School Profile

Created Thursday, December 06, 2012

Page 1

School Information

School Information	District Name:	Fulton County Schools
School Information	School or Center Name:	Fulton County Pre-K

Level of School

Early Learning (Birth to Five)

Principal

Principal	Name:	Montreal Bell
Principal	Position:	Coordinator
Principal	Phone:	4047634574
Principal	Email:	bellmg@fultonschools.org

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Montreal Bell
School contact information	Position:	Coordinator
School contact information	Phone:	4047634574
School contact information	Email:	bellmg@fultonschools.org

Grades represented in the building

example pre-k to 6

Pre-K

Number of Teachers in School

16.5

FTE Enrollment

304

Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, 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: <u>Larry Wallace</u>
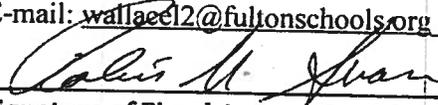
Position/Title of Fiscal Agent's Contact Person: <u>Program Administrator</u>

Address: <u>Fulton County Schools – 2370 Union Road SW</u>

City: <u>Atlanta</u>   Zip: <u>30331</u>

Telephone: <u>(404) 346-4376</u>   Fax: (_____) _____

E-mail: <u>wallace12@fultonschools.org</u>

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

_____<u>Dr. Robert M. Avossa</u>_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

____<u>12-11-12</u>_____
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

1. **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.

      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.

    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. <u>**Remedies for Nondisclosure**</u>
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. <u>**Annual Certification**</u>. 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. <u>**Disclosure of Conflict of Interest after Agreement Execution**</u>

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)

Robert M. Avossa - Superintendent
Typed Name of Fiscal Agency Head and Position Title

_12-11-12_
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Montreal Bell, Coordinator, Early Childhood & Remedial Programs
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

12/04/2012
_____
Date

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

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

_____
Date (if applicable)

Preliminary Application Requirements

Created Monday, December 10, 2012

Page 1

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

General Application Information

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

ÅZft

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

SRCL Grant Rubric

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

ÅZft

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

Assessment Chart

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

ÅZft

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

Å JBhsf f

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.

Å JBhsf f

Grant Assurances

Created Monday, December 10, 2012

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

2007

07-1. Segregation of Duties - Repeat

Condition/Cause: The size of the School System's accounting and administrative staff and the lack of proper delegation of duties and training precluded certain internal controls, that would be preferred if the office staff were large enough, to provide optimum segregation of duties. Substantial duties relative to the receipt and disbursement processes, computer controls, payroll, and general ledger functions are handled by one individual.

07-2. - Proper Recording of Property Taxes Receivable and Deferred Revenue

Condition/Cause: Property taxes receivable and deferred revenue were underestimated by management as of June 30, 2007.

07-3. - Proper Recording of On-Behalf Payments in the General Fund

Condition/Cause: Management did not recognize revenue and expenditures in the General Fund for health insurance paid on the School System's behalf by the Georgia Department of Education to the Department of Community Health for health insurance of non-certified personnel.

07-4. - Error in Posting Year-end Donated USDA Commodities in the School Nutrition Special Revenue Fund

Condition/Cause: Management made an error in posting donated USDA commodities as revenue and inventory at year-end.

07-5. - Cash Management - Title I, Part A (CFDA 84.010) - Repeat

Condition and Context: The School System is not properly segregating duties in regards to draw down requests in that the draw down requests tested for the year ended June 30, 2007 were prepared and authorized by the same person.

07-6. - Cash Management - Title II, Part A, Improving Teacher Quality (CFDA 84.367)

Condition and Context: The School System is not properly segregating duties in regards to draw down requests in that the draw down requests tested for the year ended June 30, 2007 were prepared and authorized by the same person.

07-7. - Error in Student Benefit Determination - Child Nutrition Cluster (CFDA 10.555) - Repeat

Condition and Context: For the year ended June 30, 2007, we noted one instance in which an ineligible student received benefits under the Child nutrition Cluster program.

2008-1. Restatement of Beginning Fund Balance/Net Assets - Prior Period Adjustments
Finding: Internal controls were not sufficient to prevent material misstatements in the reporting of the School System's financial statements.

2008-2. Timely Recording of Intergovernmental Receivable and Deferred Revenue – 2002 SPLOST Capital Projects Fund and 1997 SPLOST Capital Projects Fund
Finding: The School System's Program Management Director responsible for State Capital Outlay projects and management of the School System did not timely request State reimbursements for capital construction as of June 30, 2007

2008-3. Proper Reconciliations of Cash Accounts – General Fund and Pension Fund
Finding: Management of the School System did not accurately or timely reconcile the School System's bank account in the General Fund and the Pension Fund's bank account at year-end.

2008-4. Eligibility - Title I, School-wide Programs (CFDA 84.010)
Finding: As noted in our testing of the schools in the district operation school-wide programs, one (1) of the thirty-three (33) schools tested did not have all of the required elements to operate a school-wide program.

2008-5. Error in Student Benefit Determination – Child Nutrition Cluster (CFDA 10.553 and 10.555)
Finding: An ineligible student received benefits under the grant and reimbursement for the student's meal was claimed under the grant. Therefore, unallowable costs were charged to the grant. In one (1) instance, the necessary changes were not made to the system when verification documents provided by the student did not support the initial benefit determination.

2009-1. Restatement of Beginning Fund Balance/Net Assets - Prior Period Adjustments
Condition: Internal controls were not sufficient to prevent material misstatements in the reporting of the School System's financial statements for the year ended June 30, 2009.

NO FINDINGS

2011-01 Timely Recording of Intergovernmental Receivable and Deferred Revenue - 2007 SPLOST Capital Projects Fund

Condition: As of June 30, 2011, documentation from the State regarding approved proceeds from the 2010 application to support the recording of State reimbursements for capital construction projects was not recorded by the School System.

2011-02 Collateralization of Deposits

Condition: As of June 30, 2011, deposits of the School System held at a financial institution totaling approximately $2.7 million were not fully collateralized or insured in accordance with the Official Code of Georgia Annotated (OCGA) Section 45-8-12(c). The pledged collateral for these accounts was less than the required amount by approximately $2 million.

2011—03. Allowable Costs/Activities - U.S. Department of Education. IDEA. (CFPA #s 84.027, 84.173, 84.391, and.8.4,392)

Condition and Context: For the fiscal year ended June 30, 2011, the School System did not properly maintain semi-annual certification of time and effort sheets for teachers and other staff being paid out of Special Education funds during the period of August - December 2010. Eleven (11) out of 120 items sampled during our testing did not have semi-annual certification of time and efforts sheets for the fall semester of the school year. The errors occurred during the procedure to send the forms to each of the schools as several forms were improperly not sent. The processes, however, were updated during the spring semester and our testing disclosed no instances of noncompliance for that period of the fiscal year.

3

DISTRICT NARRATIVE

Brief History and Demographics: Fulton County Schools (FCS) is a large district both in terms of enrollment – more than 93,000 students – and in terms of geographic size – 78 miles from north to south. FCS has two distinct regions that are physically bisected by the City of Atlanta's school system, the Atlanta Public Schools. The district employs approximately 10,500 staff, including more than 6,800 teachers and other certified personnel. During the 2012-2013 school year, FCS students are attending classes in 96 traditional schools and 6 start-up charter schools. FCS is a diverse district both in terms of demographic and socio-economic enrollment. Its racial composition is 42% Black, 33% White, 13% Hispanic, 9% Asian, and 3% Multi-Racial. More than 44% of FCS students receive free and/or reduced-priced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-priced lunches while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified in special education, and seven percent are classified as having limited English proficiency.

Current Priorities and Strategic Planning: *As* part of its strategic planning process, FCS examined environmental realities, student needs, and organizational opportunities and identified five major themes based on stakeholder feedback: Advancing Instruction, Enhancing People, Integrating Technology, Ensuring Effective Schools, and Managing Resources. Under each theme, FCS identified its current priorities and built a strategic plan for 2012-2017. The plan focuses on enabling students to graduate college and to be career ready. To hold FCS accountable for the strategic plan, the district has committed to three long-term outcomes:

Graduation Rate: 90% of Fulton students will graduate on time; **College Readiness:** 85% of

Fulton's seniors will be eligible for admission to a University System of Georgia college or university; **Work Readiness**: 100% of FCS graduates will be work-ready certified.

Current Management Structure: FCS is governed by an elected seven-member Board of Education that selects the Superintendent of Schools. Within the school system, the Superintendent – Dr. Robert Avossa - oversees the operations of six divisions: Academics, Information Technology, Operations, Financial Services, Human Resources, and Strategy & Innovation. In addition, FCS is divided into four "learning communities": Northwest, Northeast, Central, and South. Organized geographically, the learning communities allow a decentralized approach to school management and provide schools the opportunity to work more closely together, aligning resources. Each is managed by an area superintendent and supported by an executive director.

On July 1, 2012, FCS became the largest charter system in the state of Georgia. Operating as a charter system is a game-changing opportunity for FCS to leverage more autonomy to implement innovative strategies, to increase student achievement, and to guide continual improvement. With state approval of the charter system model in hand, FCS has the legal authority to implement non-traditional instruction and curriculum options, as well as education reform ideas articulated by its stakeholders. The organizational framework by which FCS is implementing its charter system will devolve decision-making to the local school level, generating new opportunities for innovation and place-based strategies. Striving Reader schools will take advantage of the flexibility provided to the district through its charter system status to implement the more innovative aspects of their literacy plans.

Past Instructional Initiatives: FCS Teachers have access to model lesson plans written by district master teachers and the English/Language Arts Department staff. The model units

demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine-week units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outlines the standards and elements for each semester of the school year.

Literacy Curriculum: FCS is implementing the Common Core Georgia Performance Standards (CCGPS) in K-12 English language arts and K-9 mathematics as well as literacy standards in grades 6-12 social studies, science, and technology curricula. The Common Core Standards infuse more rigor, complex texts, and informational reading for our students. FCS is adopting new Reading and English/Language Arts (ELA) materials for the next school year. FCS solicited extensive input from teachers, parents, students and administrators via surveys, feedback from a district oversight team, and a pilot of two vendor finalists. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan. Balanced literacy is a K-5 literacy instructional approach that creates a gradual release of responsibility from the teacher to the student. FCS's balanced literacy approach will be used to ensure that each student will progress at his/her optimum pace and depth to maximize academic achievement. This approach will include:

- assessment based planning and student placement;

- modeled, shared, guided, and independent reading and writing;

- explicit skill instruction;

- use of authentic texts across content areas;

- integrated use of technology;

- authentic applications of learning.

Literacy Assessments: Our Striving Reader Cohort 1 schools use DIBELS Next and Scholastic Reading Inventory (SRI) literacy assessments. Other schools use Developmental Reading Assessment (DRA2) and Balanced Assessment System (BAS) reading assessments. Further, FCS uses benchmark assessments called Checkpoints. Checkpoints assessments use a pre and post-test formula and are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia's summative assessment that is administered in the spring. The 2013 and 2014 CRCT will be aligned to the CCGPS. The Partnership for the Assessment of College and Career Readiness (PARCC) assessment will become the summative assessment in April 2015. As FCS transitions to CCGPS and the administration of new summative assessments, FCS anticipates a temporary dip in scores. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. Schools create common assessments and assess formatively; therefore, a balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: The schools included in our district-wide submission for Striving Reader Comprehensive Literacy Cohort II funding were strategically selected to demonstrate FCS's commitment to literacy improvement from Pre-K to 12th Grade. By including our Pre-K program, 6 elementary schools, 2 middle schools, and 1 high school we demonstrate a clear need for literacy support that runs throughout an entire feeder pattern. All schools selected are within the South and Central Learning Communities, where additional literacy resources are of the greatest need.

On average, students in FCS perform better than students across the state. In 2011, a larger percentage of FCS students met or exceeded CRCT standards than students across the state—in every grade and every tested subject. Yet, these district averages mask the rather striking achievement gaps within the district. As with so many schools and districts across the

country, the high poverty schools in FCS tend to fall at the lower end of the performance spectrum. Schools with large groups of students with disabilities or English learners struggle to meet achievement standards. A survey conducted last year of administrators, teachers and parents highlights concerns with the district's literacy efforts and Reading and ELA curriculum and instruction. More than 53% of administrators responding do not believe the current Reading and ELA materials provided by the district address the needs of all components of literacy. More than 54% of parents do not believe their school offers adequate opportunities for parents to learn strategies to support their child's learning in the home. Clearly, the data point to a need for additional materials, professional development, parent outreach and supports to ensure quality literacy instruction in our schools. The Striving Reader grant will help FCS address these challenges.

District Management Plan and Key Personnel

The FCS management team has extensive experience working across departments and with external partners to achieve project goals and thus will implement the proposed project on time and within budget. The following individuals are qualified for their role and committed to improving literacy in targeted schools. The full time equivalent (FTE) for Fulton County Schools' staff to implement the grant is included in parentheses.

Dr. Robert Avossa – FCS Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation. Dr. Avossa will keep the Fulton County Board of Education briefed on grant progress and results and will allocate the necessary resources to ensure fidelity of implementation.

Dr. Scott Muri – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Muri reports directly to the Superintendent.

Amy Barger – FCS Assistant Superintendent Learning and Teaching (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Program Administrator to integrate proposed strategies and supports with other system processes to ensure alignment.

Dr. Donald Fennoy and Karen Cox – Area Superintendents (0.10 FTE) are the Area Superintendents for the South and Central Learning Communities. They will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In their capacity as members of the FCS Executive Leadership team, they will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. The

learning communities also have program specialists in each content and specialty area that provide support in all areas of instruction.

<u>Larry Wallace – FCS Striving Reader Program Administrator (1.0 FTE)</u> will coordinate the Striving Reader project and manage the grant budget. Mr. Wallace will serve as a bridge among the schools and the functional areas involved. Mr. Wallace has most recently served as Program Administrator for the district's $4.2 million Striving Readers Comprehensive Literacy Grant and the $5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements.

All members of the Executive Leadership Team have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the applications, we looked for alignment of Striving Readers goals with the district's and school's strategic and Title I plans. After reviewing all of this information there is a clear understanding of each school's plan and support will be given to implement the plans. The alignment of the Striving Reader goals allows the Learning Communities to narrow the focus of their monthly meetings and provide targeted support to the schools.

When start-up funding is awarded in February, principals will meet with the Area Superintendent and Program Administrator to develop their performance plan and begin the Budgeting for Outcomes (BFO) process. The BFO ensures that the cost center and grant budgets are developed by priority and are comprised of new ideas, innovations, cooperation, and improvement. Once the performance plan and budget are completed they are submitted to the Superintendent, Board of Education, and Georgia Department of Education for approval. The performance plans, budgets and assessment data are reviewed monthly to ensure implementation and compliance with local, state and federal regulations. In January, budget services conduct an

analysis by function, department, and commitment item. The midyear analysis and necessary adjustments are then presented to the Board of Education. Final reports will be completed by the Program Administrator and forwarded to the state in July.

EXPERIENCE OF THE APPLICANT

Fulton County Schools (FCS) has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. The table below summarizes our grant initiatives.

Competitive Grant Title	Funded Amount
Striving Reader Comprehensive Literacy Cohort I grant	$4.5M
Innovation Fund grant	$640,326
Smaller Learning Communities grant	$5.2M
Readiness & Emergency Management for Schools grant	$608,355
Teaching American History grant	$989,801
Carol M. White Physical Education grant	$1.5M
Mathematics and Science Partnership grant	$440,356
Strategic Data Project grant	$500,000

Capacity: As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, FCS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. FCS will implement the proposed Striving Reader project on time and within budget. The FCS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. Further, FCS has rigorous internal controls that ensure funds are properly used and achieve intended results. FCS provides grant management training on all policies and procedures to all staff prior to releasing grant funds. Programs with similar goals and purposes are coordinated to reduce waste and increase efficiency. FCS is committed to the Striving Reader project and values the need to provide high-quality literacy support to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. Conducting needs assessments in the Cohort 2 schools has provided a solid foundation for FCS's Striving Reader grant and has allowed district and school leaders to plan with the end in mind. That is, the district

1

and targeted schools have established long-term goals and incorporated sustainability

considerations into their literacy plans.

Sustainability: FCS will sustain programming beyond the grant period by securing funding

from a variety of sources. FCS general operating funds will be used to support literacy

investments. Title II, Part A funds will help support professional development in literacy. Grant

funding from local and national philanthropic organizations will be pursued to sustain the

literacy interventions over time. Prospective funders who have a philanthropic focus on

supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National

Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone

Family Foundation, etc. The local business community will also be solicited for corporate

contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target,

Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun

Trust, etc.

Internally-funded Initiatives: FCS has developed and implemented numerous education

programs designed to increase student achievement using general operating funds without the

support of outside funding. These programs attend to the delivery of student-focused instruction,

ongoing assessment, use of data, and continuous improvement. FCS's benchmark assessment

program, known as Checkpoints, assesses student mastery of standards in a pre-test/post-test

format each semester. Teachers and principals have easy access to Checkpoints data for

formative instructional planning, as well as placement of students within the on-level, advanced

or accelerated curriculum through an online Student Achievement Management System (SAMS).

Teachers access SAMS to support instructional practices through pacing guides, units, lesson

plans and instructional resources for all curricular areas and grade levels. The utilization of these

formative assessments and the analysis of student-specific data have enabled teachers to

implement differentiated learning strategies to improve student achievement.

School Narrative

Fulton County Schools' (FCS) Pre-K program was piloted in 1991 in four elementary schools. The original initiative provided half day service to students. Partnering with the Georgia Department of Early Care and Learning has allowed the district to grow its program and serve more children. At its peak, Fulton's Pre-K program grew to 41 schools with 79 classrooms. Recent cuts to the state budget and shrinking school capacity forced FCS to close two classrooms in 2011.

FCS's Pre-K program now consists of 77 classrooms, serving up to 1,694 students throughout the county, including the cities of College Park, Palmetto, East Point, Alpharetta, Sandy Springs, Fairburn, and Johns Creek. Eight of the 77 classrooms are Inclusion classes, staffed with one General Education Teacher, one Special Education Teacher, and two Instructional Paraprofessionals. There are 22 students in Georgia Pre-K classes and 20 children in Georgia Pre-K Inclusion classes. There are approximately 48 Special Needs Pre-school classes throughout the district that can serve up to 480, three through five year old students. Both programs use the state Pre-K curriculum which focuses on growth in Language Arts/Reading, Mathematics, Science, Social Studies, Music, Creative Arts, Social/Emotional and Health/Physical Development. The goal of the Pre-K program is to provide our young children with the appropriate experiences they need in order to be prepared for kindergarten.

At least 72% of Pre-K students are identified as Category One, eligible to receive free/reduced lunch, Food Stamps, SSI, Medicaid, Temporary Assistance to Needy Families, Child and Parent Services or Peach Care for Kids. The racial breakdown is 56% Black, 26% Hispanic/Latino, 37% White, 7% Asian, and less than 1% American Indian/Alaskan Native; 5% percent of students are classified in special education.

School Narrative

Fulton County Schools' (FCS) Pre-K program was piloted in 1991 in four elementary schools. The original initiative provided half day service to students. Partnering with the Georgia Department of Early Care and Learning has allowed the district to grow its program and serve more children. At its peak, Fulton's Pre-K program grew to 41 schools with 79 classrooms. Recent cuts to the state budget and shrinking school capacity forced FCS to close two classrooms in 2011.

FCS's Pre-K program now consists of 77 classrooms, serving up to 1,694 students throughout the county, including the cities of College Park, Palmetto, East Point, Alpharetta, Sandy Springs, Fairburn, and Johns Creek. Eight of the 77 classrooms are Inclusion classes, staffed with one General Education Teacher, one Special Education Teacher, and two Instructional Paraprofessionals. There are 22 students in Georgia Pre-K classes and 20 children in Georgia Pre-K Inclusion classes. There are approximately 48 Special Needs Pre-school classes throughout the district that can serve up to 480, three through five year old students. Both programs use the state Pre-K curriculum which focuses on growth in Language Arts/Reading, Mathematics, Science, Social Studies, Music, Creative Arts, Social/Emotional and Health/Physical Development. The goal of the Pre-K program is to provide our young children with the appropriate experiences they need in order to be prepared for kindergarten.

At least 72% of Pre-K students are identified as Category One, eligible to receive free/reduced lunch, Food Stamps, SSI, Medicaid, Temporary Assistance to Needy Families, Child and Parent Services or Peach Care for Kids. The racial breakdown is 56% Black, 26% Hispanic/Latino, 37% White, 7% Asian, and less than 1% American Indian/Alaskan Native; 5% percent of students are classified in special education.

Administrative and Teacher Leadership Team

Montreal Bell is the program coordinator and has over 16 years of early childhood and education experience. Ann Medlock is the Coordinator for Services for Exceptional Children and has worked with the program for five years. Heather Brown and Michele Irwin have worked as Pre-K Instructional/Behavioral support teachers for the past six years and work directly with teachers and administrators to provide instructional strategies and behavior intervention. Demetres Barthell is the Area Instructional Support Teacher who works with the Preschool/Kindergarten Special Needs Program; she has worked in this position for one year.

In addition to local school-based administrator support, we work closely with a *Bright from the Start* state consultant who conducts classroom observations and provides program oversight and support. FCS also provides a full staff of speech and language pathologists (SLP) and diagnosticians who serve children throughout the district.

Instructional Initiatives

Currently, FCS's Pre-K and Preschool Special Education (PSE) programs use *Bright from the Start*'s Georgia's Pre-K Content Standards to provide a foundation for instruction in all Pre-K classrooms. They reflect current educational research and are aligned with Georgia's Performance Standards for grades K-12. Preschool Services for Exceptional Children work with eligible three and four year olds in self-contained PSE classes, inclusion classes, community services or Skill Builder groups. During this time the SLP and team teacher deliver whole class activities, and the SLP works on Individual Education Plan (IEP) goals and objectives. If a child requires other services such as Occupational or Physical therapy, those services are also

delivered in the classroom setting. The IEP committee determines the amount of special education time for each service area.

For many years, FCS used the High Scope Curriculum to teach early learning standards to teachers. While this program is highly acclaimed and teachers were successful using it, continuing to use this program presented several challenges for the district. One, the program requires extensive training to implement effectively. With a high teacher turnover rate within Pre-K, this type of training plan was unsustainable. Historically, the retention rate for FCS's Pre-K teachers was very similar to local and state trends. However, in the last three years, FCS's Pre-K program has faced drastic budget cuts at both the county and state level, resulting in multiple pay cuts for Pre-K teachers and assistants. During this time, the Pre-K program experienced unprecedented teacher and assistant turnover rates.

To meet the needs of new teachers, the district purchased research-based curriculum programs for Pre-K and PSE teachers. Pre-K teachers began implementing *Opening the World of Learning* (OWL) and PSE teachers implemented *Read It Once Again* during the 2012-2013 school year. Implementing new curriculum presented some hurdles for teachers, especially new teachers who face challenges related to learning and implementing developmentally appropriate practices in the areas of instruction as well as classroom management.

Another result of state cuts to the Pre-K program was the shortened school year and increased class sizes. Last year, the Pre-K calendar was changed from the traditional K-12 school-wide calendar of 180 (177 in FCS) days to 160 days. This school year ten days were added back to the calendar but Pre-K students only attend school for 170 days. New teachers also continue to struggle with classroom management with 22 students in Pre-K classes.

In an effort to gather more data about the students' development in language/literacy and mathematics, each Pre-K classroom received two mobile tablets loaded with data tracking, adaptive software that measures student growth. All Pre-K classes received this technology in late October and are expected to schedule student use for 30 minutes each week.

The Second Step Early Learning Program is also used in Pre-K classes to provide teachers with a curriculum program they can use to teach self-regulation.

Professional Learning Needs

Maintaining high quality Pre-K programs in every school is the goal of FCS and the state of Georgia. Making sure teachers and assistants have appropriate training is the primary focus of the program. The implementation of curriculum programs has informed us of additional professional learning needs. First, teachers need an understanding of the ages and stages of very young children and developmentally appropriate strategies to use with them. Another area of professional learning needs is differentiation. Although both curriculum programs purchased are age appropriate, research and scientifically-based, teachers need a deeper understanding of ways to incorporate and blend the resources with the specific needs of the students. Many teachers struggle with how to meet the needs of the students while also using the curriculum resources that are available. Additional professional learning is also needed in creating a classroom and learning environment that fosters the development of early literacy and language development and improving classroom quality. If teachers know how to promote these skills in their classrooms, they will be better equipped to share these strategies with parents.

Need for a Striving Reader Project

Pre-K advocates maintain that teachers in high quality Pre-K programs should hold bachelor's degrees and receive specialized training in early childhood education. Further, they recommend that both teachers and assistants receive salaries and benefits on par with K-12 teachers and assistants. This is a challenge in our district because the locally supplemented funds are not available to pay the salaries to Pre-K staff on this level. Increasing the number of school days for students would bring additional funds to teachers and assistants who work with students for the full school year.

Results of teacher and assistant surveys show the need for additional training in developmentally appropriate practices in early childhood education. Teachers and assistants also expressed the need for materials that are developmentally appropriate.

The Striving Reader grant will assist us in addressing the above and enhance our Pre-K program to better meet our children's critical literacy needs.

School/District Literacy Plan

Pre-K plays a vital role in developing important skills in all students from across all subgroups. Language and literacy development strategies used with children from economically disadvantaged homes, English Learners and special needs students looks very similar at the early stages of classroom instruction. Thus, it is crucial for us – at the Pre-K level – to use current, Pre-K Content standards to provide the road map for the foundational skills students need to be successful in language and literacy in kindergarten and in future grades.

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

Building Block 1: Engaged Leadership

An analysis of needs assessment data shows that FCS's Pre-K program is in the emergent state of developing a plan for organizing, implementing and sustaining an effective approach to literacy. Collaboration between Pre-K and PSE teachers has been minimal at best. In schools that house Pre-K Inclusion classrooms, there are highly effective levels of teacher collaboration and training. These classes get support from the FCS Pre-K team and Bright from the Start. In contrast, self-contained classrooms are only included in the sharing of best practices on a surface level at schools. Many of the interactions are focused on shared activities and field trips. Instructional collaboration is challenging because of the time required during the school day.

Common planning times are difficult to schedule because Pre-K teachers are not a part of art, music or P.E. programs and PSE teachers work with specified specialists that cater to student needs. Because instructional support staff is funded using state Pre-K grant funds, they cannot provide the same support to self-contained PSE classrooms. The PSE staff work with both preschool and kindergarten program.

The needs assessment administered to teachers shows that although Pre-K and PSE teachers work in different settings, they have similar professional learning needs. The survey indicates the need for support that caters to the specific needs of birth to five teachers. Another area that needs further development is the focus on working with parents to improve early literacy skills in young children.

- School Book Fairs – Currently, all elementary schools have book fair events in which parents are invited to purchase books for children. Pre-K students usually participate in this event along with others in the school. Pre-K teachers typically use classroom material funds to purchase books at discounted rates to build classroom libraries. PSE teachers do not have access to additional funds to make similar purchases. Targeted emphasis on preschool students and parents is not noted.

- Newsletters – Schools require that teachers send newsletters on a regular basis. Newsletters include information about upcoming classroom and school activities, student recognition and upcoming curriculum ideas and projects. As we know, DECAL promotes and offers guidance on developmentally appropriate literacy-based curriculum for children birth to age 5 (GaDOE, *The Why*, 2010, pg. 34). Monthly newsletters to parents, teachers and administrators are published and housed on the state website. Currently,

these web links are shared with teachers and administrators but no specific direction is provided to parents.

- Alliance Theater (Georgia Wolf Trap Program) – "For young children, motivation for literacy learning is especially intertwined with playful interactions and routines (Dooley, 2003; Martinez, Roser, & Dooley, 2003; Roskos & Christie, 2007; Rowe, 2009). Playful social interactions with adults and peers motivate young children to explore, create with, and begin to make meaning with print. Indeed, as indicated by the Kindergarten Lab at Massachusetts Institute of Technology, play is likely a motivation for many learning objectives at any age (see http://llk.media.mit.edu/). Merging recommendations from the IES Practical Guide with what we know about the importance of play, the literacy advisory committee suggests that children be given time to playfully explore books and other print media (computers, pencils/pens/crayons, paper, etc.) with peers and adults." (GaDOE, *The Why*, 2010, pg. 54). The Pre-K program has partnered with the Alliance Theater to provide coaching to specific teachers that need additional strategies to use with students.

- School Media Specialists – "ALL stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy," (GaDOE, *The Why*, 2010, pg. 31). "Having good listening comprehension during preschool is a strong indicator of which children will show good reading comprehension later (Lynch et al., 2008; Verhoeven & Leeuwe, 2008). One of the most common ways in which children develop good literacy-related listening skills is through having adults read to them. Experience with being read to have been distinctly linked to good general literacy and language development (Mol, Bus, & de Jong, 2009;

Snow, Burns, & Griffin, 1999). Interactive reading, where adults engage in open-ended, inference-inducing interactions while reading to children, is particularly beneficial for preschoolers (Beck & McKeown, 2001; Senechal, Cornell, & Broda, 1995; Whitehurst, Arnold et al., 1994)" (GaDOE, *The Why*, 2010, pg. 62-63). School media specialists work closely with preschool teachers to provide programming and opportunities for Pre-K students. School media specialists lead the efforts to promote digital media and programming in local schools; therefore, this resource and collaboration is essential.

Fulton County Schools' Pre-K Literacy Team consists of school system staff, state consultants, and other Pre-K partners. Currently, meetings take place to review and assess program implementation and student data and to plan for improvement. This collaboration provides information from every angle of the program. School-based staff members provide real time analysis of the implementation of the program and student progress. State consultants and Pre-K Instructional/Behavioral support staff provide insight regarding additional teacher training needs and implementation of training. The partnership with the Fulton County Office of Children and Youth provides a community perspective of needs at both the community and the school level. The partnership with the United Way of Metropolitan Atlanta provides additional support for FCS school leadership. Curriculum leaders participate in leadership workshops focused on leading language and literacy improvement through a variety of best practices and increase knowledge and use of scientifically-based reading research among leadership to systematically foster the development of early literacy skills essential to future reading success.

Fulton County Schools Pre-K Literacy Team Members

Montreal Bell	Coordinator, Early Childhood & Remedial Programs, FCS
Ann Medlock	Coordinator, Program for Exceptional Children, FCS
Sigrid Read	PSE Teacher, Mt. Olive Elementary School

Natasha Lamarr	Early Intervention Program Coordinator – Fulton County Government, Office of Children and Youth
Jennifer McCreary	Consultant, Bright from the Start
Katrina Mitchell	Senior Director, Education, United Way
Sakinah Harrison	Director, Early Reading First, United Way
Heather Brown	Pre-K Instructional/Behavioral Support, FCS
Michele Irwin	Pre-K Instructional/Behavioral Support, FCS
LeMell Cobbs	Transition Coach, FCS
Oak Knoll ES	School Media Specialist
Michael Hickman	Atlanta-Fulton County Library System
Michele Mummert	Alliance Theater
Belinda Harris	Pre-K Support, Brookview Elementary School
Susan Bates	Speech & Language Pathologist
Shirley Cody	Speech & Language Pathologist
Mindy Ramon	Coordinator, Instructional Technology
Elaine Bolton	Humanities Program Specialist, South Learning Community

Pre-K and PSE teachers currently plan during rest time, before and after school as time allows. However, there is not much time for collaborative planning amongst the Pre-K/PSE team at the school. Further collaboration and planning time is needed for teachers to plan throughout the school day. Additional time also needs to be focused on assistant training.

Pre-K grant funds were used to purchase the OWL Curriculum and two Hatch tablets for all 77 GA Pre-K classrooms. Preschool Special Education state grant funds were used to purchase *Read It Once Again* for all Preschool Special Education classrooms. OWL and *Read It Once Again* are both curricula that focus on using literacy to teach across the content areas. Pre-K and PSE assistants need to participate in professional learning activities throughout the school year in order to improve their literacy skills.

Building Block 2: Continuity of Care and Instruction

We have an active Literacy Team which includes members from the following organizations: school-based and central office staff from the Fulton County Schools Early

Childhood and Remedial Programs and Preschool Special Education departments, the United Way, the Alliance Theatre, Bright from the Start, and the Fulton County Government Early Intervention Program. The Literacy Team is led by Montreal Bell, Early Childhood and Remedial Programs Coordinator, and meets at least three times a year.

Before children transition from Babies Can't Wait to Fulton County Schools, a team from the FCS Preschool Special Education department meets with the parent(s) and Babies Can't Wait Service Coordinator. The family is also given the opportunity to tour the new school prior to placement. The Fulton County Schools Transition Coach is available to help parents find GA Pre-K classes in the community when the classes in the public schools are full.

Fulton County Schools holds Kindergarten registration in all schools at the same time each spring. This is an opportunity for parents to bring their children to school, meet the Kindergarten teachers, tour the building and register. Information regarding this event is advertised in the local school areas.

Building Block 3: Ongoing formative and summative assessments

"The Work Sampling System (Meisels, Jablon, et al., 1995) offers an exemplar of how performance assessment works in early childhood. This performance assessment system assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions. Work sampling is a curriculum-embedded assessment, rather than an "on demand" set of tests. It systematizes teacher observations by guiding those observations with specific criteria and well-defined procedures. It consists of three complementary components: (1) Developmental Guidelines and Checklists, (2) Portfolios, and (3) Summary Reports. Classroom-based and instructionally relevant, these components involve the child, the child's family, the teacher, and

the school administration in the processes of assessment" (ECAP Collaborative web site -
http://ecap.crc.uiuc.edu/eecearchive/digests/1995/meisel95.html).

Bright from the Start Pre-K Operating Guidelines require teachers to use Georgia's Pre-K
Child Assessment Tool (Work Sampling). Indicators on the Developmental Checklist are rated
every week. Currently, FCS's Early Childhood Department team analyzes the number of
proficient ratings at the end of the Fall and Spring semesters to track progress. "A necessary
component of this practice is the need for teachers to be trained in administration and use of the
assessments used at their grade level. An additional complementary need is that they become
conversant with the assessments at the grade or age-level below them. Pre-K teachers maintain a
work-sampling system, carefully documenting the progress of each of their students in their
classrooms. However, it was pointed out that most of the receiving kindergarten teachers do not
know how to interpret these records and therefore much of that valuable effort is negated"
(GaDOE, *The Why*, 2010, pgs. 122-123).

Small group instruction provides the opportunity to focus attention on individual children
and individual needs. Small groups provide an opportunity to individually assess on a more
personal level, while making the room more communal and comfortable. Small groups should be
formed and will change based on the developmental needs and skills of children reflected in
assessment data. The Georgia Pre-K Content Standards should be used in planning small group
instruction and documented in lesson plans.

Professional Learning Required to Implement New Assessments

New Teachers receive online and face-to-face Work Sampling Online training as required by Bright from the Start. Pre-K support staff members strongly advocate that additional support is needed to increase inner-rater reliability on the Developmental Checklist ratings.

Parent Conferences are held at the end of the Fall and Spring semesters. Narrative Summary Reports and portfolio artifacts are shared at this time. These conferences give parents a chance to ask questions, contribute information and share their concerns.

Assessment	Purposes	Skills Measured	Test Frequency	Who Assesses
Work Sampling Online	Screening Progress Monitoring Outcome	Alphabet Knowledge, Phonological Awareness, Concepts of Print, Oral Language, Alliteration and Rhyming, Oral Language, Vocabulary, and Reading Comprehension	WSO documentation collected daily and uploaded weekly Ratings are updated when documentation is entered	Teacher Assistants collect documentation only
Birth – Three Only				
Developmental Profile – 3rd Edition	Screening	Development & function (physical, adaptive, social-emotional, cognitive, communication)	2 X per year (Oct/April)	Teacher Outside assessor
Four-Year Olds Only				
PALS-Pre-K	Screening Progress Monitoring Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language	3 X per year (Oct/Jan/April)	Outside assessor
Peabody Picture Vocabulary Test - 4th Edition, Form A/B	Screening Progress Monitoring Outcome	Vocabulary Oral Language	2 X per year (Oct/April)	Outside assessor
CLASS	Teacher-Child interactions	Classroom	1 X per year	DECAL – Outside assessor

**Georgia's Pre-K Program 2012-2013 Instructional Quality (IQ) Guide for Assessment
Teacher Timeline**

REPORTING PERIOD 1 (FALL)

Pre-planning	☐ Review the FAQ for the IQ Guide for Assessment (WSO) and the WSO Handbook from the BFTS website. ☐ Ensure camera is in classroom. Computer and printer are accessible and in working order. ☐ Report any issues to your director/principal. ☐ Enter student information for your class online.
Weekly Things To Do	• Observe, record, and classify all observational notes, work sample, photos and complete matrices. • Documentation must be entered and classified weekly. • Archive any student that has dis-enrolled from your class. • Update children's enrollment and IEP category as needed. • Review documentation and rate indicators on the WSO Developmental Checklist. • Use Group Reports for planning instruction.
Week 16-17 **Due** _____/____/_____	☐ Review all supporting documentation and WSO Developmental Checklist for each child. All 55 indicators should be rated. ☐ Save to desktop or print a copy of each child's completed WSO Developmental Checklist. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Print and keep a copy of each child's Narrative Summary Report on site for 3 years.

REPORTING PERIOD 2 (Spring)

Weekly Things To Do	• Observe, record, and classify all observational notes, work sample, photos and complete matrices. • Documentation must be entered and classified weekly. • Archive any student that has dis-enrolled from your class. • Update children's enrollment and IEP category as needed. • Review documentation and rate indicators on the WSO Developmental Checklist. • Use Group Reports for planning instruction.
Week 16-17 **Due** _____/____/_____	☐ Review all supporting documentation and WSO Developmental Checklist for each child. All 55 indicators should be rated. ☐ Print a copy of each child's completed WSO Developmental Checklist. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Print and keep a copy of each child's Narrative Summary Report on site for 3 years.

Building Block 4: Best Practices in Literacy Instruction

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
Years 1-5 August through May	Extend Pre-K school year to 177-180 school days based on FCS calendar.	Bright from the Start new and returning Pre-K teacher training	Pre-K teachers Pre-K assistant teachers	Annual training face to face and online components (August-December 2013)	**Tier 1** – This strategy will provide more time to teach Pre-K Content Standards.
Year 1 **Years 2-5** New Pre-K and Pre-school teachers only	Purchase curriculum materials for Pre-school special education (PSE) classrooms *Currently, Pre-K and PSE SRCL Cohort I teachers have curriculum materials purchased with Pre-K Grant funds and SRCL funds.*	Curriculum materials training	PSE teachers and PSE Assistants New Pre-K teachers New Pre-K assistants Pre-K Support Teachers Coordinators	One day training with vendor (August 2013) As needed with New Pre-K and Pre-school teachers throughout the school year	**Tier 1** - Pre-K Content Standards are used to teacher all Pre-K students. These standards guide the Work Sampling Process. **Tier 2** – Curriculum materials will provide intervention and differentiated strategies for students.
Year 1 **Years 2-5** New Pre-K and Pre-school teachers only	Train teachers to use developmentally appropriate strategies Share developmentally appropriate strategies with parents	Ages & Stages training Development of early literacy in young children Developmentally appropriate strategies to teach literacy in the preschool classroom (ELLCO)	Pre-K teachers Pre-K assistants PSE teachers PSE assistants Pre-K Support Teachers Coordinators Preschool parents	3-4 trainings throughout the school year with school system partner or university partner (September, November, January, February/March) Four times a year (2 teacher led workshops and 2 community led workshops)	**Tier 1** – This strategy will help teachers understand how to set up a classroom environment that effectively promotes literacy throughout the content areas. **Tier 2** – Teachers will learn to identify students that need additional interventions. **Tier 1-4** – Parents will be more

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
					knowledgeable of their children's specific learning needs.
Year 1 **Years 2-5** New Pre-K and Pre-school teachers only	Purchase mobile tablets with adaptive software for students in PSE classrooms *Currently, Pre-K and PSE SRCL Cohort I teachers have curriculum materials purchased with Pre-K Grant funds and SRCL funds.*	Mobile tablet training for teachers	New Pre-K teachers New Pre-K assistants PSE teachers PSE assistants Pre-K Support Teachers Coordinators	One day training with vendor (August 2013) Follow up trainings as needed (ongoing)	**Tier 1** – Mobile tablets with adaptive software will be used to monitor literacy, language and math development **Tier 2** – Data gathered from student use of tablets will be used to differentiate student groups **Tier 3** – Data may indicate the need to develop targeted strategies with specific students
Year 1 **Years 2-5** New Pre-K and Pre-school teachers only	Develop training with the Alliance Theater using the Georgia Wolf Trap Program	Use drama to develop literacy Use drama to improve self-regulation skills in students	Pre-K and PSE teachers Pre-K Support Teachers Coordinators	10-12 coaching sessions with a resident teaching artist throughout the school year (September thru March) One hour planning sessions with teaching artists to connect strategies with curriculum and standards	**Tier 1** – GWT strategies will focus on Pre-K Content Standards **Tier 2** – Instructional strategies will help teachers differentiate language activities for Tier 2 students **Tier 3** – Individualized plans will be developed for students in Tier 3
Year 1	Incorporate additional collaborative planning and staff training days for	Assessment training for work sampling, Pals Pre-K, PPVT, DP3	Pre-K and PSE teachers Pre-K and PSE assistants	2 additional planning days throughout the school year 2-3 day summer	**Tier 1-4** – Teachers will be more knowledgeable of the children's specific learning

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
	teachers and assistants supported by Pre-K Support Teachers Coordinators	Summer institute focused on the differentiated needs of teachers and assistants Summer unit planning to help teachers incorporate curriculum programs with state content standards		institute focused on the specific learning needs of the teachers and assistants 5 day unit planning for experienced Pre-K and PSE teachers to plan units for the upcoming school year	needs.

Current Instructional Schedules

Time	Current Pre-K Instructional Schedule	Literacy Strategy
20 - 30 minutes	**Arrival/Table Activities** Activities are planned to reinforce concepts learned in the 7 content areas.	Extended School Year Interactive Literacy Software
10 minutes	**Circle Time/Message Board** Gives children information about upcoming events. Helps them begin to look at symbols and print as ways to convey information. As the year progresses, more print is included with the symbols.	Extended School Year OWL Curriculum Georgia Wolf Trap Professional Development
10 minutes 2 times/day for a total of 20 minutes daily	**Story Time** Books chosen are read for a specific purpose. Literature is often used to teach different content areas (i.e. Math, Science, Social Studies, Social/Emotional Skills).	Extended School Year OWL Curriculum Georgia Wolf Trap Professional Development
10 minutes	**Music with Movement**	Extended School Year Georgia Wolf Trap
5 - 10 minutes	**Second Step** Oral Stories and Puppet Scripts are used to teach self-regulation and social/emotional skills.	Extended School Year Georgia Wolf Trap
70 minutes	**Planning/Center Time** Planning Time – Oral language skills are developed when students create a plan for where they want to play during Center Time. The plan becomes more complex as their oral language skills develop. Children move from very simple plans (i.e. one-two words) to more complex (where, what,	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development Adaptive Software –

Timeline	Activity	Training Needs	Targeted Audience	Frequency of Training	RTI Tier Level
	teachers and assistants supported by Pre-K Support Teachers Coordinators	Summer institute focused on the differentiated needs of teachers and assistants Summer unit planning to help teachers incorporate curriculum programs with state content standards		institute focused on the specific learning needs of the teachers and assistants 5 day unit planning for experienced Pre-K and PSE teachers to plan units for the upcoming school year	needs.

Current Instructional Schedules

Time	Current Pre-K Instructional Schedule	Literacy Strategy
20 - 30 minutes	**Arrival/Table Activities** Activities are planned to reinforce concepts learned in the 7 content areas.	Extended School Year Interactive Literacy Software
10 minutes	**Circle Time/Message Board** Gives children information about upcoming events. Helps them begin to look at symbols and print as ways to convey information. As the year progresses, more print is included with the symbols.	Extended School Year OWL Curriculum Georgia Wolf Trap Professional Development
10 minutes 2 times/day for a total of 20 minutes daily	**Story Time** Books chosen are read for a specific purpose. Literature is often used to teach different content areas (i.e. Math, Science, Social Studies, Social/Emotional Skills).	Extended School Year OWL Curriculum Georgia Wolf Trap Professional Development
10 minutes	**Music with Movement**	Extended School Year Georgia Wolf Trap
5 - 10 minutes	**Second Step** Oral Stories and Puppet Scripts are used to teach self-regulation and social/emotional skills.	Extended School Year Georgia Wolf Trap
70 minutes	**Planning/Center Time** Planning Time – Oral language skills are developed when students create a plan for where they want to play during Center Time. The plan becomes more complex as their oral language skills develop. Children move from very simple plans (i.e. one-two words) to more complex (where, what,	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development Adaptive Software –

Time	Current Pre-K Instructional Schedule	Literacy Strategy
	with whom). Questions asked by teachers promote use of higher order thinking skills. Center Time – Learning Centers available: Language and Literacy (Reading Center, Listening Center, Writing Center), Math Center, Computers, Science Center, Blocks Center, Dramatic Play, Art Center, Music Center, Sensory Table, Painting Easel – Literacy materials are accessible in every center. Center Time is a 60 minute block of self-selected play. During this time, the children are engaged in meaningful play. Learning centers allow students to extend thematic learning, develop concept/academic skills, refine social, fine motor, and creative skills. Center Time lends itself to both spontaneous and intentional opportunities for Teachers to facilitate analysis, reasoning, predicting and planning skills. (BFTS FAQ's for the Daily Schedule) Teachers are actively engaged with children facilitating conversations and providing feedback. Teachers also use this time as an opportunity to collect assessment documentation.	Mobile Tablets
25 - 30 minutes	**Clean-Up/Review** Children use picture labels to clean up materials used during Center Time. Review – Same strategies used as for Planning, but children are required to recall what they did during Center Time.	Extended School Year Georgia Wolf Trap
10 - 15 minutes	**Phonological Awareness** Pre-K uses the following 7 levels of Phonological Awareness: (1) Listening, (2) Rhyming, (3) Alliteration, (4) Sentence Segmenting, (5) Syllable Blending and Segmenting, (6) Onset Rime Blending and Segmenting, (7) Phoneme Blending, Segmenting and Manipulation.	Extended School Year OWL Curriculum Professional Development Adaptive Software – Mobile Tablets
20 - 30 minutes	**Small Group** Small Group instruction provides opportunities to focus attention on individual children and individual needs. Small Group instruction involves 2-8 children who meet with an adult to experiment with materials and solve problems. Some may work independently on an assigned task. Each week, one of the planned activities is a teacher-directed small group reading experience with an accompanying activity to support or strengthen the needs of children. Small Groups should be formed and will change frequently based on the developmental needs and skills of the children reflected in the assessment data.	Extended School Year Curriculum Resources Wolf Trap Professional Development Adaptive Software – Mobile Tablets
15 minutes	**Math Circle** Activities planned to focus specifically on math skills, such as: geometry, data analysis, measurement, numbers and operations, patterns.	OWL Curriculum
15 minutes	**Science/Social Studies Circle** Gives children an opportunity to investigate the world around them and the people and things in it through teacher guided	OWL Curriculum

Time	Current Pre-K Instructional Schedule	Literacy Strategy
	exploration. Students observe, identify, categorize and describe their experiences. Students learn how to become good citizens through activities that focus on families, communities, geography, citizenship and simple economic concepts.	
10 - 15 minutes	**Closing Activity** Closing activities remind children of the events of the day and help prepare them for the coming day.	Extended School Year Curriculum Resources Wolf Trap
	Large Group Literacy Activity Large Group Literacy Activities teach reading and writing skills. They focus on specific literacy skills, such as, concepts of print and vocabulary, as well as encouraging creativity and providing opportunities for conversations, questions and predictions. Examples of Large Group Literacy include, but are not limited to: flannel board stories, shared reading using big books, chart stories, acting out familiar stories using props, and modeled writing. Large Group Literacy takes place during Opening Circle, Closing Circle, Math Circle and/or Science/Social Studies Circle.	Extended School Year OWL Curriculum Georgia Wolf Trap Professional Development

Current PSE Full Day Schedule			Current PSE ½ Day Schedule		
Time	Current PSE Instructional Schedule	Literacy Strategy	Time	Current PSE Instructional Schedule	Literacy Strategy
7:40-7:55	Morning Meeting – reinforce concepts in content areas	Adaptive software – Mobile Tablets	7:10-7:40	Pick up students in cafeteria	
7:55-8:35	Breakfast		7:40-8:10	Breakfast	
8:35-8:50	Literacy Circle – use literature to teach different content areas	OWL Curriculum Read It Once Again Georgia Wolf Trap Professional Development	8:10-8:15	Clean up Bathroom	
8:50-9:50	Centers/IEP – improves students ability to use print and language to convey information and develop specific skills	OWL Curriculum Read It Once Again Georgia Wolf Trap Professional Development Adaptive software –	8:15-9:00	Circle/Calendar / story/	OWL Curriculum Read It Once Again Georgia Wolf Trap Professional Development

	from IEP	mobile tablets			
9:50-10:10	Story Time	OWL Curriculum Read It Once Again Georgia Wolf Trap Professional Development		Dance and Movement	OWL Curriculum Read It Once Again Georgia Wolf Trap Professional Development Adaptive software – mobile tablets
10:10-10:30	Snack Time		9:00-9:30 or	Centers and/or Small Group - improves students ability to use print and language to convey information and develop specific skills from IEP	OWL Curriculum Read It Once Again Georgia Wolf Trap Professional Development Adaptive software – mobile tablets
10:30-10:50	Large Motor		10:00	Centers and/or Small Group - improves students ability to use print and language to convey information and develop specific skills from IEP	OWL Curriculum Read It Once Again Georgia Wolf Trap Professional Development Adaptive software – mobile tablets
10:50-11:15	Math Circle – focus on specific math skills	OWL Curriculum	10:00-10:10	Clean up	
11:15-11:30	Music and Movement	OWL Curriculum	10:10-10:15	Bathroom/Wash Hands	
11:40-12:10	Lunch		10:15-10:30	Snack	
12:10-12:40	Centers/IEP - improves students ability to use print and language to convey information and develop specific skills from IEP	OWL Curriculum Read It Once Again Georgia Wolf Trap Professional Development Adaptive software – mobile tablets	10:30-10:45	Recess	
12:40-1:00	Science	OWL	10:45-10:55	Pack Up	

		Curriculum		Dismissal	
1:00-2:00	Naptime				
2:00-2:20	Prepare for dismissal				
Specials					
Speech (Monday)	9:00-11:00		Speech (Friday)	7:10-9:30	
Speech (Thursday)	10:30-11:30		Art (Tuesday)	9:30-10:00	
Music (Monday)	9:00-9:30		Music (Wednesday)	9:45- 10:15	
Art (Thursday)	9:00-9:30		Media Center (Friday)	7:10-9:30	

Curriculum is driven by the Georgia Pre-K Content Standards. Instruction is differentiated using ratings of Not Yet, In Process, Proficient, and Did Not Observe on the Work Sampling Developmental Checklist.

Time	Current Instructional Schedule	Literacy Strategy
20 - 30 minutes	Arrival/Table Activities Activities are planned to reinforce concepts learned in the 7 content areas.	Extended School Year Adaptive Software – Mobile Tablets
10 minutes	Circle Time/Message Board Gives children information about upcoming events. Helps them begin to look at symbols and print as ways to convey information. As the year progresses, more print is included with the symbols.	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development
10 minutes 2 times/day for a total of 20 minutes daily	Story Time Books chosen are read for a specific purpose. Literature is often used to teach different content areas (i.e. Math, Science, Social Studies, Social/Emotional Skills)	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development
10 minutes	Music with Movement	Extended School Year Georgia Wolf Trap
5 - 10 minutes	Second Step Oral Stories and Puppet Scripts are used to teach self-regulation and social/emotional skills.	Extended School Year Georgia Wolf Trap
70 minutes	Planning/Center Time Planning Time – Oral language skills are developed when students create a plan for where they want to play during Center Time. The plan becomes more complex as their oral language skills develop. Children move from very simple plans (i.e. one-two words) to more complex (where, what, with whom). Questions asked by teachers promote use of higher order thinking skills. Center Time – Learning Centers available: Language and Literacy (Reading Center, Listening Center, Writing Center), Math Center, Computers, Science Center, Blocks Center,	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development Adaptive Software – Mobile Tablets

Time	Current Instructional Schedule	Literacy Strategy
	Dramatic Play, Art Center, Music Center, Sensory Table, Painting Easel – Literacy materials are accessible in every center. Center Time is a 60 minute block of self-selected play. During this time, the children are engaged in meaningful play. Learning centers allow students to extend thematic learning, develop concept/academic skills, refine social, fine motor, and creative skills. Center Time lends itself to both spontaneous and intentional opportunities for Teachers to facilitate analysis, reasoning, predicting and planning skills. (BFTS FAQ's for the Daily Schedule) Teachers are actively engaged with children facilitating conversations and providing feedback. Teachers also use this time as an opportunity to collect assessment documentation.	
25 - 30 minutes	Clean-Up/Review Children use picture labels to clean up materials used during Center Time. Review – Same strategies used as for Planning, but children are required to recall what they did during Center Time.	Extended School Year Georgia Wolf Trap
10 - 15 minutes	Phonological Awareness Pre-K uses the following 7 levels of Phonological Awareness: (1) Listening, (2) Rhyming, (3) Alliteration, (4) Sentence Segmenting, (5) Syllable Blending and Segmenting, (6) Onset Rime Blending and Segmenting, (7) Phoneme Blending, Segmenting and Manipulation.	Extended School Year Curriculum Resources Professional Development Adaptive Software – Mobile Tablets
20 - 30 minutes	Small Group Small Group instruction provides opportunities to focus attention on individual children and individual needs. Small Group instruction involves 2-8 children who meet with an adult to experiment with materials and solve problems. Some may work independently on an assigned task. Each week, one of the planned activities is a teacher-directed small group reading experience with an accompanying activity to support or strengthen the needs of children. Small Groups should be formed and will change frequently based on the developmental needs and skills of the children reflected in the assessment data.	Extended School Year Curriculum Resources Wolf Trap Professional Development Adaptive Software – Mobile Tablets
15 - 20 minutes	Large Group Literacy Activity Large Group Literacy Activities teach reading and writing skills. They focus on specific literacy skills, such as, concepts of print and vocabulary, as well as encourage creativity and provide opportunities for conversations, questions and predictions. Examples of Large Group Literacy include, but are not limited to: flannel board stories, shared reading using big books, chart stories, acting out familiar stories using props, and modeled writing.	Extended School Year Curriculum Resources Georgia Wolf Trap Professional Development Adaptive Software – Mobile Tablets
15 - 20 minutes	Journals Children write at their developmental level. Teachers float around the classroom and facilitate discussions to help move	Extended School Year Curriculum Resources Professional

Time	Current Instructional Schedule	Literacy Strategy
	children through the stages of the writing process.	Development
10 - 15 minutes	Closing Activity Closing activities remind children of the events of the day and help prepare them for the coming day.	Extended School Year Curriculum Resources Wolf Trap

Building Block 5: System of Tiered Intervention (RTI) for All Students

A. Tier 1 – Pre-K Content Standards and instruction

B. <u>Control and Conference (Tier 2)</u> - The Pre-K staff has a behavior or developmental concern about a student.
    1. Review the student's records to review Pre-K entrance screenings (eye, ear, dental), if there is an IEP or services were received in the past.
    2. Collect data on the <u>Documentation of Concerns (Appendix K)</u> form for 10 consecutive school days.
    3. Complete the <u>Behavioral/Developmental Support Request (Appendix L)</u> form.
    4. Email the <u>Behavioral/Developmental Support Request</u> form AND the completed <u>Documentation of Concerns</u> form, to assigned Pre-K support person to observe and offer strategies.
    5. Schedule the Initial Conference – attendees should include parent(s), teacher(s), Administrators (if necessary).

C. <u>Analyze (Tier 2)</u> - Use data collected on the <u>Documentation of Concerns</u> form and feedback from Pre-K Support Person to develop an intervention plan for one behavior or skill. At the initial conference:
    6. Complete Initial Parent Conference form.
    7. Review data with attendees.
    8. Discuss strategy being implemented.
    9. Schedule Follow Up Conference - attendees should include parent(s), teacher(s), Administration (if necessary).
    10. After the conference, implement intervention plan and collect data for 10 consecutive school days on the <u>Documentation of Concerns</u> form.

D. <u>Link (Tier 3)</u> - Contact Pre-K support staff with update on progress. If progress is being made, discuss next steps (set another goal, continue with intervention plan, slowly reduce accommodations, etc.). If progress is not being made, plan a different intervention and seek additional help from Pre-K support staff. At the follow up conference:
    11. Complete Follow Up Conference form.
    12. Review data with attendees.
    13. Discuss next step (determined by Pre-K support staff).
    14. Schedule Follow Up Conference #2 - attendees should include parent(s), teacher(s), Administrators (if necessary).
    15. Implement plan and collect data for 10 consecutive school days on the <u>Documentation of Concerns</u> form.

E. <u>Modify (Tier 3/4)</u> - Contact Pre-K support staff with update on progress. If progress is being made, discuss next steps (continue with intervention plan, slowly reduce accommodations, etc.). If progress is not being made, discuss school system referral, modified days, or suspension if appropriate. If the decision is made to recommend referral for testing, teacher will receive the referral packet. *** (Tier 4) Make sure all of the appropriate documentation is available before discussing any of these

options. At the second follow up conference:

16. Complete Follow Up Conference form.
17. Review data with attendees.
18. If progress has been made, discuss next steps.
19. If progress has not been made, discuss school system referral, modified days, or suspension if appropriate. If the decision is made to recommend referral for testing, give referral packet to parents.

Timeline	RTI Tier Level	Activity	Training Needs	Targeted Audience	Frequency of Training
Years 1-5 August 2013 through May 2014	Tier 1 – More time to teach Pre-K Content Standards.	Extend Pre-K school year to 177-180 school days based on FCS calendar.	Bright from the Start new and returning Pre-K teacher training Work Sampling Training (new teachers only)	Pre-K Teachers New Pre-K and Pre-school teachers	Annual training face to face and online components (August-December) One day training (August 2013)
Year 1	Tier 1 - Pre-K Content Standards are used to teach all Pre-K students. These standards guide the Work Sampling Process. Tier 2 – Curriculum materials will provide intervention and differentiated strategies for students..	Purchase curriculum materials for PSE classrooms. (Pre-K classes already have curriculum materials).	Curriculum materials training	New Pre-K and Pre-school teachers New Pre-K and Pre-school teachers only (Year 2-5)	One day training with vendor (August 2013) Quarterly trainings with partner (UW, university) New Pre-K and PSE teachers only (Year 2-5)
Year 1	Tier 1 – Adaptive software will be used to improve oral language development Tier 2 – Students that need additional language/literacy and math development will	Purchase mobile tablets for PSE classes (Pre-K classes already have mobile tablets)	Tablet training for teachers	New Pre-K and Pre-school teachers New Pre-K and Pre-school teachers only (Year 2-5)	One day training with vendor (October 2013) Follow up trainings as needed (ongoing) New Pre-K and

Timeline	RTI Tier Level	Activity	Training Needs	Targeted Audience	Frequency of Training
	use tablets to develop current knowledge and inform teacher of specific skills that need support				Pre-school teachers only (Year 2-5)
Year 1	**Tier 1 – GWT** strategies will focus on Pre-K Content Standards **Tier 2 –** Instructional strategies will help teachers differentiate language activities for Tier 2 students **Tier 3 –** Individualized plans will be developed for students in Tier 3	Georgia Wolf Trap Drama strategies	Strategies training for teachers Coaching from teaching artists	Pre-K and Pre-school teachers New Pre-K and Pre-school teachers only (Year 2-5)	10-12 sessions throughout the school year (September 2013 thru March 2014) New Pre-K and Pre-school teachers only (Year 2-5)

Existing Resources (Time, Personnel, and Strategies) for Tier I-Tier IV Instruction

Existing Resources for Tier I – Tier IV Instruction				
	Time	**Personnel**	**Strategies**	**Materials/Resources**
Tier 1 – Core Curriculum	4 hours daily of Literacy Instruction	Lead Teacher Paraprofessional	Whole Group Instruction Small Group Instruction Centers Technology Picture Cards Print Rich Environment	Pre-K Content Standards Pre-K - Opening the World of Learning (OWL – 2011) PSE - Read It Once Again GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props Computers (in classroom or Computer Lab)

Existing Resources for Tier I – Tier IV Instruction				
	Time	**Personnel**	**Strategies**	**Materials/Resources**
Tier 2 – Strategic Intervention	30 minutes	Lead Teacher Paraprofessional	Small group instruction Starfall.com	Pre-K Content Standards Pre-K - Opening the World of Learning (OWL – 2011) PSE - Read It Once Again GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props Computers (in classroom or Computer Lab)
Tier 3 – Intensive Intervention	30-45 minutes	Lead Teacher Paraprofessional	Small group instruction Individualized instruction takes place throughout the day	Pre-K Content Standards Pre-K - Opening the World of Learning (OWL – 2011) PSE - Read It Once Again GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props Computers (in classroom or Computer Lab)
Tier 4 – Due Process	Determined by Individualized Education Plan	Special Ed. Teachers Speech Pathologist General Ed Teacher OT/PT	Student Support Team Speech and language services Pre-K Inclusion classroom SNPK (self-contained)	Pre-K Content Standards Pre-K - Opening the World of Learning (OWL – 2011) PSE - Read It Once Again GA's PRIDE – website containing Small Group and Transition Idea Catalog Classroom Libraries School Media Center Books on Tape Flannel Board Stories Literacy Props Computers (in classroom or Computer Lab)

Pre-K Program Specialists and *Bright from the Start* Consultant observe and offer strategies as

needed for Tiers 2-4. Building Administration and Curriculum Support Teachers are available

for additional support. Opportunities to observe veteran Pre-K Teachers are available and take place based on recommendations by Support Staff.

Building Block 6: Improved Instruction Through Professional Learning

Teacher Professional Learning Needs

Currently, program coordinators and instructional support staff members participate in all locally planned professional learning activities that teachers are required to attend. The OWL and *Read It Once Again* curriculum programs were purchased for Pre-K and PSE teachers and aligned to the Early Learning Standards for Pre-K. Pre-K teachers are using the OWL curriculum while the PSE teachers received both OWL and *Read It Once Again*. Both curricula are literacy rich and the goal is for both Pre-K and PSE teachers to have access to both through a merging process.

- Further literacy is needed to address specific skills such as differentiation, curriculum implementation, phonemic awareness, letter identification, letter sounds. Having job-embedded time for professional learning and collaborative planning throughout the school year is a major barrier for preschool teachers. Additionally, much of the professional learning in elementary schools excludes preschool teachers. Time to plan throughout the school day and summer sessions which will increase their knowledge in the basic skills that build upon early literacy.

- A variety of data sources i.e. work sampling, teacher needs assessment and teacher observations reveal a need for teachers to receive on-going training that will improve their understanding of early literacy development. Due to a shortened school year, the teachers have fewer days to participate in professional learning and many of the new teachers to Pre-K and PSE do not have basic knowledge of the foundation of early

literacy. Job-embedded time to learn early literacy basics, early learning standards that align with early literacy, analyze and share data from assessments and collaboratively plan lessons that focus on early literacy skills will help close these gaps. Currently the teachers have had trainings (at least 2) with both the OWL and *Read It Once Again* curricula but more on-going training is needed.

- Administrators have access to data that show how Pre-K and PSE students outcomes in the area of early literacy. Support is given to administrators that want to learn more about Work Sampling Online system to review year-end data.

- Teachers and assistants need training from a highly skilled, research-based partner or university on developmentally appropriate practice strategies and literacy.

- FCS needs to develop the capability of local teachers to train future/new staff.

- Additional efforts need to focus on building effective relationships with teachers and parents that support students at home and school.

- Professional development should also focus on the OWL Curriculum implementation for teachers and assistants. PSE teachers and assistants need to be trained to integrate OWL and *Read It Once Again* programs effectively for special needs students.

- Further professional development for Hatch Tablet implementation is needed for teachers and assistants in order to for them to prepare all students for increased academic achievement in a technological society, (GaDOE, *The Why*, 2010, pg. 51).

Georgia Pre-K Teacher Experience

Year	0-2 years of experience	3-5 years of experience	6-10 years of experience	11 or more years of experience
2009-10	16.5%	11%	16.5%	56%
2010-11	65%	6%	18%	11%
2011-12	84%	5.3%	5.3%	5.3%

Georgia Pre-K Teacher Credentials

Year	Bachelor's Degree Only	Bachelor's Degree (Certified)	Master's Degree	Specialist Degree	Doctorate
2009-10	0%	52%	39%	8%	1%
2010-11	0%	59%	38%	3%	0%
2011-12	24%	58%	18%	0%	0%

Because many Pre-K and Pre-school teachers are new teachers, a significant amount of training is needed throughout the school year. *Bright from the Start* requires that all new Pre-K teachers attend 2 day training institute that includes building a positive classroom community and creating Pre-K lesson plans. Fulton County provides teachers with an additional 2 day training that focuses on the Pre-K classroom environment and management. In addition to this training, new Pre-K teachers need training in strategies to help plan valuable learning experiences for Pre-K students that are developmentally appropriate and connected to language and literature.

Teachers also need strategies to help them *connect* language and literacy across the other curricular areas including mathematics, science, social studies, the arts and personal and health and physical development. *Bright from the Start* requires that children experience 60 minutes of uninterrupted Center Time that provides a wide variety of learning experiences for children in

the program. Novice teachers struggle with knowing how to rotate materials to enhance the learning that takes place while children engage in meaningful play.

Teachers will implement a research-based early childhood curriculum that can be integrated with ease in whole-group, small group, or individual practice. Extending the school year will provide teachers with more time to implement a quality curriculum to all student sub groups, and it would provide students with additional time to learn the critical language skills required to be successful in all subject areas. Curriculum training will provide teachers with activities to promote oral language, print rich environments, daily reading activities, creative play, nursery rhymes and songs. Teachers will work closely with professional learning artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing.

The partnership with the United Way or university will also provide access to professional learning opportunities for Pre-K teachers that will provide support in the following areas:

- Language development including comprehension, vocabulary and phonological awareness.
- Current practices and environments that support language and literacy development and learn explicit and implicit strategies for positive child outcomes.
- Ways to strengthen the language environment.
- Utilizing data to inform instruction.
- Strategies to build partnerships with families in support of children's language and literacy skills.
- Teaching vocabulary.

- Introducing phonological awareness skills and providing teachers with strategies and activities for use in the classroom.

- Examining the stages of children's writing development, the literacy skills related to concepts about print and strategies for supporting children's early writing.

Teachers also need additional technology training that provides them with strategies they can use to engage students in language and literacy, determine their specific language development levels, and offer strategies that address their specific needs.

REFERENCES

Georgia Department of Education (GaDOE). (2010). *Georgia's literacy conceptual framework for birth-to-grade 12; Georgia literacy plan: The "Why"*. Retrieved from
http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Georgia%20Literacy%20Action%20Plan%20-The%20Why%208-1-12.pdf

The Early Childhood and Parenting Collaborative (ECAP) web site. May 1995. *Performance Assessment in Early Childhood Education: The Work Sampling System.* Retrieved from (http://ecap.crc.uiuc.edu/eecearchive/digests/1995/meisel95.html).

Needs Assessment, Concerns, and Root Cause Analysis

Two Needs Assessment surveys, based on the Georgia Literacy Plan and the birth-five needs assessment, were administered and completed by 100% of Pre-K/PSE staff.

The following areas need improvement: Engaged Leadership, Continuity of Care and Instruction, Best Practices in Literacy Instruction and Professional Learning and Resources. We found that greater effort and attention has to be placed on family involvement and community and partner collaborations, professional learning and developing best practices.

Survey responses show assessment data is used to determine resources needed, adjust intervention strategies and the effectiveness of strategies and to assess student readiness. Additionally, 85.7% of staff indicated that instruction is "always" clearly and consistently aligned with content standards, 82.1% indicated they "always" use evidence based instruction in the development of literacy and 82.1% indicated that high expectations are "always" evident. In contrast, 39.4% of teachers and assistants indicated the need for additional instructional strategies related to differentiation and age appropriate strategies for early childhood and 33.3% indicated the need for developmentally appropriate and adequate materials to teach young children effectively.

Statements	Responses			
	Never	**Rarely**	**Sometimes**	**Always**
Workshops/trainings that focus on literacy in preschool classes.	35.7%	28.6%	17.9%	17.9%
Screenings & diagnostic assessments to provide appropriate resources to parents	10.7%	10.7%	35.7%	42.9%
Use information from Work Sampling Online to adjust intervention strategies.	0%	10.7%	32.1%	57.1%
Look at assessments to determine effectiveness of interventions and the instructional program.	7.1%	0%	28.6%	64.3%
Work Sampling used to assess readiness of	3.6%	14.3%	28.6%	53.6%

individual children for reading and writing.				
Instruction is clearly aligned with standards.	0%	3.6%	10.7%	85.7%
Evidence based instruction is standard practice.	0%	0%	17.9%	82.1%
High expectations are consistently evident.	0%	3.6%	14.3%	82.1%
Infrastructure for a system of tiered intervention is in place.	7.1%	10.7%	25%	57.1%
Teachers and assistants receive training in the development of early literacy.	0%	21.4%	28.6%	50%

What is your greatest need to effectively teach literacy?					
Materials	**Technology**	**Training**	**Parent Involvement**	**Time**	**No needs**
33.3%	6.1%	39.4%	3%	12.1%	6.1%

The root causes to our areas of concern are related to the budget crisis faced by FCS and the State of Georgia. FCS budget cuts led to high turnover rates, which resulted in teachers who lack early childhood classroom experience. State cuts also led to a shortened school year for general education Pre-K, adversely impacting kindergarten readiness.

Another root cause of our teachers' knowledge gap is the result of inadequate training. Usually preschool teachers are only required to attend training that is related to children in grades K-5 and not age-specific training for early childhood development.

Additional root causes are related to environmental issues including: limited English spoken in the home, limited education levels of parents, limited access to internet in the homes, lack of transportation, low household income, low quality of language experiences, high unemployment rate, and transiency. Many children come to preschool and kindergarten with little to none language development.

Pre-K Program – Needs Assessment, Concerns, and Root Cause Analysis

Student areas of concern

Sub-group	Area of Concern		Current Strategies	Future Strategies	Transitions (Existing)	Root Causes
	Standards	Assessment				
	Inadequate time to implement Language and Literacy standards.	Lack of appropriate knowledge of formative assessment.	New Pre-K Teacher Orientation for teachers included 2 days of Pre-K overview training (lesson planning, daily schedule, parent relationships).	Train teacher leaders that can provide support to Pre-K teachers.	Lack of knowledge of kindergarten baseline skills.	State and local budget cuts.
	Lack of age appropriate strategies to teach language and literacy throughout the curriculum.	Lack of adequate knowledge of developmentally appropriate assessment.	New assistant orientation was one full day of Pre-K overview training and classroom management.	Train parents to use early literacy development strategies at home.	Lack of knowledge of typical early childhood behaviors and expectations.	High teacher turnover.
Pre-K	Lack of knowledge of early childhood development.	Inadequate training in Work Sampling Online.	One day RTI training with teachers and assistants.	Professional learning on how to differentiate instruction.		Novice teachers and inexperience with preschool age children.
			Bright from the Start New Lead Teacher Training.			Lack of time to train teachers.
	Lack of age appropriate curriculum resources (PSE).		Work Sampling Online Training for new teachers.	HATCH tablet training which teaches learning skills.		Low parent involvement in the development of early literacy skills in children.
Preschool special education			Work Sampling Online Refresher course for returning teachers.	Georgia Wolf Trap (GWT) Coaches will work with teachers throughout the school year to plan appropriate activities and select literature for early childhood.		Lack of parent knowledge of community resources and programs that support literacy.
			One day training of OWL program implementation.			Data does not support what teachers view as strengths.
			Half day training of Hatch implementation.			Teachers indicate use of best practices on needs assessment but they also indicated the need for professional development in the same areas.
			Differentiated instruction training using the OWL	Professional learning for teachers on using the results of the evaluations to drive instructional		Student attendance rates.
						Insufficient access to literacy based technology.

3

Sub-group	Area of Concern		Current Strategies	Future Strategies	Transitions (Existing)	Root Causes
	Standards	Assessment				
			materials (optional). One day training on *Read It Once Again* curriculum program (PSE).	decisions. Provide parents with tools to use at home aimed at increasing the amount of time children are read to. Provide teachers professional learning on typical preschool development. Provide teachers with professional development on early literacy development theory and strategies. Infusion of *Read It Once Again* series for Preschool Special Education classes.		Insufficient teacher knowledge literacy content integration. Economic limitations of parents including transportation, childcare and logistical challenges related to child care and evening routines.

Programmatic areas of concern

Areas of Concern (Not addressed/Emergent)	Current Strategies	Future Strategies
Block 1 - Administrators have begun the process for developing a plan, i.e. have identified stakeholders and have begun data collection.	Developed a Birth-Five (Pre-K/PSE) Literacy Team that meets to look at student assessment data, share observations, develop and discuss professional learning needs. Team meets 3 times a year. Collaborations with Pre-K/PSE team are more frequent. Pre-K/PSE teachers and assistants attend trainings together. Inclusion PSE teachers work with Pre-K teachers and attend trainings together.	Expand Literacy Team to include school media specialist, PSE teacher, instructional technology coordinator and children's program specialist from public library. Team will meet quarterly. Increase Pre-K/PSE collaborations. Provide professional learning that allows for learning new knowledge coupled with time to plan instruction. Provide consistent communication for parents focusing on development of literacy strategies at home. Train teachers to train parents on literacy strategies. Use technology to provide ongoing professional development. Develop relationship with Fulton County TLC program, public libraries, and partners to provide outreach to parents and community.

Areas of Concern (Not addressed/Emergent)	Current Strategies	Future Strategies
Block 2 - An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders has not been convened. Clear protocols are not in place to ensure smooth transitions from one school/agency to another. Parents do not have sufficient learning opportunities to connect families to outside supports. Limited resources are available to inform parents of transition events for children. Schools do not have resources that connect them to community resources or early literacy in the homes. **Block 6** - Limited collaboration between community partners for professional learning	Pre-K teachers provide parents with an orientation - beginning of each school year. Parent conferences are held twice a year to provide in depth update of student progress. Other parent conferences are conducted as needed to address concerns. IEP meetings are held annually to update student progress and needs. Transition Coach works with families in crisis recommended by teacher, administrators, counselors, or social workers to connect to community resources. Schools schedule dental van visits and vision screenings for Pre-K students.	Provide ongoing workshops for parents and private providers at schools, public libraries, PTA events, school book fairs, etc. Advertise training opportunities for parents in school newsletters. Work with FCS Broadcasting to develop programming for parents of young children. Provide parents with workshop focused on Georgia Wolf Trap strategies. Help schools plan Kindergarten round up activities in all targeted schools. Publicize school activities to improve parental involvement. Partner with non-profit agency to provide children with books at home. Continue with current strategies in addition to future strategies.
Block 4 - Evidence-based instruction is not consistently implemented in the development of early literacy.	Pre-K teachers are provided with content standards, research-based program and lesson plans.	Provide professional learning with Georgia Wolf Trap Coaches. Provide teachers with

Areas of Concern (Not addressed/Emergent)	Current Strategies	Future Strategies
High expectations are not consistently evident in schools.	Teachers are trained at the beginning of school year. Follow up training with OWL curriculum (optional Pre-K). PSE teachers were trained to use *Read It Once Again* at the beginning of the school year. PSE teachers are updated on special education expectations, compliance, and tools used with students. Peer observations based on specific needs.	professional duty leave that incorporates staff development and targeted planning for instruction. Train teacher leaders to work closely with Pre-K/PSE teachers. Work with a partner or university to provide teachers with child development courses to learn best practices. Continue to provide current strategies.

Analysis and Identification of Student and Teacher Data

Student Data

Pre-K Demographic Data

School	*CAT 1	F&R Lunch	IEPs	LLPs	Hispanic Latino	Black	White	Asian	Native American	Pacific Islander
Brookview	92%	92%	0%	0%	2%	97%	2%	2%	0%	0%
Heritage	100%	95%	0%	0%	2%	98%	2%	0%	0%	0%
Holmes	95%	93%	19%	2%	17%	74%	26%	0%	0%	0%
Lewis	93%	89%	0%	0%	2%	95%	2%	0%	0%	2%
Mt Olive	93%	91%	2%	16%	18%	82%	16%	2%	0%	0%
Oak Knoll	90%	88%	0%	36%	40%	62%	33%	2%	2%	0%
SYSTEM AVGs	75%	72%	5%	19%	26%	56%	37%	7%	1%	0%

*CAT1 (Category 1) is defined as students receiving financial aid

Percentage of Students with "Proficient" Ratings by Domain via Work Sampling for FCS

	Language & Literacy	Math-ematical Thinking	Scientific Thinking	Social Studies	The Arts	Personal & Social	Physical & Health
2008-2009	82%	81%	88%	83%	90%	84%	94%
2009-2010	76%	75%	81%	75%	84%	80%	90%
2010-2011	80%	80%	86%	82%	87%	82%	93%
2011-2012	74%	68%	69%	73%	78%	79%	82%

Work Sampling Data (WSO) for the targeted schools show varied needs at each school.
Data at Brookview and Heritage shows consistent improvement in student proficiency across all
content areas. In contrast, WSO data for the other schools show significant inconsistencies from
2010-2011 to 2011-2012. The data also shows that most schools reported that student proficiency
was significantly below FCS's average. The major reason for the inconsistency in reporting at

Analysis and Identification of Student and Teacher Data

Student Data

Pre-K Demographic Data

School	*CAT 1	F&R Lunch	IEPs	LLPs	Hispanic Latino	Black	White	Asian	Native American	Pacific Islander
Brookview	92%	92%	0%	0%	2%	97%	2%	2%	0%	0%
Heritage	100%	95%	0%	0%	2%	98%	2%	0%	0%	0%
Holmes	95%	93%	19%	2%	17%	74%	26%	0%	0%	0%
Lewis	93%	89%	0%	0%	2%	95%	2%	0%	0%	2%
Mt Olive	93%	91%	2%	16%	18%	82%	16%	2%	0%	0%
Oak Knoll	90%	88%	0%	36%	40%	62%	33%	2%	2%	0%
SYSTEM AVGs	75%	72%	5%	19%	26%	56%	37%	7%	1%	0%

*CAT1 (Category 1) is defined as students receiving financial aid

Percentage of Students with "Proficient" Ratings by Domain via Work Sampling for FCS

	Language & Literacy	Math-ematical Thinking	Scientific Thinking	Social Studies	The Arts	Personal & Social	Physical & Health
2008-2009	82%	81%	88%	83%	90%	84%	94%
2009-2010	76%	75%	81%	75%	84%	80%	90%
2010-2011	80%	80%	86%	82%	87%	82%	93%
2011-2012	74%	68%	69%	73%	78%	79%	82%

Work Sampling Data (WSO) for the targeted schools show varied needs at each school.

Data at Brookview and Heritage shows consistent improvement in student proficiency across all

content areas. In contrast, WSO data for the other schools show significant inconsistencies from

2010-2011 to 2011-2012. The data also shows that most schools reported that student proficiency

was significantly below FCS's average. The major reason for the inconsistency in reporting at

Hamilton Holmes, Mt. Olive, and Oak Knoll is likely attributed to the failure of teachers to
record final student ratings in the online system. Prior to 2011, teachers entered final ratings by
hand. In 2011-2012, teachers were trained and required to enter student performance data in
WSO. Many of the teachers struggled to meet this requirement. Additionally, teachers who
struggled to teach Pre-K content standards effectively felt that using the online system was an
additional challenge for them to be successful. The data also shows a contrast to teacher
responses in the needs survey that addresses using assessment data to plan instruction effectively.

**Percentage of Students with "Proficient" Ratings by Domain via Work Sampling for
Targeted Schools**

School	Language & Literacy		Math-ematical Thinking		Scientific Thinking		Social Studies		The Arts		Personal & Social		Physical & Health	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
Brookview	77%	88%	79%	65%	71%	87%	76%	77%	78%	78%	80%	85%	88%	93%
Hamilton Holmes	81%	10%	79%	0%	90%	10%	96%	0%	96%	14%	80%	33%	99%	29%
Heritage	79%	95%	65%	90%	95%	95%	89%	95%	82%	95%	75%	95%	94%	95%
Mt. Olive	58%	14%	55%	14%	62%	10%	53%	14%	66%	17%	66%	14%	90%	19%
Oak Knoll	81%	48%	80%	41%	89%	39%	87%	46%	96%	52%	84%	50%	90%	57%
S.L.Lewis	47%	45%	39%	48%	63%	48%	49%	48%	61%	48%	71%	48%	94%	45%

<u>Student Literacy Needs</u>

Fulton County Pre-K students and Services for Pre-School Exceptional Children need
additional support in Language and Literacy, Mathematical Thinking, Scientific Thinking, Social
Studies, The Arts (Creative), Personal and Social Development. The language and literacy
domains in the Georgia Pre-K Content Standards focuses on the need to develop skills in
listening for the purpose of comprehension, discriminating the sounds of language i.e.
phonological awareness, the need to develop an understanding of new vocabulary introduced in
conversations, activities, stories or books, the need to develop and expand expressive language

skills (speaking), begin to develop age-appropriate strategies that will assist in reading, and begin to develop age-appropriate writing skills.

Teacher Data

Pre-K Teacher and Assistant retention data

School Year	% of GA Pre-K Teachers Retained	% of GA Pre-K Paraprofessionals Retained	% of Special Needs Pre-school Teachers Retained
2008-09	86%	76%	60%
2009-10	77%	72%	60%
2010-11	5%	3%	60%
2011-12	21%	18%	60%
2012-13	64%	58%	60%

Georgia Pre-K Teacher Experience by Years

Year	0-2	3-5	6-10	11 or more
2009-10	16.5%	11%	16.5%	56%
2010-11	65%	6%	18%	11%
2011-12	84%	5.3%	5.3%	5.3%

Georgia Pre-K Teacher Credentials

Year	Bachelor's Degree Only	Bachelor's Degree (Certified)	Master's Degree	Specialist Degree	Doctorate
2009-10	0%	52%	39%	8%	1%
2010-11	0%	59%	38%	3%	0%
2011-12	24%	58%	18%	0%	0%

<u>Teacher Professional Learning Needs</u>

Pre-K teachers and assistants need a significant amount of training throughout the school year. *Bright from the Start* requires that all new Pre-K teachers attend 2 day training institute that includes building a positive classroom community and creating Pre-K lesson plans. Fulton County provides teachers with an additional 2 day training that focuses on the Pre-K classroom environment and management. In addition to this training, new Pre-K teachers need training in strategies to help plan valuable learning experiences for Pre-K students that are developmentally appropriate and connected to language to literature.

They also need strategies to help them *connect* language and literacy across the other curricular areas including mathematics, science, social studies, the arts and personal and health and physical development. Pre-K requires that children experience 60 minutes of uninterrupted Center Time that provides a wide variety of learning experiences for children in the program. Teachers struggle with knowing how to rotate materials to enhance the learning that takes place while children engage in meaningful play.

Teachers will implement a research-based early childhood curriculum that teachers can implement with ease in whole-group, small group, or individual practice. Extending the school year will provide teachers with more time to implement a quality curriculum to all student sub groups, and it would provide students with additional time to learn the critical language skills required to be successful in all subject areas. Curriculum training will provide teachers with activities to promote oral language, print rich environments, daily reading activities, creative play, nursery rhymes and songs. The Striving Reader Grant will also provide the opportunity for

teachers to work collaboratively and with professional learning artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing.

Partnering with the United Way or a university will also provide access to professional learning opportunities for Pre-K teachers that will provide support in language development, practices and environments that support language and literacy development and explicit and implicit strategies for positive child outcomes. They will learn to utilize data to inform instruction, strategies to build partnerships with families in support of children's language and literacy skills.

Teachers also need additional technology training that provides them with strategies they can use to engage students in language and literacy, to determine their specific language development levels, and offer strategies that address their specific needs.

Family Engagement Needs

Parents and families are an integral part of the Pre-K instructional program. Parents build the foundation for helping children develop skills, habits, and attitudes for becoming lifelong learners; therefore, they are encouraged to strengthen their role as their child's first and most important teacher.

FCS will continue to work with families and further develop our partnerships with local agencies including the United Way, the Fulton County Public Library System, and a non-profit literacy foundation to provide parent workshops and other outreach initiatives information that will inform them of ways to help their children at home in preparation for kindergarten transition.

In addition to working with FCS parents, we will partner with agencies to offer training to family daycare providers, and selected childcare centers to provide coordination and alignment of services from birth-5 and support the feeder pattern in this community.

Project Plan, Procedures, Goals, Objectives, and Support

<u>Project Goals</u>

The Pre-K team will implement a plan that supports teacher and parent professional learning several ways. Efforts will focus on providing professional development for teachers and parents that build their knowledge of early literacy development and strategies for young children.

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
Administrators will develop a literacy plan that involves stakeholders and review data by December 2012. **Increase teacher collaboration**	Develop appropriate professional learning plans for teachers and assistants Share observations and challenges in Pre-K programs Expand Literacy Team (media specialist, PSE teacher, technology coordinator and specialist from public library)	A plan for literacy for the birth to five population exists and is used by all stakeholders Team will meet quarterly Provide job-embedded professional learning that allows for learning new knowledge and time to plan instruction Provide ongoing communication for parents that focuses on the development of literacy strategies at home	Plan quarterly meetings (October, February, May, July/August)	Sign in sheets Professional development plans	Pre-K and Striving Reader funds

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
		Train teachers to train parents on literacy strategies Use technology and media resources to provide professional development Develop relationship with FC TLC program, public libraries, and United Way partners to provide outreach to parents and community.			
Establish early childhood coalition for literacy with professionals from organizations affecting young children by May 2013.	Provide parent orientation - beginning of each school year Parent conferences held at least twice a year to provide in depth update of student progress Other parent conferences conducted as needed IEP meetings held annually to update student progress and needs	Provide ongoing workshops for parents and private providers at schools, public libraries, PTA events, school book fairs Advertise training opportunities and resources for parents in school newsletters Work with FCS Broadcasting to develop programming	July 2013	Quarterly meetings to share resources, training plans and professional development needs in the community	Funding not needed for meetings Funding for trainings will be directed by each agency's protocols

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
	Transition Coach works with families to connect to community resources

Schools schedule dental van visits and vision screenings for Pre-K students | for parents of young children Provide parents with workshop focused on Georgia Wolf Trap strategies

Advertise Kindergarten round up activities

Publicize school activities to encourage all parents to get involved

Partner with non-profit agency to provide children with books at home

Continue with current strategies in addition to future strategies | | | |
| **100%** of teachers will plan appropriate language and literacy activities for Pre-K students by **January 2014.**

100% of teachers will participate in language and literacy strategies trainings by **June 2014.** | **High quality curriculum materials** – research-based curriculum materials will be used to teach content standards

Extend Pre-K school year – Add 7 days to the 170 day calendar so students follow | Teachers will learn to use curriculum materials by August 2012.

Lesson plans will show appropriate language and literacy activities in whole group literacy by March 2014 | Aug 2013-May 2014

Develop Pre-K calendar Communicate plans to schools and community

Set up curriculum and trainings with partners, state and FCS staff Teach GA Pre-K Content | Lesson plans Work Sampling Data | Pre-K and special needs grant funds Striving Reader Funds |

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
Coordinators Instructional/ Behavioral Support Teachers Administrators Teachers Assistants	the FCS calendar.		Standards using curriculum resources Plan Professional Learning for teachers and assistants Order curriculum materials Train teachers and assistants to use materials Work with partners to support teachers using curriculum resources		
100% of teachers will implement strategies to improve language and literacy throughout the curriculum content areas by March 2014. **100% of teachers will work with GWT teaching artists to plan language and literacy instruction by February 2014.** Coordinators Instructional/ Behavioral Support Teachers Administrators	**Staff, parent and community development –** on site and local training, technology training	Teachers will be trained to effectively implement curriculum materials Teachers will work with Georgia Wolf Trap teaching artists to develop appropriate language and literacy activities by February 2014.	September 2013 October 2013 November 2013 January 2014 March 2014 Monitor and observe teachers to determine success of program implementation Implement strategies learned at trainings Plan appropriate language and literacy instruction Differentiate	Lesson plans Work Sampling Data Hatch RMS reports	Pre-K and special needs and Striving Reader funds

Goal Implementation Staff	Literacy Strategies & Description	Objective	Implementation & Timeline	Measurement	Funding Sources
Teachers Assistants Alliance Theater Staff Literacy Team			professional learning based on teacher/assistant needs Train and coach FCS teachers		
90% students score "proficient" in language and literacy by **May 2014.** Alliance Theater Staff Teachers Coordinators Instructional/ Behavioral Support Teachers Literacy Team Teachers Students	**Georgia Wolf Trap** – active engagement through the disciplines of drama, music, and movement activities developed by Alliance Theater teaching artists to teach literacy skills **Technology** – adaptive software to build student skills in language/literacy and math	Students will engage in drama, music and movement activities to improve oral language development. Use curriculum resources to build language and literacy skills. Use Shell Squad games to target specific skills	Sept 2013 – May 2014 Collaborate with teachers to plan units Participate in staff development Implement strategies Train teachers and assistants to use tablets and interpret data Students use the software during center and small group time Review Work Sampling data to monitor student progress	Work Sampling Data Hatch RMS reports PPVT, Pals PK	Striving Reader Pre-K Grant funds Special needs grant funds

To help parents work with their children at home, we will partner with local agencies to offer parent training at local libraries and schools. The following plans will be developed:

- Teachers will develop monthly newsletters that provide parents with the specific learning outcomes for Pre-K students and ways to support children at home. Newsletters will advertise free resources related to early childhood development including the school system's video broadcasting channel (FCSTV), the Online Learning Library Initiative (OLLI) and parent activities from curriculum programs.

- Georgia Wolf Trap will extend professional learning to parents at an orientation at each school that teaches drama strategies.

- Partner with the county library system and media specialists to offer programs that support literacy development and orient parents to free and accessible technology that promotes literacy.

- Additional planning days for teachers to focus on professional development and the rest of the day will be used by the Pre-K/PSE team for collaborative planning.

- Teachers will work in the summer to write units that align OWL and Read it Once Again.

- The literacy team will include a librarian from the Fulton County Library System, additional school-based staff from the FCS PSE team, instructional technology and a Humanities Program Specialist from South Learning Community.

- Distribute flyers with information regarding Kindergarten Round-Up to families, daycare centers and TLC.

- Partner with an organization, such as the Ferst Foundation for Early Literacy, to get books in the homes of children.

- Provide overview of Pals Pre-K, Peabody Picture Vocabulary Test (4th Edition), Developmental Profile (3rd Edition), and the CLASS Observation Tool. Explain the

purpose of the assessments and interpret the scores. Use data discussions to determine which instructional areas need more focus.

- Provide job-embedded time to learn early literacy basics, early learning standards, analyze and share data from assessments and collaboratively plan lessons that focus on early literacy skills.

Implementation Plan and Existing Resources for Tier I-Tier IV Instruction noted in Literacy Plan Section. Pre-K Program Specialists and *Bright from the Start* Consultant observes and offers strategies as needed for Tiers 2-4. Building Administration and Curriculum Support Teachers are available for additional support. Opportunities to observe veteran Pre-K teachers are available and take place based on recommendations by Support Staff.

Assessment / Data Analysis Plan

Science has proven that early experiences and education shape the brain – with 90% of brain development occurring before age five. Differences in the size of children's vocabulary first appear at 18 months of age, depending on whether they were born into a family with high or low education and income. By three years old, children with college-educated parents have vocabularies two to three times larger than those whose parents did not graduate high school. The foundation of skills needed in school and the workforce is built during a child's first five years.

High quality care and early childhood education services help ensure that even the most at-risk children arrive at kindergarten ready to learn. Children who live in poverty and have access to high quality early education are more developed cognitively, socially, emotionally and academically than children who did not receive similar education. Children who attend high quality early education programs are more likely to read at grade level and be on a path to read to learn by 3rd grade.

Similarly, Pre-K is vital to English learners who are in the beginning stages of language acquisition. High quality Pre-K experiences provide the basis for language acquisition to occur. Providing children with the words they need to learn the language is an important component to the program. Implementing these strategies will provide English learners with this critical component before entering kindergarten. Many children that have not acquired oral language skills have difficulty expressing feelings and emotions verbally; therefore, they use physical actions to communicate emotions. This is true in students with disabilities, English learners and economically disadvantaged children.

As referenced in our Literacy Plan, the Work Sampling System offers an exemplar of how performance assessment works in early childhood. Work sampling is a curriculum-embedded assessment that is made up of three complementary components: (1) Developmental Guidelines and Checklists, (2) Portfolios, and (3) Summary Reports. These components take a holistic approach, involving the child, the child's family, the teacher, and the school administration in the processes of assessment.

Bright from the Start Pre-K Operating Guidelines requires teachers to use Georgia's Pre-K Child Assessment Tool (Work Sampling). Indicators on the Developmental Checklist are rated every week. Currently, the FCS Early Childhood Department analyzes the number of proficient ratings at the end of the Fall and Spring semesters to track progress.

Small group instruction provides opportunity to focus attention on individual children and their needs. Small groups provide an opportunity to individually assess on a more personal level, while making the room more communal and comfortable. Small groups should be formed and will change based on the developmental needs and skills of children reflected in assessment data. The Georgia's Pre-K Content Standards should be used in planning small group instruction and documented in lesson plans.

Baseline GKIDS scores will be analyzed at the beginning of the 2013-14 school year. The percentage of proficient ratings scored by children who participated in the Striving Reader Grant will be compared to the children who did not participate to determine the impact of the resources provided by the grant.

Professional Learning Required to Implement New Assessments

New Teachers will receive online and face-to-face Work Sampling Online training as required by Bright from the Start. Fulton County Schools Pre-K Program Specialists will form Professional Learning Communities to give Pre-K Teachers a forum to discuss student documentation. This will help increase inner-rater reliability on the Developmental Checklist.

All teachers participating in the Striving Reader Grant will also be provided an overview of the Pals Pre-K, Peabody Picture Vocabulary Test (4th Edition), Developmental Profile (3rd Edition), and the CLASS Observation Tool. The overview will explain the purpose of the assessment and an explanation of the scores. The teachers will also look at the student performance data to determine which instructional areas need more focus and attention and to determine if students need additional instructional strategies. They will also be provided an overview of the CLASS Observation Tool in order to learn more about its purposes and how it can inform them of their instruction.

Parent Conferences are held at the end of the Fall and Spring semesters. Narrative Summary Reports and portfolio artifacts are shared at this time. These conferences give parents a chance to ask questions, contribute information and share their concerns. At the beginning of the school year, parents will be notified about the additional assessments required to gather data for the Striving Reader Grant. Students with language barriers or IEP specifics will be considered during tested.

Assessment	Purposes	Skills Measured	Test Frequency	Who Assesses
Work Sampling Online	Screening Progress Monitoring Outcome	Alphabet Knowledge, Phonological Awareness, Concepts of Print, Oral Language, Alliteration and Rhyming, Oral Language, Vocabulary, and Reading Comprehension	WSO documentation collected daily and uploaded weekly Ratings are updated when documentation is entered	Teacher Assistants collect documentation only
Birth – Three Only				
Developmental Profile – 3rd Edition	Screening	Development & function (physical, adaptive, social-emotional, cognitive, communication)	2 X per year (Oct/April)	Teacher Outside assessor
Four-Year Olds Only				
PALS-Pre-K	Screening Progress Monitoring Outcome	Alphabet Knowledge Phonological Awareness Concepts of Print Oral Language	3 X per year (Oct/Jan/April)	Outside assessor
Peabody Picture Vocabulary Test - 4th Edition, Form A/B	Screening Progress Monitoring Outcome	Vocabulary Oral Language	2 X per year (Oct/April)	Outside assessor
CLASS	Teacher-Child interactions	Classroom	1 X per year	DECAL – Outside assessor

Georgia's Pre-K Program 2012-2013 Instructional Quality (IQ) Guide for Assessment

Teacher Timeline   **REPORTING PERIOD 1 (FALL)**

Preplanning	☐ Review the FAQ for the IQ Guide for Assessment (WSO) and the WSO Handbook from the BFTS website. ☐ Ensure camera is in classroom. Computer and printer are accessible and in working order. ☐ Report any issues to your director/principal. ☐ Enter student information for your class online.
Weekly Things To Do	• Observe, record, and classify all observational notes, work sample,

	photos and complete matrices. • Documentation must be entered and classified weekly. • Archive any student that has dis-enrolled from your class. • Update children's enrollment and IEP category as needed. • Review documentation and rate indicators on the WSO Developmental Checklist. • Use Group Reports for planning instruction.
Week 16-17 **Due** _____ / _____ / _____	☐ Review all supporting documentation and WSO Developmental Checklist for each child. All 55 indicators should be rated. ☐ Save to desktop or print a copy of each child's completed WSO Developmental Checklist. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Print and keep a copy of each child's Narrative Summary Report on site for 3 years.

REPORTING PERIOD 2 (Spring)

Weekly Things To Do	• Observe, record, and classify all observational notes, work sample, photos and complete matrices. • Documentation must be entered and classified weekly. • Archive any student that has dis-enrolled from your class. • Update children's enrollment and IEP category as needed. • Review documentation and rate indicators on the WSO Developmental Checklist. • Use Group Reports for planning instruction.
Week 16-17 **Due** _____ / _____ / _____	☐ Review all supporting documentation and WSO Developmental Checklist for each child. All 55 indicators should be rated. ☐ Print a copy of each child's completed WSO Developmental Checklist. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Print and keep a copy of each child's Narrative Summary Report on site for 3 years.

Resources, Strategies, Materials including Technology to Support the Literacy Plan

Pre-K Teachers use the Georgia's Pre-K Program Instructional Quality (IQ) Guide for the Learning Environment to purchase resources for their classrooms. All Pre-K classes use *Opening the World of Learning (OWL 2011)* and all *PSE classes use Read it Once Again* curriculum materials. In general, birth-to-five classrooms have one to two desktop computers with internet access equipped with age appropriate software and web access to learning programs. Additionally, each Pre-K classroom has two mobile tablets (Hatch) with adaptive software and PSE teachers are provided with special technology that supports the individual needs of special education students.

As a rule, there should be enough materials for all children in the classroom that are accessible within the learning areas. These items are listed in the chart below:

Reading Area Materials are accessible, labeled and organized: There are books for all children enrolled.   Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, multicultural
Books that reflect current topics are rotated
Books are displayed and organized forward facing so children can easily see them
Props to develop alphabetic principle   Examples: letter puzzles, displayed alphabet, word cards, alphabet game/lotto, letter dominoes, inter-locking letter cubes, wooden alphabet blocks
Props to promote language development   Examples: Puppets, telephones, walkie-talkies, cell phones, magnet stories, flannel board and stories
Listening station and CD player with headphones, books and recorded stories
Writing instruments of various sizes   Examples: pens, markers, chalk, crayons, pencils, colored pencils
Vocabulary cards with words and pictures
Real/found materials   Examples: envelopes, order forms, greeting cards, note pads, stationery, address books, phone books, typewriter, write and wipe cards/boards
Paper   Examples: lined, unlined, journals, drawing paper, tablets
Name cards of children in the classroom with picture and name
Dramatic Play
Area is spacious to accommodate a minimum of 5 children.
Housekeeping furniture   Examples: stove, sink, refrigerator, hutch
Dress-up clothing storage
Table and chairs

Basic shelves for housing dramatic play materials
Dolls – at least 5
Quality dress-up clothes (both genders represented)
Full-length mirror
Props for kitchen play
Examples: eating utensils, dishes, pots and pans, pretend food, cooking utensils
Props for cleaning play
Examples: sponges, mop, broom, dust pan, bucket
Props and furniture for pretend play with babies
Examples: baby bed, high chair, blankets, bottles, diaper bag, baby clothes, baby blankets
Collection of empty containers
Examples: cereal and other food boxes, detergent bottles, spice bottles, milk cartons
Additional housekeeping accessories
Examples: ironing board/iron, telephone, cash register, clocks
At least one Prop box for an additional dramatic play theme.
Props to encourage beginning reading and writing skills
Examples: recipe books, menus, telephone books, checklists, telephone message pad, pens

Blocks

The majority of unit blocks are stored on shelves for easy accessibility and sorted, labeled and organized for easy clean-up.
Block area is located away from traffic patterns.
Block area is large enough for a minimum of 5 children.
Organized storage for blocks and props and accessories
Standard unit blocks
Large wooden hollow blocks
Block accessories
Examples: vehicles, animals, traffic signs, people
Real/found materials
Examples: egg cartons, PVC pipe, cups, cardboard tubes
Materials to promote literacy development
Examples: maps, alphabet blocks or tiles, books related to block play, writing materials
An additional type of block
Examples: cardboard, foam, plastic

Math

Math/manipulative materials are housed on low shelves near a table or designated play area.
One for each of the following: counting, sorting, recognizing shapes, and hand/eye coordination.
Materials for measuring
Real/found materials
Examples: buttons, bottle tops, beans, dominoes
Math and manipulative materials to address different developmental levels and to meet children's needs as they progress throughout the year
Puzzles of varying levels of difficulty and number of pieces (3 types) Examples: knobbed, wooden, floor
Math games
Examples: dominos, number bingo, matching games, counting games, patterning games
Materials to promote literacy development.
Examples: stringing alphabet beads, books to develop math concepts, writing materials

Science
A sensory table with tools to dig, scoop, pour and measure is open and accessible daily.
Basic shelving to house science materials
Basic materials: Magnets and items to attract and repel, binoculars, magnifying glasses, prisms, color paddles
Discovery experience materials Examples: matching sounds, identifying scents, feely bags, sequencing cards, gears, discovery tubes/sensory bottles, simple science experiments, health and nutrition games, animal bingo
Pictures and collections related to science/nature are displayed in the area. Examples: seashells, rocks, feathers, tree bark, fossils, acorns
Something living for children to care for
Materials to promote literacy development Examples: age appropriate science concept books, writing materials that support recording observations and making lists, walkie-talkies
Texture/sensory table materials are varied and changed monthly. Examples of materials for digging, pouring, measuring and scooping: beans, sand, rice, water

Art
Table and chairs
Drying space or rack
Full-sized easel accessible daily
Shelving for housing art materials
Crayons
Markers
Paper of different sizes, colors, textures Examples: construction, tissue, white, manila, newsprint, foil, news
Scissors (appropriately sized) enough for a small group of children
Collage materials Examples: pipe cleaners, fabric scraps, buttons, cotton balls, feathers, foam pieces
Play dough or soft clay and tools
Glue
Fresh Paint for easel
Paint brushes appropriately sized
Paper for easel
Painting smocks
Materials for three-dimensional creations Examples: small boxes, straws, paper plates, pie plates, cardboard tubes
Materials for promoting literacy development Examples: books, storybook paper, alphabet stickers, lined paper or journals, pens, pencils

Music
Music player (separate from the listening center)
Musical props Examples: scarves, ribbons, bean bags
Musical instruments (various types of instruments; at least 22 total)
Age-appropriate music Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language

Classroom Resources include books on tape, classroom libraries, literacy props, flannel board stories, CDs for Music with Movement. Shared Resources include language and literacy websites for teaching ideas, language and literacy websites for children, computer lab. Library resources are books, CDs, and books on tape. Language and literacy curriculum materials aligned with the Georgia Pre-K Content Standards, Wolf Trap (Alliance Theater) to provide job embedded coaching with literature strategies, and interactive language software to support students' language acquisition.

Sample Schedule by Grade for Tiered Instruction

Time	Activity – Instructional Goal
7:10-7:40	Arrival/Table Activities - Picture cards are used to help students learn routines and procedures
7:40-8:15	Circle Time/Morning Message Board, Story Time, Music with Movement, Second Step – Provide student with oral language development strategies to communicate ideas and feelings with each other. Participate in age appropriate language and literacy activities
8:15-9:25	Planning/Center Time – Students select centers based on instructional needs and interests. Teachers rotate center items to achieve instructional goals.
9:25-9:50	Clean-Up/Review – Informal assessment of student learning activities
9:50-10:25	Outside Time- Constructed time to play and develop oral language skills, critical thinking and problem solving
10:25-11:05	Lunch Prep/Lunch Time
11:05-11:15	Music with Movement – Music provides students with another way of expressing language
11:15-11:25	Phonological Awareness - Activities are planned to support student proficiency in content standards
11:25-11:55	Small Group – Activities are planned to support student proficiency in content standards
11:55-12:55	Rest Time
12:55-1:05	Snack
1:05-1:15	Story Time – Students participate in quality literature activities that promote a love of reading and an expression
1:15-1:35	Large Group Literacy Activity – Shared, Guided and Interactive activities are planned to teach reading and writing skills.
1:35-1:55	Journals – Teachers support students as they work to develop their writing skills.
1:55-2:10	Closing Activity and Prepare for Dismissal
	*Individualized activities are planned for specific children throughout the day.

Professional Learning Strategies Identified on the Basis of Documented Need

<u>Professional Learning Conducted within Past Year</u>

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
FCS Pre-K New Lead Teacher Orientation **Instructional best practices in Pre-K classes**	6.5	99%	This training provides teachers with information to get them started in the Pre-K classroom. Classroom set up and support for beginning the school year is provided. While the information in these sessions is valuable, many teachers take the basics back with them to set up their classrooms.	New Lead Teachers are trained once a year	Teacher Lesson Plans Observations Work Sampling Data Class Observations
Classroom Management Lead Teachers **Developmentally appropriate strategies for Pre-K students**	6.5	99%	Teachers are provided with positive discipline strategies and share ways to engage students in appropriate social and emotional behaviors.	Year 2 Pre-K Teachers are trained once a year Returning Pre-K Teachers are retrained as needed	Observations Suspension Data RTI Behavior Documentation Class Observations
Opening the World of Learning (OWL © 2011): Product Implementation (One-Day) FCS Lead PK and PSE Teachers **Research-based Curriculum materials**	3.0	100%	This one-day workshop focuses on the components of the Opening the World of Learning™ (OWL™) instructional program, with emphasis on the philosophy, daily schedule, classroom routine, assessment, and family connection. Participants explore the daily schedule of activities, while	New Teachers are trained at the beginning of the year Follow up sessions are planned as needed and requested by teachers	Lesson Plans Observations Work Sampling Data PPVT, Pals PK, DP 3 Class Observations

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
			learning the research behind the practice. This hands-on, interactive workshop prepares educators to use OWL™ materials and components. By the end of the workshop, participants will be able to: Design teaching strategies, based on scientifically sound research, to prepare early learners for kindergarten. • Develop lessons that provide preschool-age children with cognitive learning opportunities in high-quality language and print-rich environments. • Evaluate and implement activities to support the age-appropriate development. • Use appropriate measures to identify preschool-age children who may be at risk for reading failure.		
Best Practices New Lead Teacher Training GA Pre-K Assessment Training (online module)	30	100%	Many teachers attend this training after the school year begins and find it quite useful to their practice. The information they learn is more relevant to	New Pre-K Teachers are required to complete this training by December	Lesson Plans Work Sampling Data Observations

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
Podcasts: Off to a Good Start, Reading to Children, Just Say Yes (Developing Classroom Rules), Info to Go (Ways to Effectively Communicate with Parents), Rest Time, Classroom Environment **Developmentally appropriate strategies for Pre-K students**			their classrooms and they are able to put training into practice after attending this training.		Class Observations
Wednesday Webinars for Lead Teachers: Pre-K Has Class, A Closer Look at Assessment, Work Sampling Online, Leaping into Large Group, Unit Planning, Planning for Small Group Success, Talking with Families, Simply Science, Lesson Planning, Dual Language Learners **Developmentally appropriate strategies for Pre-K students**	0	n/a	These sessions are not mandatory and registration reports are not available. They are designed to support ongoing planning for literacy instruction.	These sessions are released each year and assigned to teachers by administrators as needed.	Lesson Plans Observations Work Sampling Data Class Observations
Work Sampling Online for New Lead Teachers (face-to-face)	15	100%	This is a required training that shows teachers how to access the online system. Much of the support is	New teachers are required to attend this session.	Work Sampling Data Small Group and

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
Developmentally appropriate strategies for Pre-K students			online after the face to face training occurs.	Returning teachers are allowed to audit as needed.	Independent Group Plans
2nd Year of New Teacher Institute Returning Lead Teachers (face-to-face) **Developmentally appropriate strategies for Pre-K students**	1	100%	Mandatory training that focuses on Planning and Assessment.	Year 2 Pre-K Teachers are required to attend.	Lesson Plans Observations Work Sampling Data Class Observations
Behavior Management Online Training for Returning Lead Teachers **Developmentally appropriate strategies for Pre-K students**	2	100%	This is a required training that focuses on the importance of teaching social-emotional skills, ways to uncover the meaning behind behaviors, hot to partner with parents and how to effectively work with children with a variety of special needs.	This session has been provided to all Pre-K Teachers in the past. Future sessions will be differentiated to include master teachers leading sessions.	Observations Suspension Data RTI Behavior Documentation Class Observations
Hatch iStartSmart MobileTablet Training for PK and PSE Lead Teachers (face-to-face) **Research-based Curriculum materials**	0	100%	iStartSmart Mobile, a tablet-based learning system with progress monitoring, based on research showing that children with literacy competence are more successful in school, and based on the aptness of mobile technologies for early-learning settings. Literacy/Language Skills Include:	New Teachers and assistants are trained once a year. Follow up sessions are planned as needed or requested. Online training sessions are	Lesson Plans Small Group and Independent Plans Work Sampling Online Data PPVT, Pals PK Data

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
			Alphabet knowledge, Phonological awareness and memory, Rapid naming tasks, Writing/writing name.	also provided to teachers and assistants.	
RTI for Pre-K Lead Teachers and Assistants (face-to-face) **Developmentally appropriate strategies for Pre-K**	3.0	100%	Provide teachers with RTI strategies and review and explain the process used to document students' behavior and developmental concerns.	Teachers and assistants participate in this session once a year.	RTI Behavior Documentation Observations
FCS Assistant Teacher Orientation **Developmentally appropriate strategies for Pre-K**	6.5	100%	This training provides paraprofessionals with an overview of the Pre-K classroom. Classroom set up and support for beginning the school year is provided. Paraprofessionals get the opportunity to compare happenings in their own classrooms to the information learned at the training.	Assistants participate in this session once a year as required by the state.	Observations Class Observations
Best Practices New Assistant Teacher Training New Assistant Teacher Podcast: Boys will be Boys **Developmentally appropriate strategies for Pre-K**	15	100%	Online trainings and face to face trainings that paraprofessionals must participate in to receive training credit. They are required to submit artifacts and activities that were implemented in the classroom.	Once a year.	Observations Class Observations
Returning Assistant Teacher Training (face to	15	n/a	State required training by Bright from the Start. Training	Once a year.	Observations Class

Professional Learning Topic Literacy Strategy	PL Hours	% of Staff Attending	Training Outcomes	Frequency	Effectiveness Measure
face) **Developmentally appropriate strategies for Pre-K**			sessions are beginning in December and continuing in 2013.		Observations
Georgia Wolf Trap Strategies **Developmentally appropriate strategies for Pre-K**	10	14%	Teachers will learn strategies to help students learn self-regulation from teaching artists that provide 10-12 coaching sessions and planning sessions to help teachers incorporate strategies.	Once a year.	Observations Lesson Plans RTI Behavior Documentation Class Observations
Read It Once Again **Research-based Curriculum materials**	3	100%	Read It Once Again literary preschool curriculums are created especially for preschool children with language delays or disorders, developmental delays, or forms of autism. Typically literature and storybooks are used to support theme units in most preschool classrooms.	Once a year with new teachers. Follow up sessions planned as needed.	Observations Lesson Plans Work Sampling Data
Success in Pre-K: Working with Parents	2	100%	Pre-K teachers and assistants attend sessions with Transition Coach to develop strategies for parent communication and conferences	Twice a year	

<u>On-going Professional Learning</u>

OWL, Hatch, *Bright from the Start's* New Teacher Institute, Wednesday Webinars and Podcasts are all on-going Professional Learning. Additional professional learning opportunities are planned by the FCS Early Childhood Department, as needed.

Sustainability Plan

Fulton County Schools' Striving Reader grant can serve as a blueprint that can be scaled and replicated to improve literacy achievement for all Fulton County Schools' students. Within the field of Pre-K and early education we have an obligation to lay a solid foundation; with additional resources from this grant, combined with other funding sources, we pledge to make a difference in the lives of the 1,694 students for whom we serve.

Strategy	Sustainability Plan	Targeted Audience	Funding needed	Intended Outcomes
Striving Reader Pre-K & PSE Plan	A memorandum of agreement/understanding will be signed by each school that commits to teacher, administrator, student and parent participation in the grant activities.	School administrators Key leadership team members Parents Teachers Assistants	$0	School administrators will understand the importance of supporting the birth to five plan in their school and community. Administrators will participate in various trainings throughout the year in order to understand how to support the grant.
Extend Pre-K School Year	State legislature is likely to reinstate Pre-K school year to 180 days (177 FCS).	Pre-K Students Pre-K Teachers Pre-K Assistants	$0	If the state reinstates the full year calendar to Pre-K the budgetary need to fund teacher and assistant salaries will disappear. Budgeted funds can be redirected to parent programs and training for teachers and parents.

Purchase research-based curriculum program for PSE classes	Purchase additional materials based on data gathered from the Striving Reader project will inform the special needs department in ways that additional curriculum materials can be purchased in targeted areas.	PSE classes	Special needs grant funds	Schools with the highest needs will be funded first and other classes will be funded in subsequent years.
Purchase mobile tablets with adaptive software for PSE classes. Purchase additional mobile tablets for targeted schools (if funds are available)	Use data gathered from the Work Sampling to determine which schools will be targeted for additional purchases to meet the ideal 1:8 student ratio.	Pre-K and PSE classes	Pre-K grant funds Special needs grant funds	Schools with the highest needs will be funded first and other classes will be funded in subsequent years.
Georgia Wolftrap Professional Learning to improve literacy using drama	Develop teacher coaches become experts in using these strategies.	Pre-K and PSE teachers	Pre-K grant and special needs sub funds will be needed to provide training during the work day. Professional development funds in Pre-K and special needs can be used to send teachers to summer institute for coaches training.	FCS teachers will work collaboratively with new staff to provide them training. They will also work with parents to make them aware of the strategies being used in preschool classes.
Improve parents' knowledge of	FCS teachers will continue to provide parent training sessions	Parents	Training materials and supplies	All parents need to know how to support their

appropriate strategies to use with young children.	during PTA, open house, curriculum night, school book fairs and at special events held at each school. Advertise programming and technology sources that are free and accessible via mobile devices.		will be needed. Pre-K and school local funds can be used to purchase materials.	children's academic and school success from birth and beyond.
Improve collaborative partnerships with private and community agencies.	Work with Quality Care for Children and Fulton County TLC to determine professional development needs and continue to share information with parents	Private providers, Parents, Public Libraries, Government Agencies	General office supplies and copies will need to be provided by Pre-K grant and local school funds.	Collaboration will empower school and community organizations to focus their work and align it more closely.

appropriate strategies to use with young children.	during PTA, open house, curriculum night, school book fairs and at special events held at each school. Advertise programming and technology sources that are free and accessible via mobile devices.		will be needed. Pre-K and school local funds can be used to purchase materials.	children's academic and school success from birth and beyond.
Improve collaborative partnerships with private and community agencies.	Work with Quality Care for Children and Fulton County TLC to determine professional development needs and continue to share information with parents	Private providers, Parents, Public Libraries, Government Agencies	General office supplies and copies will need to be provided by Pre-K grant and local school funds.	Collaboration will empower school and community organizations to focus their work and align it more closely.

Budget Summary

Striving Reader Grant funds will be used for the following purposes:

1. Pay existing Pre-K teachers and assistants for their additional work days during the extended school year. They will receive their daily rates to work 11 additional days (teachers) and 7 additional days (assistants) in order to provide students with a full year of academic instruction focused on language and literacy throughout all curriculum areas.

2. Pay for substitutes that will be required to supervise classes when teachers and assistants attend training.

3. Purchase OWL Curriculum materials for PSE classes. Training costs for Teachers is included in the purchase price of each kit. Purchase orders will be submitted for the curriculum materials. Lesson plans, as well as classroom observations, will be monitored for curriculum implementation.

4. Purchase mobile tablets for PSE and Pre-K classes. Pre-K classroom tablets will be purchased using Pre-K grant funds. Striving Reader funds will be used to purchase the tablets for the PSE classes. The cost of each tablet includes teacher training and technical support. The mobile tablets upload student data directly into the Work Sampling Online reporting system. Lesson plans will be monitored to show the use of tablets in small group instruction. Observations of small group activities will reflect student and teacher use of tablets. Administrators will monitor students' progress via classroom observations and online data.

5. Provide PSE classes with materials and supplies related to regular instruction and building classroom libraries. Pre-K teachers already receive funds for materials through *Bright from the Start*.

6. Provide Pre-K teachers with necessary funds to buy materials and supplies for the extended school year.

7. Pay for assessment materials required (PALs Pre-K, PPVT, DP 3 and CLASS manuals). SRCL schools are required to administer the PALS-Pre-K assessment 3 times a year. PALS-Pre-K is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects skills that are predictive of future reading, writing, and over-all literacy success. The assessment scores indicate children's strengths and those areas that may require more direct attention. The assessment is designed to be administered to four-year-olds in the fall of Pre-K in order to guide instruction during the year. A second administration in January will serve to evaluate progress. A final administration is taken in the spring to determine program effectiveness.

8. Pay fees associated with contracted staff to administer required assessments.

9. Pay for training materials and supplies.

10. Pay for fees associated with training from partner or university.

11. Pay for professional learning provided by the Alliance Theater and Georgia Wolf Trap program. Teaching Artists will work with each PSE and Pre-K teacher in participating schools. Each teacher and teaching artist will use the OWL Curriculum and Pre-K Content Standards to develop drama strategies, promoting literacy in the preschool classroom. Each session is 45-55 minutes long. Costs include 12 coaching and planning sessions integrated with Pre-K content standards, and four 1 hour consultations between teachers and the teaching artist. Lesson plans will be monitored to ensure that literacy

strategies are being used in the classroom. Notes from meetings with the Teaching Artist will reflect planning sessions and program implementation. Observations will be used to note implementation of strategies. Student reflections will be collected. Sign in sheets will be collected at the conclusion of the training session.

12. Pay costs associated with parent workshops that may include transportation, refreshments, materials and supplies.

13. Pay costs associated with non-profit group that will provide books to children at home.