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

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	**DOE Use Only** **Date and Time Received:**	**DOE Use Only:** **Received By:**
Name of Applicant: *Morgan County Board of Education*		**Project Number:** **(DOE Assigned)**
Total Grant Request: *$1,500,000.00*	**System Contact Information:**	
	Name: ***Ralph M. Bennett, Jr, Ed.D.***	**Position:** *Superintendent*
Number of schools **in system:** *4* **applying:** *2 + preschool*	**Phone:** 706-752-4600	**Fax:** 706-752-4601
Congressional District: *10*	**Email:** *ralph.bennett@morgan.k12.ga.us*	

Sub-grant Status

____Large District (45,000 or more students)

____Mid-Sized District (10,000 to 44,999 students)

_X_ Small District (0-9,999 students)

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

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: *School Readiness Initiative*		Total Grant Request: *$500,000.00*
System: *Morgan County Charter School System*	School Contact Information: Name: *Wayne K. Myers*	Position: *School Readiness Coordinator*
Number of Students *1026 under the age of 5*	Phone Number: *706-342-5039* Email Address: *wayne.myers@morgan.k12.ga.us*	Fax Number: *706-342-5050*
Number of Teachers *59*		
Free/Reduced Lunch % *55.5%*		
Principal's Name: *Wayne K. Myers*	Other Reform Efforts in School:	
	Principal's Signature: Wayne K. Myers	

LEA Narrative

Mission - The mission of the Morgan County Charter School System is to ensure that all students will be successful in their learning and personal development through a system characterized by a challenging, personalized education program encompassing advanced technology; extensive community and parental involvement; quality resources; an exemplary staff; and a safe and caring environment. The overarching goals of the charter school system are: increasing the instructional and curricular rigor of the learning provided to students; increasing and utilizing opportunities for virtual learning to more effectively optimize the school system's technology resources: and utilizing flexibility of instructional delivery and funding to personalize learning for individual and groups of students.

Current Priorities

Common Core Georgia Performance Standards - Morgan County instructional staff members are embracing a state-led effort to establish a single set of clear educational standards for English-Language Arts and mathematics. The standards have been informed by the best available evidence and the highest standards across the country and globe and designed by a diverse group of stakeholders, so they reflect both our aspirations for children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce. The Common Core Georgia performance Standards provide a consistent framework to prepare students for success in college and the 21st century workplace. A Literacy and Math Leadership Team has been developed to guide the implementation of the Common Core Georgia performance Standards in Morgan County Charter School System. Representatives from each school consisting of grades Kindergarten through twelfth grades make up both teams. By implementing the Common Core

Georgia Performance Standards, Morgan County students will benefit from rigorous knowledge and skills needed to succeed in college and careers; expect consistency with curriculum across all states; and acquire relevant content and application of knowledge through high-order thinking skills. Morgan County educators will share a clear, focused expectation of curriculum when working with parents and students.

Balanced Scorecard – Morgan County School Leaders collaborated with internal and external stakeholders to develop and monitor a Balanced Scorecard for each school and the system. School level Balanced Scorecards begin with alignment to the system mission and vision for translation into a comprehensive set of goals and performance measures. The Balanced Scorecard ensures that the school and system strategies are updated and highly visible. This transparency expands communication within the school system and to external stakeholders.

School Culture and Climate Initiative - As a charter system, Morgan County has already begun the process to meet the overarching goals of our charter. Surveys are currently being sent to each stakeholder (parents, students, teachers, and community) in so that the system's strengths can be built upon while the need for improvements can be identified and goals established. The results of these surveys will be used as the foundation for our new Strategic Plan, which we will begin in January 2012.

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based on the research on student engagement. This framework provides the protocols for teachers and building administrators to more effectively plan for student learning and to more effectively analyze student learning in light of the plan.

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Assessment Consortium - Selected teachers from Morgan County Primary, Morgan County Elementary and Morgan County Middle Schools have participated as members in the Northeast Georgia Regional Educational Services Agency (NEGA RESA) Assessment Consortium. The goals of the institute were to help teachers:

- Become committed to meeting key quality standards in classroom assessments.
- Understand the relationship between classroom assessment and standardized tests.
- Learn to use assessment to inform instructional decisions and motivate students to strive for excellence.
- Understand how examining student work can inform both assessment and instructional decisions.
- Apply standards of sound grading and reporting practices to students, administrators, parents and the school community regarding student achievement.

- Determine school-based needs and develop an action plan for implementation or enhancement of standards-based reporting.

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Management Structure - Morgan County Charter School System operates a traditional school system management structure with staff administering the policies and procedures approved by an elected school board. Morgan County has a history of effective working relationships between the elected school board and the administrative staff. The School System is structured to provide site-based management through the creation of the School Governance Councils. Each School Governance Council has the responsibility for and decision-making authority including: developing local school actions consistent with BOE policies, goals, objectives and budgets; approving recommendations for hiring instructional staff; and endorsing and monitoring the school improvement goals and the school balanced scorecard.

Past Instructional Initiatives - Several of the current initiatives were started within the last several years and continue to be important to the Morgan County Charter School System: differentiated instruction, the assessment consortium, and *Working on the Work*. Morgan County has had an active Instructional Leadership Council (ILC) comprised of central office administrators and school-level instructional leaders for over ten years. This group meets weekly to identify, initiate, and fine-tune instructional priorities as they relate to system goals. Past (some continue to be on-going) instructional initiatives steered by this group include choosing a universal screener for reading, understanding and applying the *Response to*

Intervention process, utilizing progress monitoring, unpacking the Georgia Performance Standards, developing personalized individualized student portfolios (still in progress), closing the achievement gap between subgroups, preparing for the increasing numbers of EL students, sharing the philosophy and setting up co-taught special education classes, monitoring and improving attendance at each school, decreasing the drop-out rate/improving the graduation rate, aligning professional learning with system goals, increasing parent engagement, and enhancing technology as it relates to improved student outcomes.

Literacy Curriculum - Since the introduction of Georgia Performance Standards, Morgan County Schools have used the State standards as the curricular base for instruction within each school. Faculty and staff have spent many hours unpacking each of the standards to determine the expectations for teaching and learning. Teachers have applied the standards using a variety of instructional practices to ensure the individual success of students in meeting expectations. All lessons are aligned to the standards and have been used to develop benchmarks. The schools have also increased the amount of time devoted to literacy instruction, both within the school day and after-school. This has been accomplished through the flexibility granted each school as a charter school.

Literacy Assessments - The Morgan County Charter System engages in a rigorous assessment of students. The assessment system includes the use of national, state, and local measures. Assessment instruments include criterion-referenced tests (CRCT, EOCT, GHSGT), and limited performance based measures (GKIDS, writing Assessments, DRA). In addition, schools are expanding their literacy assessment with the effective utilization of formative and summative measures of student learning. The Morgan County School System and its schools work to build capacity in faculty and staff to be effective in two uses of assessment: assessment *for* student learning provides information to guide instruction; and assessment *of* student learning provides data for monitoring student progress. Teachers and

district curriculum staff members have developed benchmark tests to monitor and target instruction to both the individual student's needs and his/her class needs. Students identified as not meeting building or system standards are considered for placement on the system's Pyramid of Interventions. Universal screeners in reading and math are utilized to identify students who may need further assessment. Teachers continuous analyze data to determine strengths and weaknesses of their students to plan engaging instruction.

Need for a Striving Reader Project - Morgan County Charter School System has been extremely successful in the development of instructional and curricular initiatives which have moved our system closer to being one of the best rural school systems in the nation. These efforts have been spearheaded by a talented group of administrators, teachers and staff at each school site. Morgan County has given each site the freedom, responsibility and support needed to make the growth, evidenced by CRCT results, a reality. Within this structure, the system has not provided as much coordination of programs between school sites. The project as designed through a cooperative effort between the Primary and Elementary will begin the process of bridging the gap between the instructional and assessment programs of the two school building. This effort, supported by the grant funding, will provide for more successful school to school to system alignment. In addition, the school system has had a cooperative, working relationship with the local preschool providers, especially, with programs serving prekindergarten students. However, in recognition of the fact that much of a child's brain development is completed by the time of school entry, it is imperative that the all children have the opportunity to develop the needed pre-literacy skills. With a system in place for children to have their individual needs met from birth to fifth grade, there is no doubt that the percentage of children who exceed will grow significantly over the course of the activities described in this application.

Eligibility of Schools and Centers

	% F/R	AYP Status	Subtest	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
Morgan County Elementary School	55.5%	Met Distinguished	Reading	3	1%	3	1%
MCES			English Language Arts	3	1%	3	1%

	% F/R	AYP Status	Subtest	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Morgan County Middle School	49%	Met Distinguished	Reading	0	0%
MCMS			English Language Arts	3	3%

	% F/R	AYP Status	Graduation Rate
Morgan County High School	40%	Did not meet Needs Improvement	84%

LEA Process for Selecting Schools that Would Successfully Implement a Striving Readers Project - Morgan County Charter School System has a single track feeder system of schools starting with a primary school (grades PK-2); elementary school (grades 3-5); middle school (grades 6-8); and a high school (grades 9-12). The primary and elementary were chosen due to their interest in developing a more aligned instructional approach between the two school sites. The leadership of each school is concerned with the successful transition of students from one site to the other. After this process of joint cooperation and training has been established at the two elementary sites, the project will seek to

expand to build the same type of successful transitions from elementary to middle school and to high school.

Experience of the Applicant

PROJECT TITLE	FUNDED AMOUNT	FISCAL YEAR	AUDIT ?	AUDIT RESULTS
4-8 STATEWIDE AFTERSCHOOL PROGRAM	$16,464.19	2005	YES	No Findings
CHARTER SCHOOLS-STATE PLANNING GRANT	$28,508.00	2005	YES	No Findings
K-3 STATEWIDE READING PROGRAM	$31,636.46	2005	YES	No Findings
MENTOR TEACHER STATE GRANT	$3,117.96	2005	YES	No Findings
Next Generation Schools-Private Funds	$17,190.00	2005	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$22,951.00	2005	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$24,319.00	2005	YES	No Findings
Title IV-A2, Community Service Grants (CFDA # 84.184)	$45,200.00	2005	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$14,127.00	2005	YES	No Findings
School Improvement - Secondary Redesign Project	$25,000.00	2006	YES	No Findings
Statewide K-8 Reading and Mathematics Program	$47,330.98	2006	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$11,478.00	2006	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$21,117.00	2006	YES	No Findings
Title V-A, Innovative Programs (CFDA#	$9,866.00	2006	YES	No Findings

84.298)				
Virtual Schools State Grant	$650.00	2006	YES	No Findings
CHARTER SCHOOLS- FEDERAL-IMPLEMENTATION GRANT (CFDA # 84.282)	$308,798.00	2007	YES	No Findings
High School Graduation Coach	$40,075.00	2007	YES	No Findings
Middle School Math Remediation and Intervention Grant	$1,854.00	2007	YES	No Findings
Statewide K-8 Reading and Mathematics Program	$42,062.97	2007	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$26.00	2007	YES	No Findings
Title III-A, Immigrant (CFDA# 84.365)	$1,303.00	2007	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$11,746.00	2007	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$4,814.00	2007	YES	No Findings
High School Graduation Coach	$61,146.00	2008	YES	No Findings
Middle School Graduation Coach	$42,096.00	2008	YES	No Findings
Middle School Math Remediation and Intervention Grant	$2,465.00	2008	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$4,722.00	2008	YES	No Findings
High School Graduation Coach	$100,705.00	2009	YES	No Findings
Middle School Graduation Coach	$40,053.00	2009	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$9,715.00	2009	YES	No Findings
CHARTER SCHOOLS- FEDERAL-IMPLEMENTATION GRANT (CFDA #	$200,000.00	2010	YES	No Findings

84.282)				
Title III-A, Immigrant (CFDA# 84.365)	$4,658.00	2010	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$13,728.00	2010	YES	No Findings
Education Job Fund	$678,442.00	2011	NO	Not Available
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$175.00	2011	NO	Not Available
Title III-A, Limited English Proficient (LEP) (CFDA# 84.365)	$11,043.00	2011	NO	Not Available
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$6,898.00	2011	NO	Not Available

Description of Funded Initiatives - Morgan County Charter School System has received several grants over the last five years which have been used to support the professional development of school staff efforts to meet the individual needs of all students. Most of the Federal grants received, other than Title I and Title II, have been small in quantity and will only be enhanced if SRLC funding is received.

Description of Non-Funded Initiatives - The current priorities, listed in the narrative section, are funded through a combination of sources using local, state, and Federal funds. Morgan County Charter School System has had to be efficient in the management of funds in order to achieve the stated goals of the Charter. Most of the initiatives listed have been managed through the normal funding streams of the school and the creative use of time management to arrange for professional learning and program development. A current initiative, such as the Common Core Standards, will be accomplished through the use of after-school meetings, in-school planning time and release time for out-of-county meetings. The other current initiatives are all completed through this same type of careful utilization of resources.

Capacity to coordinate resources in the past - Morgan County Charter School System has a long history of successfully managing new instructional initiatives. Through the use of Federal, state and local

funding the system has been effective in providing the support needed by teachers to implement standards-based classrooms. Fund utilization has never resulted in any audit findings which states clearly our commitment to manage funds in an efficient and responsible manner. Morgan County students have made significant gains in their CRCT results over the last several years, which is evidence of the implementation of initiatives. Morgan County Charter Schools also has an extensive history of focusing our efforts on a limited number of initiatives over an adequate time period to ensure fidelity of implementation. This history will be applied to the implementation of the projects outlined in this sub-grant application

Sustainability of initiatives - Morgan County Charter School System has limited resources to support our efforts so focusing that effort is critical. In the past, the system has been careful in identifying which initiatives were important for our students. The school system operates within a supportive community which has been willing in the past to provide in-kind services which support the individual needs of our students. With the careful choosing of initiatives, combined with community and system resources, Morgan County Charter School System has been able to maintain the changes initiated in the past.

Resources

Align use of Federal and State funds

	Title I Funds	**Title II Funds**
LEA – Total	$750,354.00	$113,618.00
LEA	$12,504.00	$9,485.00
Morgan County Primary School	$392,607.00	$10,730.00
Morgan County Elementary	$345,243.00	$63,190.00
Morgan County Middle School	0	$11,155.00
Morgan County High School	0	$19,058.00

LEA Use of Title I Resources

Salary – clerical assistance	$5,000.00
Set-aside – parent involvement	$2,052.00
Periodicals & print material – parents	$5,452.00

LEA Use of Title II Resources

Registrations – professional learning – administrative staff	$2,499.00
Travel – professional learning – administrative staff	$5,844.00
FICA for substitute teachers – release teachers for professional learning	$1,142.00

Title I and Title II Resources at Each School

Title I Resources

Morgan County Primary School

4 teachers core academics	$171,487.00
3 paraprofessionals core academics	$55,122.00
Tutors afterschool program	$61,945.00
Benefits	$74,965.00
4 PreK teachers – 20 day supplemental program	$22,185.00
4 PreK paraprofessionals – 20 day supplemental program	$6,903.00

Morgan County Elementary School

5 teachers - core academics	$208,012.00
Tutors afterschool program	$59,823.00
Benefits	$77,408.00

Title II Resources

Morgan County Primary School

Substitutes to release teachers for professional learning	$3,400.00
Travel funds – professional learning	$3,665.00
Registration fees – professional learning	$3,665.00

Morgan County Elementary School

Teacher – class-size reduction	$40,750.00
Benefits for class-size reduction teacher	$15,174.00
Travel costs – professional learning	$3,633.00

Registration fees – professional learning	$3,633.00
Morgan County Middle School	
Substitutes to release teachers for professional learning	$3,535.00
Travel funds – professional learning	$3,810.00
Registration fees – professional learning	$3,810.00
Morgan County High School	
Substitutes to release teachers for professional learning	$6,390.00
Travel funds – professional learning	$6,701.00
Registration fees – professional learning	$4,967.00
Fees and materials – professional learning	$1,000.00

Alignment Plan with SRCL - The limited additional funding, as listed above, is targeted toward the primary goal of the school system which is to support the individual learning of all students. SRCL will enhance that effort by supplementing training and materials used for meeting those individual student needs.

Potential Value Added with Striving Reader Fund - As stated in the school plans Morgan County Charter School System will accomplish the goals and objectives identified. The Striving Reader Fund will shorten the time span necessary for these projects and subsequent improvement in student learning to occur sooner.

Management Plan and Key Personnel

Responsibility	Individual Responsible	Supervisor
Purchasing	Erin Peters, Purchasing Clerk	Pam McWilliams, Finance Director
Site-Level Coordinators	Wayne Myers Betsy Short Jean Triplett	Birth to Five Component Morgan County Primary School Morgan County Elementary School
Professional Learning Coordinator	Debra White, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent

Technology Coordinator	Jay Cawley, Technology Director	Ralph Bennett, Superintendent
Assessment Coordinator	Debra White, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent

All of the management team listed above with work together to develop an implementation plan related to the goals and objectives of the project. The system will also contract for a grants manager (one day per week) to coordinate the activities of this management as related to the grant.

Sustainability Plan

Plan for sharing lessons within the LEA - Morgan County Charter School System has a single system of feeder schools with primary school (K-2); elementary (3-5); middle school (6-8); and high school (9-12). All faculty and staff will be involved with the implementation of the sub-grant activities. The implementation of the grant will allow for an improved working relationship between school sites to share lessons learned. The sites will work together to identify and determine the adjustments which are required for school to school to system alignment, leading to improved achievement for all students.

Plan for extending assessment practices beyond the funding period - Each school site has an Assessment Consortium team which is responsible for the coordination of assessment data procedures. The Assessment Consortium teams will continue to be a part of the instructional management system at each school. These individuals will provide leadership and training, as needed, for updating returning staff and new members of the staff. The Assessment Consortium teams are a long-term commitment by each of the schools and the school system to increase the effective use of data for instructional interventions. The School Readiness Initiative is also a continuing commitment of the Morgan County Charter School System to provide support in the effective use of assessment in preschool programs.

Plan for extending professional learning practices beyond the funding period - Morgan County Charter School System has a history of operating an individualized approach to professional development. Professional development is specifically targeted to the goals and objectives of each school in terms of individual teacher capacity for implementation of those goals and objectives. The professional learning activities developed as part of this sub-grant will be continued through the use of teacher-leaders. The system has a history of using teacher-leaders (i.e., Assessment Consortium) to support teachers whether in a cluster of teachers, a grade-level, or school-wide. The teacher-leaders will be identified throughout the process of the professional learning activities to receive additional support and training for assuming the role of teacher-leader. The school system also has a history of teacher mentoring which is designed to support new staff in the application of current instructional programs.

Sustainability of technology - Morgan County Charter School System has an integrated technology system coordinated by a technology staff which consists of a coordinator, a technician, and a trainer. This group provides continuous support to the schools from training to repair of equipment. Any technology included in this sub-grant is also part of the system's technology plan, which gives it the support of the school system. The primary focus of technology requests is to further the training of staff on currently used software or new application devices for the software. Morgan County educators seamlessly integrate the use of computer and technology related equipment to provide a learning environment not possible without the use of state of the art tools and resources. Teachers manage computer use in differentiated, small, and whole group instruction for the integration of interactive technologies into standard instructional practice. Up-to-date software and hardware will allow teachers to maximize instruction and students to maximize learning.

Budget Summary

Budget requests are focused on supporting professional learning, expanding technology, and literacy support material development. Each of these areas is focused on developing a school to school to

system alignment from birth through fifth grade and expansion and enhancement of our current personalized learning system. The alignment begins with preschools being aligned with strategies to achieve successful transition to kindergarten; alignment of instructional practices between the Primary and Elementary School; and expansion of teacher interventions (including the use of technology) to meet the instructional needs of all children from birth.

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Literacy Curriculum - Since the introduction of Georgia Performance Standards, Morgan County Schools have used the State standards as the curricular base for instruction within each school. Faculty and staff have spent many hours unpacking each of the standards to determine the expectations for teaching and learning. Teachers have applied the standards using a variety of instructional practices to ensure the individual success of students in meeting expectations. All lessons are aligned to the standards and have been used to develop benchmarks. The schools have also increased the amount of time devoted to literacy instruction, both within the school day and after-school. This has been accomplished through the flexibility granted each school as a charter school.

Literacy Assessments - The Morgan County Charter System engages in a rigorous assessment of students. The assessment system includes the use of national, state, and local measures. Assessment instruments include criterion-referenced tests (CRCT, EOCT, GHSGT), and limited performance based measures (GKIDS, writing Assessments, DRA). In addition, schools are expanding their literacy

assessment with the effective utilization of formative and summative measures of student learning. The Morgan County School System and its schools work to build capacity in faculty and staff to be effective in two uses of assessment: assessment *for* student learning provides information to guide instruction; and assessment *of* student learning provides data for monitoring student progress. Teachers and district curriculum staff members have developed benchmark tests to monitor and target instruction to both the individual student's needs and his/her class needs. Students identified as not meeting building or system standards are considered for placement on the system's Pyramid of Interventions. Universal screeners in reading and math are utilized to identify students who may need further assessment. Teachers continuous analyze data to determine strengths and weaknesses of their students to plan engaging instruction.

Need for a Striving Reader Project - Morgan County Charter School System has been extremely successful in the development of instructional and curricular initiatives which have moved our system closer to being one of the best rural school systems in the nation. These efforts have been spearheaded by a talented group of administrators, teachers and staff at each school site. Morgan County has given each site the freedom, responsibility and support needed to make the growth, evidenced by CRCT results, a reality. Within this structure, the system has not provided as much coordination of programs between school sites. The project as designed through a cooperative effort between the Primary and Elementary will begin the process of bridging the gap between the instructional and assessment programs of the two school building. This effort, supported by the grant funding, will provide for more successful school to school to system alignment. In addition, the school system has had a cooperative, working relationship with the local preschool providers, especially, with programs serving prekindergarten students. However, in recognition of the fact that much of a child's brain development is completed by the time of school entry, it is imperative that the all children have the opportunity to develop the needed pre-literacy skills. With a system in place for children to have their individual needs

met from birth to fifth grade, there is no doubt that the percentage of children who exceed will grow significantly over the course of the activities described in this application.

Eligibility of Schools and Centers

	% F/R	AYP Status	Subtest	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
Morgan County Elementary School	55.5%	Met Distinguished	Reading	3	1%	3	1%
MCES			English Language Arts	3	1%	3	1%

	% F/R	AYP Status	Subtest	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Morgan County Middle School	49%	Met Distinguished	Reading	0	0%
MCMS			English Language Arts	3	3%

	% F/R	AYP Status	Graduation Rate
Morgan County High School	40%	Did not meet Needs Improvement	84%

LEA Process for Selecting Schools that Would Successfully Implement a Striving Readers Project - Morgan County Charter School System has a single track feeder system of schools starting with a primary school (grades PK-2); elementary school (grades 3-5); middle school (grades 6-8); and a high

school (grades 9-12). The primary and elementary were chosen due to their interest in developing a more aligned instructional approach between the two school sites. The leadership of each school is concerned with the successful transition of students from one site to the other. After this process of joint cooperation and training has been established at the two elementary sites, the project will seek to expand to build the same type of successful transitions from elementary to middle school and to high school.

Experience of the Applicant

PROJECT TITLE	FUNDED AMOUNT	FISCAL YEAR	AUDIT ?	AUDIT RESULTS
4-8 STATEWIDE AFTERSCHOOL PROGRAM	$16,464.19	2005	YES	No Findings
CHARTER SCHOOLS-STATE PLANNING GRANT	$28,508.00	2005	YES	No Findings
K-3 STATEWIDE READING PROGRAM	$31,636.46	2005	YES	No Findings
MENTOR TEACHER STATE GRANT	$3,117.96	2005	YES	No Findings
Next Generation Schools-Private Funds	$17,190.00	2005	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$22,951.00	2005	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$24,319.00	2005	YES	No Findings
Title IV-A2, Community Service Grants (CFDA # 84.184)	$45,200.00	2005	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$14,127.00	2005	YES	No Findings
School Improvement - Secondary Redesign Project	$25,000.00	2006	YES	No Findings
Statewide K-8 Reading and Mathematics Program	$47,330.98	2006	YES	No Findings

Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$11,478.00	2006	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$21,117.00	2006	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$9,866.00	2006	YES	No Findings
Virtual Schools State Grant	$650.00	2006	YES	No Findings
CHARTER SCHOOLS- FEDERAL-IMPLEMENTATION GRANT (CFDA # 84.282)	$308,798.00	2007	YES	No Findings
High School Graduation Coach	$40,075.00	2007	YES	No Findings
Middle School Math Remediation and Intervention Grant	$1,854.00	2007	YES	No Findings
Statewide K-8 Reading and Mathematics Program	$42,062.97	2007	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$26.00	2007	YES	No Findings
Title III-A, Immigrant (CFDA# 84.365)	$1,303.00	2007	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$11,746.00	2007	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$4,814.00	2007	YES	No Findings
High School Graduation Coach	$61,146.00	2008	YES	No Findings
Middle School Graduation Coach	$42,096.00	2008	YES	No Findings
Middle School Math Remediation and Intervention Grant	$2,465.00	2008	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$4,722.00	2008	YES	No Findings
High School Graduation Coach	$100,705.00	2009	YES	No Findings

Middle School Graduation Coach	$40,053.00	2009	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$9,715.00	2009	YES	No Findings
CHARTER SCHOOLS- FEDERAL-IMPLEMENTATION GRANT (CFDA # 84.282)	$200,000.00	2010	YES	No Findings
Title III-A, Immigrant (CFDA# 84.365)	$4,658.00	2010	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$13,728.00	2010	YES	No Findings
Education Job Fund	$678,442.00	2011	NO	Not Available
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$175.00	2011	NO	Not Available
Title III-A, Limited English Proficient (LEP) (CFDA# 84.365)	$11,043.00	2011	NO	Not Available
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$6,898.00	2011	NO	Not Available

Description of Funded Initiatives - Morgan County Charter School System has received several grants over the last five years which have been used to support the professional development of school staff efforts to meet the individual needs of all students. Most of the Federal grants received, other than Title I and Title II, have been small in quantity and will only be enhanced if SRLC funding is received.

Description of Non-Funded Initiatives - The current priorities, listed in the narrative section, are funded through a combination of sources using local, state, and Federal funds. Morgan County Charter School System has had to be efficient in the management of funds in order to achieve the stated goals of the Charter. Most of the initiatives listed have been managed through the normal funding streams of the school and the creative use of time management to arrange for professional learning and program development. A current initiative, such as the Common Core Standards, will be accomplished through

the use of after-school meetings, in-school planning time and release time for out-of-county meetings. The other current initiatives are all completed through this same type of careful utilization of resources.

Capacity to coordinate resources in the past - Morgan County Charter School System has a long history of successfully managing new instructional initiatives. Through the use of Federal, state and local funding the system has been effective in providing the support needed by teachers to implement standards-based classrooms. Fund utilization has never resulted in any audit findings which states clearly our commitment to manage funds in an efficient and responsible manner. Morgan County students have made significant gains in their CRCT results over the last several years, which is evidence of the implementation of initiatives. Morgan County Charter Schools also has an extensive history of focusing our efforts on a limited number of initiatives over an adequate time period to ensure fidelity of implementation. This history will be applied to the implementation of the projects outlined in this sub-grant application

Sustainability of initiatives - Morgan County Charter School System has limited resources to support our efforts so focusing that effort is critical. In the past, the system has been careful in identifying which initiatives were important for our students. The school system operates within a supportive community which has been willing in the past to provide in-kind services which support the individual needs of our students. With the careful choosing of initiatives, combined with community and system resources, Morgan County Charter School System has been able to maintain the changes initiated in the past.

Resources

Align use of Federal and State funds

	Title I Funds	Title II Funds
LEA – Total	$750,354.00	$113,618.00
LEA	$12,504.00	$9,485.00
Morgan County Primary School	$392,607.00	$10,730.00

Morgan County Elementary	$345,243.00	$63,190.00
Morgan County Middle School	0	$11,155.00
Morgan County High School	0	$19,058.00

LEA Use of Title I Resources

Salary – clerical assistance	$5,000.00
Set-aside – parent involvement	$2,052.00
Periodicals & print material – parents	$5,452.00

LEA Use of Title II Resources

Registrations – professional learning – administrative staff	$2,499.00
Travel – professional learning – administrative staff	$5,844.00
FICA for substitute teachers – release teachers for professional learning	$1,142.00

Title I and Title II Resources at Each School

Title I Resources

Morgan County Primary School

4 teachers core academics	$171,487.00
3 paraprofessionals core academics	$55,122.00
Tutors afterschool program	$61,945.00
Benefits	$74,965.00
4 PreK teachers – 20 day supplemental program	$22,185.00
4 PreK paraprofessionals – 20 day supplemental program	$6,903.00

Morgan County Elementary School

5 teachers - core academics	$208,012.00
Tutors afterschool program	$59,823.00
Benefits	$77,408.00

Title II Resources

Morgan County Primary School

Substitutes to release teachers for professional learning	$3,400.00
Travel funds – professional learning	$3,665.00
Registration fees – professional learning	$3,665.00

Morgan County Elementary School

Teacher – class-size reduction	$40,750.00
Benefits for class-size reduction teacher	$15,174.00
Travel costs – professional learning	$3,633.00
Registration fees – professional learning	$3,633.00

Morgan County Middle School

Substitutes to release teachers for professional learning	$3,535.00
Travel funds – professional learning	$3,810.00
Registration fees – professional learning	$3,810.00

Morgan County High School

Substitutes to release teachers for professional learning	$6,390.00
Travel funds – professional learning	$6,701.00
Registration fees – professional learning	$4,967.00
Fees and materials – professional learning	$1,000.00

Alignment Plan with SRCL - The limited additional funding, as listed above, is targeted toward the primary goal of the school system which is to support the individual learning of all students. SRCL will enhance that effort by supplementing training and materials used for meeting those individual student needs.

Potential Value Added with Striving Reader Fund - As stated in the school plans Morgan County Charter School System will accomplish the goals and objectives identified. The Striving Reader Fund will shorten the time span necessary for these projects and subsequent improvement in student learning to occur sooner.

Management Plan and Key Personnel

Responsibility	Individual Responsible	Supervisor
Purchasing	Erin Peters, Purchasing Clerk	Pam McWilliams, Finance

		Director
Site-Level Coordinators	Wayne Myers Betsy Short Jean Triplett	Birth to Five Component Morgan County Primary School Morgan County Elementary School
Professional Learning Coordinator	Debra White, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent
Technology Coordinator	Jay Cawley, Technology Director	Ralph Bennett, Superintendent
Assessment Coordinator	Debra White, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent

All of the management team listed above with work together to develop an implementation plan related to the goals and objectives of the project. The system will also contract for a grants manager (one day per week) to coordinate the activities of this management as related to the grant.

Sustainability Plan

Plan for sharing lessons within the LEA - Morgan County Charter School System has a single system of feeder schools with primary school (K-2); elementary (3-5); middle school (6-8); and high school (9-12). All faculty and staff will be involved with the implementation of the sub-grant activities. The implementation of the grant will allow for an improved working relationship between school sites to share lessons learned. The sites will work together to identify and determine the adjustments which are required for school to school to system alignment, leading to improved achievement for all students.

Plan for extending assessment practices beyond the funding period - Each school site has an Assessment Consortium team which is responsible for the coordination of assessment data procedures. The Assessment Consortium teams will continue to be a part of the instructional management system at each school. These individuals will provide leadership and training, as needed, for updating returning

staff and new members of the staff. The Assessment Consortium teams are a long-term commitment by each of the schools and the school system to increase the effective use of data for instructional interventions. The School Readiness Initiative is also a continuing commitment of the Morgan County Charter School System to provide support in the effective use of assessment in preschool programs.

Plan for extending professional learning practices beyond the funding period - Morgan County Charter School System has a history of operating an individualized approach to professional development. Professional development is specifically targeted to the goals and objectives of each school in terms of individual teacher capacity for implementation of those goals and objectives. The professional learning activities developed as part of this sub-grant will be continued through the use of teacher-leaders. The system has a history of using teacher-leaders (i.e., Assessment Consortium) to support teachers whether in a cluster of teachers, a grade-level, or school-wide. The teacher-leaders will be identified throughout the process of the professional learning activities to receive additional support and training for assuming the role of teacher-leader. The school system also has a history of teacher mentoring which is designed to support new staff in the application of current instructional programs.

Sustainability of technology - Morgan County Charter School System has an integrated technology system coordinated by a technology staff which consists of a coordinator, a technician, and a trainer. This group provides continuous support to the schools from training to repair of equipment. Any technology included in this sub-grant is also part of the system's technology plan, which gives it the support of the school system. The primary focus of technology requests is to further the training of staff on currently used software or new application devices for the software. Morgan County educators seamlessly integrate the use of computer and technology related equipment to provide a learning environment not possible without the use of state of the art tools and resources. Teachers manage computer use in differentiated, small, and whole group instruction for the integration of interactive

technologies into standard instructional practice. Up-to-date software and hardware will allow teachers to maximize instruction and students to maximize learning.

Budget Summary

Budget requests are focused on supporting professional learning, expanding technology, and literacy support material development. Each of these areas is focused on developing a school to school to system alignment from birth through fifth grade and expansion and enhancement of our current personalized learning system. The alignment begins with preschools being aligned with strategies to achieve successful transition to kindergarten; alignment of instructional practices between the Primary and Elementary School; and expansion of teacher interventions (including the use of technology) to meet the instructional needs of all children from birth.

School/Center Application

History - Morgan County Schools has long recognized the importance of early childhood education to the level of readiness for students entering kindergarten. The system has supported the state PreK initiative since its inception during the 1990's and continues with that commitment by currently sponsoring four (4) classrooms. The system spearheaded the development of kindergarten entry transition plans through cooperative planning with all local preschool centers feeding students to the Primary School. Starting in 2007, the commitment to school readiness was further expanded by creating a School Readiness Coordinator position, given the responsibility of developing a School Readiness Initiative. The purpose of the initiative is to ensure all children living in Morgan County will be ready to enter kindergarten and be successful. The initiative brings together all of the individuals who are involved in the preparation of children for school: children, parents, preschools, social service agencies, and the school system. Through their joint efforts a variety of activities, events, and services will be developed to support families and children during their preschool years.

Administrative and Teacher Leadership Team - Leadership for the School Readiness Initiative is provided by representatives from each of the early childhood education groups in Morgan County

- Members
    - Morgan County Schools
    - Head Start and Early Head Start
    - Faith-based Preschool Centers
        - First United Methodist Church of Madison
        - Madison Presbyterian Church Preschool
    - Private Preschool Centers
        - Kiddy Land – operates two (2) state PreK classrooms
        - Day Star
    - Special Education Preschool Services
        - Babies Can't Wait
        - Quality Care for Children

Children Ferst Foundation of Morgan County

Morgan County Family Connection – our group is represented as a collaborative partner for Family Connection

Past Instructional Initiatives

- Areas of joint cooperation
    - Imagination Library – free monthly mailings of free books to all enrolled children under the age of five living in Morgan County – currently serving 915 children out of an estimated population of 1026 or 88%
    - Joint staff development with PreK (4-year-olds) staff

- Development of a School Readiness Definition
- Phonological Awareness Teaching Strategies
- Math Manipulative Activities
- Development and raining on use of a local School Readiness Checklist (preschool teacher rating tool for exiting 4-year-olds
- PreK Work Sampling System (WSS) Assessment - Update Training
- Organizing for Small Group Instruction (Georgia State University)

- Family involvement
  - Newsletters included with each Imagination Library book mailed by Children Ferst Foundation of Morgan County
  - Printed material on developmental milestones and tips for reading mailed directly to local Imagination Library participating families
  - Baby Packet sent to the families of newborns in Morgan County
  - Registration of newborn at regional hospitals
  - Website with information about developmental milestones and tips for reading to your child.
  - Monthly newsletters distributed through the local preschool centers to parents of 4 year-olds
- Community awareness
  - Completed a public awareness campaign with ads, newspaper articles, direct mailings, etc., to residents of Morgan County to remind them of the importance of reading to a young child every day. (Leap Into Books)

Current Instructional Initiative

- Response to Intervention (RTI) Development – during the last two years the Initiative has worked to put together an RTI (Response to Intervention) system for classrooms serving 4-year-olds – even though not required by IDEA legislation for preschool, the system was attempting to identified a methodology for providing early interventions within the classroom for preschool students. This effort has had many ups and downs which have, primarily, been related to issues of funding for appropriate professional development.
- Family Involvements
    - Neighborhood Book Camps – one hour sessions held in small neighborhood settings (i.e. community centers, playground areas, tent set-up) to provide story time for children and their families under five years of age – camp also provides parents information of reading aloud at home to their children - camp also attempts to identify a parent who could be the local liaison in that neighborhood for early childhood information.
        - Continuation of projects started in previous years as listed above:
            - Monthly newsletters distributed with free book mailing each month to enrolled children – birth to five years of age
            - Monthly newsletters sent home through local preschool centers to children 4 years of age
            - Website
            - Registration of newborns along with Baby Packets mailed to each Ferst Foundation family with a newborn.

Professional Learning Needs - Currently, the majority of the professional learning needs of preschool staff are being provided by training offered through Bright the Start and Quality Care for Children (local Resource and Referral Agency). These organizations provide courses (both online and face-to-face) which meet the requirements of the state PreK program and/or the licensure requirements for day care

centers. These courses are not directly based on local needs of preschool staff and the children that they serve. Courses need to be provided which are based on a local needs assessment.

Need for a Striving Readers Project - Morgan County Schools, along with the members of our preschool literacy team, have a history of developing local responses to needs related to school readiness. Our efforts in the past have been focused on classes for 4-year-olds as they prepare for entering into kindergarten. We recognize that this is only the "tip of the iceberg" and that efforts must be expanded to all ages of preschool children, from birth to five years of age.

It is recognized that in order to have all children ready for kindergarten we must work with all of the stakeholders in identifying children who are not developing appropriately and provide needed interventions. This must occur in the homes, preschool centers, schools and the community. This expansion has not been possible in the past due to the limited funding sources available outside of the state PreK program. It is the goal of this application to continue the work already begun with 4-year-olds; complete it and expand it to meet the individual needs of all children from birth to five years of age. Morgan County has the experience, commitment and capacity to make this happen.

School Literacy Team

Literacy Team Structure-Members - School Readiness Initiative – Since 2007 the school system has supported an initiative to coordinate, county-wide, development of programs and resources to increase the readiness of children for kindergarten entry. This effort has been guided by a School Readiness Coordinator and a preschool literacy group which is composed of the following member agencies:

Agency	Member
Morgan County Schools	Wayne K. Myers, School Readiness Coordinator
Head Start and Early Head Start	Joy Murray, Local Center Director
First United Methodist Church of Madison	Leanne Wadsworth, Director
Madison Presbyterian Church Preschool	Debbie Smoaks, Director
Kiddy Land Early Learning Center	Marie Singleton, Owner/Director
Daystar Childcare Center	Kim Mayo, Owner/Director

Special Education Preschool Services	Sarah Burbach, Special Director
Children Ferst Foundation of Morgan County	Wayne Myers, President
Morgan County Family Connection	Pam Benford, School Social Worker

Literacy Team Schedule - The members represent their particular agency and are the feeder groups for entering kindergartners. This group is made up of directors and owners who meet quarterly to discuss issues related to school readiness, including literacy development. The group is responsible for the development of a county-wide transition to kindergarten plan which includes sections on activities for parents, children, schools, and the community. The transition plan is based on an annual review of previous transition plans and needs which have surfaced since the last plan was developed. Decisions made by the group are not final until members have reviewed the Transition Plan with center staff for input. The group has provided coordination and review of needs assessment data which has been collected for this application: student data, professional learning data, community data, material needs, assessment needs, and family literacy. The last quarterly meeting of the Literacy Team was completed on November 21, 2011. The minutes of the meeting included setting date for 2012 PreK and K registration; adjustments made to current transition plan for 2012 plan; requested parent training on fine motor skills; and completed discussion of the needs assessment for this grant.

Literacy Team Initiatives

- Past Initiatives are described in the narrative section of this application
- Present Initiatives
  - Family Involvement activities are described in the narrative section of this application
  - RTI Development is the major project of the School Readiness Initiative. The purpose is to develop strategies and procedures which staff can use to intervene for those children who are not meeting their development milestones in literacy development. During the past two years the RTI project has focused efforts on implementing RTI within the classrooms of four-

year-olds. During the current school year, the RTI project is focused on identifying a universal screening instrument which can be used to identify children in need of interventions. A study is being conducted to compare different identified screeners – each identified screener is being tested with different groups of students at different centers. The focus has been on a screener which screens several areas of development versus a screen for language and literacy development only. Currently, the results of the screenings are used to refer children for diagnostic screening and more specific feedback to teachers. The next step is to finalize the identification of the screener to be used. After this step is completed the team proposes to develop a tiered system of interventions for use within preschool classrooms.

Analysis and Identification of Student and Teacher Data

Student Achievement Needs

School Readiness Data – Core Indicators

The following chart summarizes the core set of common indicators agreed upon by the 17 states involved in the National School Readiness Indicators Initiative (sponsored by Rhode Island KIDS COUNT, February 2005)

Ready Children

Physical Well-Being and Motor Develeopment % of children with age-appropriate fine motor skills	Not available
Social and Emotional Development % of children who often or very often exhibit positive social behaviors when interacting with their peers (using teacher ratings from School Readiness Checklist, spring 2011)	86%
Approaches to Learning % of kindergarten students with moderate to severe difficulty following directions	Not available

Language Development/Literacy % of children almost always recognizing the relationships between letters and sounds at kindergarten entry (using teacher ratings from School Readiness Checklist, spring 2011)	71%
Language Development/Literacy - % of children, receiving free and reduced lunch program, almost always recognizing the relationships between letters and sounds at kindergarten entry (using teacher ratings from School Readiness Checklist, spring 2011) v. not receiving	56% v87% 31% diff
Cognition and General Knowledge % of children recognizing basic shapes at kindergarten entry (using teacher ratings from School Readiness Checklist, spring 2011)	70%
Get Ready to Read Screening – total population % of children who scored 3 or 4 on measure of school readiness for reading (Spring 2011)	83%
Get Ready to Read Screening % of children, receiving free and reduced lunch program, who scored 3 or 4 on measure of school readiness for reading (Spring 2011) compared to not receiving	74%v. 95% 21% diff (2011)
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) – total population % of entering kindergartners who scored 8 or above (Fall 2011)	80%
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) % of entering kindergartners, receiving free and reduced lunch program, who scored 8 or above (Fall 2011) compared to not receiving	70% v. 87% 17% diff
Readiness Ratings by Kindergarten Teachers Rating level of readiness for kindergarten as rated by kindergarten teachers (Fall 2009)	3.0 out of 5.0

Ready Families

Mother's Educational Level % of births to mothers with less than a 12th grade education (2009)	19.4%
Births to Teens # of births to teens ages 15-17 per 1,000 girls (2009)	25/1000
Child Abuse and Neglect Rate of substantiated child abuse and neglect among children birth to age 5 (2010)	10.8/1000
Children in Foster Care % of children birth to age 5 in out-of-home placement	Not available

Ready Communities

Young children in Poverty % of children under age 6 living in families with income below the federal poverty threshold (2009)	23.5%
Supports for Families with Infants and Toddlers % of infants and toddlers in poverty who are enrolled in Early Head Start (2011)	23
Lead Poisoning	Not available

Ready Services – Health

Health Insurance % of children under age 6 without health insurance (2006)	2106
Low Birth weight Infants % of infants born weighing under 5.5 pounds (2009)	12.4%
Access to Prenatal Care % of births to women who receive late or no prenatal care (2006)	79.6%
Immunizations % of children under 2 years of age who have been fully immunized (Health District 10) 2008	77.5%

Ready Services – Early Care and Education

Children Enrolled in an Early Education Program % of 3 and 4-year-olds enrolled in a center-based early childhood care and education program (2011) % of birth to 3 year-olds enrolled in a center based program (2011)	 75% 33%
Early Education Teacher Credentials % of early childhood teachers (lead teachers) with a bachelor's degree and specialized training in early childhood (see chart below for breakdown) (2011)	22%
Accredited Child Care Centers % of child care centers accredited by the National Association for the Education of Young Children (NAEYC) (2011)	1 in progress
Access to Child Care Subsidies % of eligible children under 6 receiving child care subsidies	Not available
Teacher-student ratios Average ratio for Newborns, ones, and twos Average ratio for threes and fours (2011)	 1 to 7 1 to 10

Ready Schools

Class Size Average teacher/child ratio in K classrooms (2011)	
Kindergarten English Language Arts % (mean) kindergarten students meeting/exceeding GKIDS elements (2011)	82.5 %
Fourth Grade Reading Scores % of children exceeding the state standards on the CRCT – English Language Arts (2011)	33%
Fourth Grade Reading Scores % of children exceeding the state standards on the CRCT – ELA – Economically disadvantaged (2011)	16%
High School Graduation Rate (2011)	84%

Teacher Training Chart

Item	**PSC Certified**	**4 yr degree**	**2 yr degree**	**Other: CDA, etc.**	**High School**
% teachers with specialized training in early childhood education (2011)	10	3	7	7	10
% teachers without specialized training in early childhood education (2011)		7	3	2	10

Based on a review of the data, especially the highlighted data, it is evident that the primary concern, in terms of school readiness, is the capacity to support the individual development of each child from birth to five years of age. Capacity building has to occur in two primary areas; 1) family literacy practices; and 2) teacher intervention strategies. With these elements in place, both families and centered-based programs can meet the individual needs of the students who are caught in the preschool "achievement gap". Overall the rate of school readiness is high but disaggregated data reveals an achievement gap between students with and without an economical disadvantage. Elements identified to meet this capacity building include:

Area	**Need**	**Goals**	Infants	1s	2s	3s	4s	5s
Children	Achievement Gap	Close Gap	Build teacher capacity for assessing young children		Develop opportunities for interventions to include summer transition programming			
Families	Capacity to support pre-literacy skills	Supportive family members	Home Visitation Program			Opportunities for family involvement at center-based programs		
Families	Continue Ferst Foundation library enrollments -expand to K students							
Families	Community-based Parent Outreach/Support Program -Community Liaison-Community Café							
Communities	Awareness of preschool needs	Maintain support for literacy	Continue public awareness campaign coordinated by Children Ferst Foundation of Morgan County					
Early Care & Education	Capacity for identifying and intervening for specific student needs	Increased training in areas of literacy interventions	Curriculum Review - alignment with new Georgia Early Learning and Development Standards					
			Coordinate with Infant and Toddler Network (BftS) Home Visitation Program			Training on language dev support and dialogic reading (CLASS Data)		
			Build teachers capacity for assessing young children		Build teachers capacity for small group/individual interventions based on continuous assessment data			
Schools	Gaps continue - Need information on entering preschoolers	Increased coordination of services	Tracking system for services and supports received by a family. Develop transition plan for students within preschool and into kindergarten.					

Needs Assessment

Needs assessment was completed with the members of the School Readiness Initiative leadership team (see section: School Narrative; Administrative & Teacher Leadership Team). These members reviewed the data collected and organized according to the National Indicators for School Readiness (see charts above). In addition, each member completed the needs assessment form to gather specific center-based data as well as specific suggestions of possible literacy funding needs.

Striving Readers Comprehensive Literacy Project

Preschool Center Name _____

Enrollment

Item	Infants	Ones	Twos	Threes	Fours
# of children					
# of teachers and assistants					

Teachers (information for lead teachers only)

Item	PSC Certified	4 yr degree	2 yr degree	Other: CDA, etc.	High School
# teachers with ECE majors by level					
# teachers without ECE majors by level					

ECE – Early Childhood Education

Professional Development (information for lead teachers only)

Item	Infants	Ones	Twos	Threes	Fours
# hours of training last year for lead teacher in each age group					

Needs for Literacy Instruction and Curriculum:
Materials
Professional Development/Training
Family Literacy

The information from the surveys was reviewed at the quarterly meeting of the School Readiness Initiative. The areas of concerns identified through this review were then matched to items from the Georgia Literacy Plan "What" document.

Areas of Concern

Based on the analysis of student and teacher data, the following areas of concern were identified for the Morgan County preschool population.

Ready Children - Achievement gap – Although the overall population's readiness for school entry has increased over the past 4 years the gap between economically disadvantaged students and other members of the population is still significantly high with differences as high as 31% depending on the identified skill area. This difference continues to be reflected all the way through fourth grade with half as many economically disadvantaged students scoring at the exceed level as compared to the regular population. The School Readiness Initiative has started the process of development a Response to Intervention (RTI) program for 4 year-olds with the piloting of a universal screener. RTI will provide a systemic approach for addressing the individual needs of preschool students.

Relation to "What" document

Components Unique to Birth-to-Five

- Assessments for Birth-to-Five Community
- Transition Support

Ready Family - Families play a significant role in the development of pre-literacy skills, especially for those students birth to 2 years-old who typically are not attending center-based program. Morgan County continues to have a significant population of parents who have less than 12 years of education which contributes to the "achievement gap" for their children. The School Readiness Initiative has attempted on several occasions to generate funding for a home visitation program to provide support for those families with limited resources for literacy development without success. The initiative has provided several opportunities for family literacy training through workshops, meetings, festivals, etc.., but with limited parental participation. A new approach has recently been piloted with community-based book camps which provide training for parents through demonstration reading with their children (based on the ALA Every Child Ready to Read)

Relation to "What" document:

Components Unique to Birth to Five

- Transition Support

Ready Communities - Currently, the county has limited capacity for infants through two-year-olds to attend a center-based or home-based program. The concern is to generate programming that can provide the needed support at the community level sponsored by trained parents based in each individual community/neighborhood. The School Readiness Initiative has provided a public awareness campaign, sponsored by Children Ferst Foundation of Morgan County, for all community members to promote the importance of reading to young children. This type of public awareness efforts will continue in the future with Children Ferst Foundation support.

Relation to "What" document:

Components Unique to Birth to Five

- Transition Support
- Coordination of Services Among the Birth-to-Five Community

Ready Services – Health - Addressing these concerns is beyond the scope of the grant request. Data was review in terms of verifying the possible causes of the achievement gap. The School Readiness Initiative needs to make future efforts to include more participation by the local health community in our endeavors.

Ready Services – Early Care and Education - Data indicates limited availability of certified teachers, other than with 4 year-olds, in providing center-based instruction. Also limited are personnel who have had degree programs in the area of early childhood education. Current efforts on the part of the School Readiness Initiatives, which includes visiting preschool settings throughout the county, has indicated limited use of small group and individual interventions for children who are experiencing difficulties, even by certified staff. Preschool staff lacks the training and support needed to identify and provide such interventions. There are limited literacy material resources for children in center-based programs other than the State PreK sponsored programs.

Relation to "What" document:

Components Unique to Birth-to-Five

- Professional Learning Opportunities

Ready Schools - Data indicates an achievement gap between economically-disadvantaged students and non-economically disadvantaged students is still present as students move into the regular school program. By closing the achievement gap during the preschool years when children are more receptive

to interventions will further reduction the need for the schools to provide intervention and give them the opportunity to move more students into the exceed area of the CRCT.

Kindergarten teachers need to understand the skills gained, the services received, and the support necessary for each individual student's progress toward meeting their individual potential. Kindergarten does not need to start over or relive the interventions which did not work in the past. There needs to be unified system to identify and track children and families for integration into the school's support system as they enter kindergarten.

Relation to "What" document:

Components Unique to Birth-to-Five

- Coordination of Services Among the Birth-to-Five Community

The major area of concern for Morgan County is: the ability to identify and provide appropriate interventions during the preschool years which will have a significant impact on the school readiness and continued academic development of students once they enter kindergarten.

Root Cause Analysis

Underlying problems related to the reasons for the preschool achievement gap identified in the needs assessment include:

- Poverty rate continues to be high for the county with a current rate of 23.5%
- Approximately 20% of children being born to parents with less than 12 years of education.
- 21% of mothers in the county are not receiving prenatal care

- Lack of teacher preparation to address the specific needs of identified children with appropriate instructional interventions
- Inadequate services for children under the age of 3 in terms of home-based or center-based programs with the exception of services are available to support children with severe or profound developmental delays.
- Lack of unified system for tracking and coordinating supports and interventions provided to specific children and their families

This data applies directly to children, birth to five years of age. The rationale for the determination was not multiple areas contribute to the creation of the identified preschool achievement gap, which, in turns, requires a multi-approach to resolving the gap. The system has committed resources in the past through creation of the School Readiness Initiative and participation in local collaborations such as Family Connection and Ferst Foundation for Childhood Literacy. The needs assessment did reveal any new information but did confirm with data the previous beliefs of the community early childhood education community.

Project Goals and Objectives

Goal: All preschool children will be ready for school entrance.

Objectives: Objectives were related to the identified needs. Current initiatives were used as the "starting point" for meeting those needs. All objectives were matched to the "What" document.

Ready Children

Increase to 100% the percentage of students ready for kindergarten by reducing the achievement gap by 25% per year from 2013 school year to the 2017 school year. ("What" 2.D)

Ready Family

Increase percentage of families trained and receiving support for family literacy to at least 50% of the total children population under the age of five by 2017 school year. (“What” 2.D)

Ready Community

Increase the slots available for infants and toddlers in the community to 50% of the population under three years of age. (“What” 2.D)

Ready Services – Early Care and Education

Provide training to 100% of all preschool teachers serving children birth to five years of age (“What” 2.A, 2.B and 2.C)

- Training focus for infants to 2 years of age teachers
  - Assessing young children
  - Coordinate appropriate pre-literacy training through Infant and Toddler Network
- Training for 2 year-olds to 5 years-old teachers
  - RTI model

Increase the ratings of teacher classrooms by 50% over baseline using ELLCO and/or CLASS. (“What” 2.A, 2.B)

Provide transition plans for 100% of the students moving from classes for Toddlers to Threes and Threes to Fours. (“What”, 2.D)

Ready Schools –

- Develop a plan for transitioning 100% of 4-year-olds going to kindergarten. (“What” 2.D)
- Create a tracking system to provide readiness information on 100% of the students entering kindergarten at Primary School (“What” 2.B, 2.D)

Goals to Be Funded with Other Revenue Sources

- Increase to 100% the percentage of families receiving the Imagination Library as sponsored by Children Ferst Foundation of Morgan County. Continue program through the kindergarten year as part of transition support. ("What" 2.D)

Scientific, Evidence-based Literacy Plan

Ready Children - The overarching goal of the preschool literacy plan for Morgan County is to have all children who enter our kindergarten program ready for their kindergarten experience. Such an effort will include direct intervention services for children coordinated by trained teachers applying the RTI model during the regular school year and a summer transition program. The goal of the plan is to develop an RTI model including an appropriate instructional schedule.

Ready Family - Families are a key element in preparing children for kindergarten. Families are the first teachers of the children who will eventually reach the public school. Activities of this grant have to be built around supporting parents in their efforts to meet the needs of their children.

- Provide information to parents on the development of pre-literacy skills through Ferst Foundation newsletters; public service announcements; public waiting rooms; social gathering locations; and social media.
- Provide training to parents on using a dialogic reading approach when reading to their children at home. The training will be supported by the publication of book guides delivered with each book mailed to families through the Ferst Foundation. The training will be arranged by a community liaison, recruited from the community to provide support, etc., for families with children under the age of five. The training provided will use the American Library Association program, Every Child Ready to Read, which is based on a dialogic reading model. A community

liaison person will use a combination of informal monthly meetings, chats, and social media to maintain the efforts of the families in their communities, after the training.

Ready Community - The community, working together through such organizations as Family Connection, should explore the expansion of services available to children under the age of 3.

- Investigate and solicit funding for a home visitation program to assist families of needy children under the age of three for more consistent and direct support for development.
- Investigate and support community efforts to provide additional center-based slots, as appropriate, for service to children under the age of three.

Ready Services – Early Care and Education - The programs serving the early care and education of our students are ready to increase their efforts to reduce the achievement gap evidenced in the plan's needs assessment.

- Provide training to staff of preschool programs (threes and fours and transition support for twos) within the county on the use of a Response to Intervention Model (RTI). The RTI model will use the Recognition and Response model, currently under development at the University of North Carolina.
    - Tier 1 – High Quality Environment and Intentional Teaching
        - Review the current curriculum in terms of alignment with the Georgia Early Learning and Development Standards (due for release February 2012).
        - Provide training for teachers in the areas of language interaction support (identified by Bright from the Start as a weakness in PreK programs throughout the state using the CLASS).
        - Provide training in the use of assessment strategies for the identification of specific individual needs of students.

- Tier 2 – Group Interventions
    - Provide training in the development and implementation of strategies for small group instruction.
    - Provide training in the use of formative assessment (progress monitoring) to track progress of each student (related to the current required assessment of each program)
- Tier 3 – Individualized Intervention
    - Provide training in the development and implementation strategies appropriate for individualized instruction.
- Tier 4 – Referral to Preschool Special Education Services

- Coordinate training for staff members serving infants and toddlers from the Bright from the Start Infant and Toddlers Network.
- Provide training on using appropriate assessments for infants and toddler to assist staff and families with tracking the developmental milestones of children.
- Complete annual ratings of preschool classrooms using instruments appropriate for each age level.

Ready Schools - Research indicates that when children are given the opportunity to gradually transition into a different setting (classroom, building, etc.) that the amount of lost due to the change is minimal.

- Support all local preschool centers in developing transition plans for their students moving from one program into another – toddlers to threes class; threes moving to fours; and fours moving to kindergarten.

- Provide summer transition programs for students needing individualized assistance with specific identified needs – see professional development section for more details of how these sessions will be used for training purposes as well as instructional support for children.
- Develop system to provide kindergarten staff an annual individualized report on each student entering their program in terms of past services, continuing needs, assessment data, preschool teacher comments, parent comments, etc.

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

Strategies and materials available to support the goals and objectives of the literacy plan vary among the several preschool centers who will be involved with the implementation of the literacy plan.

Materials that support literacy, including instructional technology

- Current classroom resources –The classrooms funded by Bright from the Start have purchased a wide variety of resources to support literacy development. The local Head Start has had the advantage of monetary support from federal funding. The county has six state PreK classrooms serving 132 four-year olds. There are 4 classrooms at Head Start serving 3 and 4 year olds. These classrooms have
    - Puppets
    - Prop boxes for dramatic play
    - Theme books and informational books, which are organized in centers, and a classroom library space with listening stations. Big book versions of narrative story texts
    - Flannel board – story telling bags
    - Props for acting out narrative storybooks

- Alphabet letters; magnetic, sponge, etc. – alphabet bingo and other alphabet games; alphabet songs;
- Props for rhyming and alliteration activities

Much of this material is getting older with limited funding from the state or federal sources for replacing worn materials or purchasing new items on the market.

Classrooms serving other 4 year-olds (non state PreK and not Head Start) and children under the age of 4 are meeting the minimum requirements of licensure for literacy-related materials in those classrooms. These classrooms have similar items as listed above but in limited quantity or condition.

Needed: Expansion of the variety of the collection of literacy resources which are available to state PreK classrooms and Head Start to all preschool classrooms in the county as appropriate for each age level. Replace worn material within the state PreK classroom and Head Start which cannot be replaced with available state or federal funding. The type of materials would be similar to the list of current available resources.

- Current shared resources - Centers have limited access to shared materials. In the past the regional Resource and Referral Agency, funded by Bright from the Start, had a material resources library which provided checkout services for regional preschool staff. This service was discontinued at the beginning of the 2010-11 academic year. The only shared resource is the county library collection of books.

  Children Ferst Foundation of Morgan County provides free age-appropriate books mailed monthly to children under the age of five to approximately 88% of the county. Centers do not have access to the same collection of books

  Needed: Each preschool classroom should have a set of the books mailed monthly to their students by the Ferst Foundation. The program should also be expanded to kindergarten

students to provide an transitional level of books for the student's home library. These options will be funded by the local affiliate of Ferst Foundation as part of their cooperation with the School Readiness Initiative.

- Current library resources – The Morgan County Library has used private grant funding over the last five years to increase their preschool book collection. It has a very extensive and complete collection for centers and families to check out books for home and the classroom. The Library does not provide any mobile services so the use of these resources is depend on resources of time and transportation.

  Needed: The current county library collection of books, appropriate for preschool, seems to be adequate.

- Additional resources needed to ensure student engagement - Technology Resources – The four state PreK classrooms in Morgan County Primary School has access to the extensive technology programs of the school system. Each classroom has four (4) computer stations along with age appropriate software, used during center time. Each classroom also has a teacher station and Smartbroad which allows teachers to conduct interactive computer-based activities with groups of students.

  This situation is not the same in non-school based classrooms, which vary from one or two old computers to no computers in classrooms. There is still some debate over the benefits of technology for preschool instruction, but it is important that all four year-olds have access to the same level of technology since they will all be together at some point in the Primary School's kindergarten program.

  Needed: Establish access to the technology presently used by the state PreK classrooms in the school system. This project would involve one of two options: 1) provide stand alone computer stations with comparable software and connection to a Smartboard: or 2) cabling

access to the Morgan County Schools technology system. Feasibility study needs to be completed to determine most efficient and economical approach.

Activities that support literacy

- Classroom practices – All of the programs involved in the future implementation of the literacy plan have adopted national recognized preschool program such as High Scope and Creative Curriculum, which provide for intentional teaching within the context of a play environment. Some of the programs do not have an established program for their infant and toddler classes so teaching is at the discretion of the teacher based on training received.

  Needed: As part of the literacy plan, each center will reevaluate their current curriculum for alignment with the new Georgia Early learning and Development Standards (GELDS – due February 2012). Adopt a new program or supplemental materials which are needed to match the new literacy standards.

- Intervention programs – Several of the local programs have small group instruction as part of their daily schedule, which many times consists of the same activity divided into small groups. The small group time is not used for individualized instruction based on teacher assessment. State PreK programs do have more individualized instruction due to the focus and direction provided by Bright from the Start. Observations completed over the several years, made by the School Readiness Coordinator and Preschool Special Education personnel indicate most preschool teachers are not comfortable with using data to provide intentional teaching activities for specific students. Preschool Special Education personnel have provided role models for several preschool teachers when a special education child was in a preschool center. Currently, the School Readiness Initiative is working with local preschools (4 year-olds) to identify a universal screener for the county and begin work on using ongoing assessment data as part of the instructional program.

Needed: Contract for a professional development program focused on the teacher's ability to implement an RTI program serving 3 and 4 year-olds as well as transitioning 2 year-olds into the 3 year-olds program. The professional development program would include the cost of training materials, new interventional program or strategies developed or identified, and assessment materials need for implementation.

Establish a summer transition program for students identified through the RTI process as needing additional support before moving into the next program level – implement this program over a three year period starting with 4 year-olds going to kindergarten.

- Family literacy – Currently, the materials being used at the neighborhood book camps are being supplied through grants received by Children Ferst Foundation of Morgan County. The materials include parental literacy source handouts and books to take home with each child attending the book camp.

  Needed- Expansion of this program to include the identification of community representative for early childhood literacy. Each of the identified representative would live in the community and provide monthly follow-up with the families who attended the initial book camps. The representatives would require training in conducting the follow-up visits or family meetings so the grant would need a contract to provide initial training with members of the School Readiness Initiative providing any continuing support needs by the representatives. Training would also include resources for the representatives to use in their role as community liaison for early childhood literacy.

Project Procedures and Support

Sample schedule - The major focus of the literacy plan is to development teachers' capacity to provide interventions related to the specific individual needs. As the process is put into place, each age level will

develop a schedule with allotted times for small group and individual interventions. The following is a schedule from a current PreK classroom, which is similar to the expected scheduling that will evolve from the professional development to be provided.

Morning Circle

Small Groups

Music and Movement

Large Group Activity

Outdoor Activity

Story Time – using dialogic interactive reading techniques

Phonological Awareness

Centers

Lunch

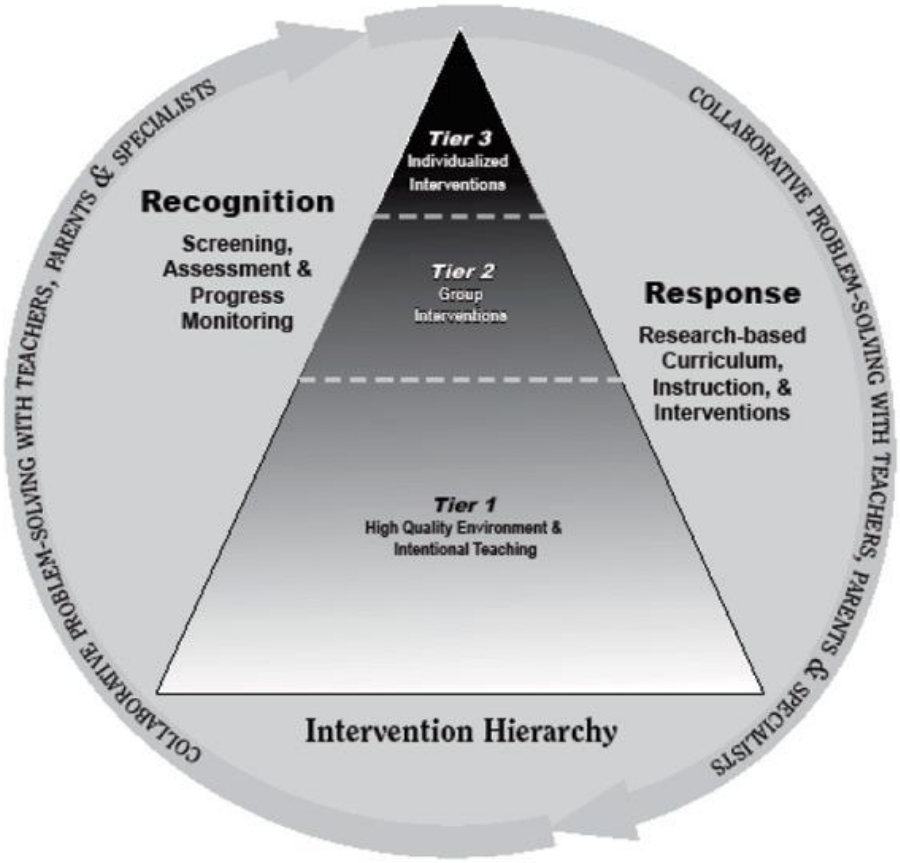
Rest Time

Closing Activity

Schedule for RTI model - The sample schedule given above provides opportunities within the teacher's daily schedule to provide individual support to students requiring additional literacy support. Based on appropriate assessment data, the teacher will be able to divide students into small groups (Small Group Time) based on specific instructional needs. The schedule also provides for time for the teacher to work

with individual students during their center time activities (i.e., a student does not use complete sentences in conversations; during center time, the teacher could have a conversation with the student at dramatic play center about what the student is doing using specific strategies to encourage the students to use complete sentences – intentional teaching). Since preschool classrooms are required to have an assistant, either the teacher or assistant could provide individual support during large group activities. Once the project has built the teacher capacity for supporting the individual needs of children teachers will be given the support to develop a schedule appropriate for continuous assessment and intervention.

Essential Components of Recognition & Response: The Conceptual Framework - The figure below shows the four essential components of Recognition & Response: (1) an intervention hierarchy; (2) screening, assessment, and progress monitoring (recognition); (3) research-based curriculum, instruction, and focused interventions (response); and (4) a collaborative problem-solving process for decision-making.



Professional Learning Content and Strategies Identified on the Basis of Documented Needs

Professional Learning Topics- Past Year

Topic	Hours	% of Staff Attended
PreK Training 2010-11 – Lead Teachers – Planning with a Purpose	20 hours	100%
PreK Training 2010-11 – Assistant Teachers – Online Courses – Stage for Play; Consequences; Phonological Awareness; Writing Songs for Your Classroom	6 hours	100%

CPR and First Aid Training	8 hours	100%
Topics for Preschool Centers vary according to teacher selections – majority of high school level employees are working on CDA certificate – listed below is a sample of courses offered by Quality Care for Children Preventing Challenging Behaviors Parent Involvement From Cooing to Conversing: Language Development for Infants and Toddlers	2 hour courses – use to make up the hours listed below	100%

Professional Learning Topics – Current Year

Topic	Hours	% to attend
PreK Training 2011-12 Lead Teachers – Work Sampling Online Assessment	10	100%
PreK Training 2011-12 Assistant Teachers – Online courses:	10	100%
Preschool Centers will continue with some staff working on CDA certification and others will choose from similar courses listed above offered by Quality Care for Children	Varies	100%

Professional Learning Hours

Item	Infants	Ones	Twos	Threes	Fours
Average # of hours of training last year for lead teachers in each area	13 hrs	13 hrs	11 hrs	13 hrs.	14 hrs.

group					

Model for Professional Development - RTI Preparation – Response to Intervention is being developed in this context to provide small group and individualized instruction based on assessed needs of each student/child. Initial training for Tier II and Tier III intervention strategies for preschool students will consist of a phase-in approach starting with teachers of 4 year-olds and will be held in conjunction with summer transition programming for students. During the 2012 school year, consultants will conduct initial classroom observations and assessments to determine the specific training needs of each teacher schedule for summer training. This process will be repeated for the other age groups during subsequent years of the plan. Consultants will also provide coaching/mentoring support during the school year to train staff.

Year	**Summer Transition Program**	**Professional Development**	**School Year Program**	**Professional Development**
2013	Transition Program for 4 years old to Kindergarten – PreK teachers will conduct summer class – six weeks – morning sessions for students	Contracted trainers will conduct afternoon workshops on RTI assessments/intervention strategies with coaching support during the AM session with the students	Trained PreK staff will implement the training strategies within their classroom	Monthly coaching visits and group meetings with contracted trainers
2014	Transition Program for 3 years-olds to pre-K – teachers will conduct summer class – six weeks	Contracted trainers will conduct afternoon workshops on RTI assessment/intervention strategies with coaching support during the AM	Trained 3-year-olds staff will implement the training strategies within their classroom	Monthly coaching visits and group meetings with contracted trainers

	– morning sessions for students	session with the students		
2015	Transition Program for 2 years-olds to pre-K – teachers will conduct summer class – six weeks – morning sessions for students	Contracted trainers will conduct afternoon workshops on RTI assessment/ intervention strategies with coaching support during the AM session with the students	Trained 2-year-olds staff will implement the training strategies within their classroom	Monthly coaching visits and group meetings with contracted trainers

Additional Professional Learning Needs - The School Readiness Initiative will coordinate with the Bright from the Start Infant and Toddler Network to provide coaching/mentoring support to local training staff to promote the successful transition of workshop strategies into classroom practices.

The Initiative will also be responsible for conducting the necessary training of community representative to successfully support parents in their community with early literacy development. Training will be based on the American Library Program, Every Child Ready to Read, as well as Community Café training (informal conversations with a community on specific topics such as early literacy) as developed by Peter Block (Community: The Structure of Belonging by Peter Block, BK Books, San Francisco, CA).

Assessment/Data Analysis Plan

Assessment	Purposes	Skills Measured	Test Frequency
Birth – Three			
Ages and Stages	S, PM, O	Developmental	3 X per year

Four			
PALS PreK (UVA) &/or CIRCLE (University of Texas) &/or Get Ready to Read	S, PM, O	AK, PA, CoP, OL, A&R,	3X per yr.
ELLCO	Instructional activities	Literate environment	2 X per yr
CLASS	T-S interactions	Classroom	1 X per yr
Transition to Kindergarten			
DIBELS Next	S	AK, PA	Start of K year
Get Ready to Read	S, O	AK, PA, CoP, A&R	End of PreK year
School Readiness Checklist	S, O	Local teacher rating instrument for literacy skills	End of PreK year

Legend: S-screening; PM-progress monitoring; O-outcomes; T-S-teacher/student interactions; AK-alphabet knowledge; PA-phonological awareness; CoP-Concepts of Print; OL- oral language; A&R – alliteration and rhyming

Assessment protocol - In order to effective administer an preschool RTI program it is necessary to have all of the elements described in the "What" document; screening, diagnostic assessment, progress monitoring, and summative (or outcome) assessments. All of these are represented in the chart above. The current protocol includes assessments related to the specific curriculum used by each center; Work Sampling for PreK; Get Ready to Read screening, School Readiness Checklist, and DIBELS Next used for transition to kindergarten data.

Discontinued assessments – The current assessment instruments will be evaluated in terms of the assessment needs for RTI and the identification of specific student needs. It is anticipated that a new stream of literacy-based assessments will be implemented for screening and progress monitoring.

Comparison - The Initiative is now in the process of piloting universal screening instruments at preschool locations throughout the county. The pilot has been set up with different centers using different screeners to identify the screener most accurate in identifying individual children with needs. The children who are identified are being followed up with a diagnostic screening to identify more specific gaps in their development. The gap in our current efforts is no established universal screeners which can be used for progress monitoring and the pilot is only addressing the needs of the four-year-olds, so the other age levels have no common screening. Currently, Bright from the Start has provided feedback on instruction using the CLASS, which will be re-administered for each class every third year. This plan would require use of an instrument such as the CLASS every year.

Professional Development - The professional development section of the plan addresses the steps which will be taken to build staff capacity for identifying and intervening for specific instructional needs of preschool students. Staff will be given direct support in the application of assessments and intervention strategies with students during the summer transition classes and the regular school year.

Reporting of data - Currently, parents are invited to conferences: as needed, once a year, and/or once a semester. The development of an appropriate RTI model requires parents be a part of the process, so parents will be invited to conferences throughout the intervention process and be provided regular written feedback on progress. Project data will be shared on a monthly basis through newsletters, presentations, and local media sources.

Budget

Budget Summary

Need	Percentage of funding
Need for expansion of the variety of literacy	20%

materials in classrooms	
Need for technology to be placed in 4-year-olds classrooms	5%
Need for possible new curriculum and supporting materials to match new GELDS	10%
Need to contract for professional development programming	60%
Need to provide training to liaisons for early literacy support within selected neighborhood	5%