicit reading, comprehension and vocabulary strategies
- Response to Intervention instructional groups
- Using assessments and screeners for identification of student needs
- Disaggregation and use of formative and summative data to guide instruction
- Use of technology to enhance instruction and promote engagement
- Increased use of oral language and vocabulary techniques
- Effective mentoring programs for new teachers to PreK
- Increased awareness sessions for community and agencies/resources
- Participation in Georgia's *Comprehensive Reading Solutions* professional learning modules and other online modules and webinars (DECAL, WSO)

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School administrators, grant administrators, and PreK Literacy Team members will work collaboratively with the PreK teachers and early learning center personnel to utilize classroom observation instruments (e.g. TKES) and other school based checklists to observe, monitor, and enhance students learning. The CLASS observation tool will be used at least once per school year to gauge the interactions between students and teachers as well as the structure of the learning environment. Student Learning Objectives (SLO) will also be used to analyze trends in instructional practices and student growth. The results from these assessments pieces will be used to plan ongoing professional development as well as inform the instructional decision making process. Collaborative planning meetings will occur regularly among schools and across the system to ensure consistency and fidelity of the PreK program and specifically the Striving Reader PreK Literacy Plan.

Detailed and Targeted Professional Learning Plan

Addresses Scoring Rubric Element: e) g)

Identified Professional Learning	Project Plan Goals/Objectives Addressed	Literacy Building Block Addressed	Measure of Effectiveness
Improve system of communication for sharing information with all partners (email, newsletters, website) to include technology and training as needed	Goal 1: To promote a common vision and goals aligned with state literacy plan to be shared by all stakeholders in early childhood (Why, p.22).	Building Block 1	-Newsletters -Website communication -Pre & Post Technology Assessment
Ensure fidelity of best practices in literacy development	Goal 2: To increase continuity and care of instruction (Why, p. 34)	Building Block 2	-Teacher lesson plans -TKES/Observations -WSO data

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Provide professional learning to strengthen the use of data to form differentiated learning groups	Goal 3: To increase training and development in the use of prescribed assessments (DP-3, PALS, PPVT-4, and CLASS) (Why p. 19)	Building Block 3 and 5	-Data collection of assessments) -Meeting minutes/agendas
Provide assurances of research-based practices aligned with GELDS among all stakeholders	Goal 4: To increase professional learning that will focus on effective instructional strategies and best practices for literacy (Why, p.151)	Building Block 4	-Lesson plans -Observations -CLASS
Provide funding and resources for family literacy opportunities that are accessible to families in multiple locations	Goal 5: To increase partnerships, networks of support and professional learning within community to support the needs of birth to five development of early literacy. (Why p. 26)	Building Block 6	-Meeting minutes/agendas -Increased participation of families in scheduled literacy events -Literacy bags -Print materials and resources

Sustainability Plan

Addresses Scoring Rubric Elements: a), b), c), d), e), f), and g)

Floyd County Schools is committed to sustaining and extending all components of the SRCL plan and will make this our highest priority. As previously noted, FCS has effectively managed and sustained past initiatives by setting priorities for spending, coordinating services and resources, and adhering to specified guidelines for program and grant funds. The system will continue to utilize local, state, and federal program funds, along with area education foundations, partnerships with local colleges, additional grants, local businesses, school PTOs, RESA, GLRS, and FCS personnel as viable resources for the following literacy initiatives:

- provide ongoing professional learning opportunities
- continue the work of the school literacy team
- continue to schedule school data team meetings and collaborative planning for all teachers
- continue implementation of assessment protocols
- continue to review multiple sources of data and refine Literacy Plan goals and objectives to reflect student and staff needs
- reflect changes to goals and objectives in the school improvement plan
- provide training annually for all new employees on all SRCL grant initiatives during orientation
- maintain technology (including site licenses)
- replace consumable print materials

The PreK Literacy Team will develop a plan to increase and expand community partnerships and secure funding to assist with initiatives requiring yearly cost commitments, including, but not limited to:

- consultant fees and substitutes for ongoing professional learning
- replacement of print materials
- replacement materials needed for intervention programs

- replacement of consumable supplies
- maintenance and/or replacement for technology devices
- site licenses for technology software

Professional learning will continue to be the driving force behind the sustainability of the initiatives put into place as a result of the Striving Reader Comprehensive Literacy grant funds. Preparing, supporting and equipping teachers with scientifically based instructional strategies for increasing literacy in our schools with our birth to five population is essential. From the inception to the implementation of the literacy plan, the PreK Literacy team will be mindful of the need to sustain all technology initiatives put into place as a result of the grant funding opportunities. Every effort will be made to maximize use of funds to increase sustainability of such resources.

The ability to utilize Striving Reader funds to provide a consistent birth to K-12 Literacy Plan in all Floyd County schools will be a tremendous benefit to our students, teachers, system, and community. The details of this grant application provide compelling evidence of the need for continuity of literacy instruction, professional learning, and differentiated resources to meet the needs of not only birth to five year old children, but all students in the Floyd County School district. This process has revealed important information and provided invaluable learning experiences to guide the development of our school literacy plan. It is our desire to be able to implement the components of this plan as we strive to meet the literacy needs of an ever-changing student population and fulfill our system's mission;
“Destination Graduation...for every child.”

Budget Summary

As a result of the SRCL grant process that guided an analysis of current practices, data, and available resources, FCS PreK programs, KidsWorld I,II, and SuperKids has developed a viable and sustainable plan to help meet the literacy need of all students. In order to meet the literacy needs identified in the plan, grant funding will be utilized over a 3-5 year period. Details of the budget implementation process are listed below.

Year 1

Instructional Materials/Resources

- Scientific, evidence-based literacy resources/materials to provide explicit literacy instruction across all early learning domains
- Print materials for classrooms, media center, and parent resource centers
- Diagnostic assessments and progress monitoring tools (DP-3, PALS PreK, and PPVT4)
- Evidence-based intervention materials and programs (print and digital)
- Consumable supplies
-

Professional Learning

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training/ screening
- Funding for substitutes
- Consumable materials for training

Technology Resources

- Wireless Web Enabled Devices (e.g. Chromebooks, Tablets, etc.)
- Interactive Displays (interactive whiteboards, televisions, projectors, etc.)

- Integrated technology software (to include site licenses)

Miscellaneous

- Transportation costs associated with extended day/year programming

Years 2 through 5

- Funds for ongoing professional learning needs to support all literacy initiatives
- Costs to replenish consumable resources
- Costs of site licenses
- Transportation costs associated with extended day/year programming