School Profile

Created Thursday, November 20, 2014

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School Information

System Name:	Atlanta Public Schools
School or Center Name:	Early Learning
System ID	761
School ID	000

Level of School

Early Learning (Birth to Five)

Principal

Name:	Courtney Jones
Position:	Early Learning Coordinator
Phone:	4048023640
Email:	comjones@atlanta.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Bridget Bailey
Position:	Program Specialist
Phone:	4048023640
Email:	blbailey@atlanta.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k

Number of Teachers in School

14

FTE Enrollment

140

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I.   Conflicts of Interest

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

a.   Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i.   The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

     iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

        1. Disqualify the Applicant, or

        2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

     iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

     i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

     ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

     iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

    iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

    v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

  c. **Remedies for Nondisclosure**
  The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

    1. Termination of the Agreement.
    2. Exclusion from subsequent GaDOE grant opportunities.
    3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

  d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

  ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

_____

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

Chuck Burbridge, Chief Financial Officer

_____

Typed Name of Fiscal Agency Head and Position Title

_12-5-14_

_____

Date

_____

Signature of Applicant's Authorized Agency Head (required)

Dr. Meria J. Carstarphen

_____

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

12-5-12

_____

Date

_____

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

_____

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

_____

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: **Dr. Meria J. Carstarphen**

Position/Title of Fiscal Agent's Contact Person: **Superintendent**

Address: **130 Trinity Avenue S.W.**

City: **Atlanta**   Zip: **30303**

Telephone: **(404) 802-2820**   Fax: **(404) 802-1803**

E-mail: **mjcarstarphen@atlanta.k12.ga.us**

_____

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

Dr. Meria J. Carstarphen

_____

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

_____

Date (required)

System History and Demographics

Atlanta Public Schools (APS) serves a diverse student population in traditional and alternative classroom settings. The District is dedicated to providing each student with the best possible education through an intensive core curriculum and specialized, challenging, instructional and career programs. APS provides a full range of academic programs and services for its students. The various levels of education preparation provided include elementary and secondary courses for general, vocational, and college preparatory levels, as well as magnet programs and gifted and talented programs. Also, a variety of co-curricular and extracurricular activities supplement the academic programs.

The number of traditional schools has grown from the original seven to currently 106 as follows: 52 elementary (K-5); 12 middle (6-8), 2 single gender, and 19 high schools (9-12). There are 4 alternative and 2evening school programs. Thirteen schools offer extended-day programs, and more than 40 offer after-school (expanded-day) programs. APS also supports two non-traditional schools for middle and/or high school students, an evening high school program, an adult learning center, and seventeen charter schools. APS is organized into nine groups called Clusters. The clusters are composed of dedicated elementary schools feeding into dedicated middle schools and ultimately into dedicated high schools. The active enrollment for Atlanta Public Schools is approximately 52,700 students. The Districts ethnic distribution is 76.2% Black, 14.3% White, 6.7% Hispanic, and 2.8% Multi-Racial. More than 77% of APS students receive free and/or reduced-priced meals.

Current Priorities and Strategic Planning

Under the leadership of its 17th appointed superintendent, Dr. Meria Joel Carstarphen, APS is in the midst of a whole-school reform effort, which is changing the way the school

system operates from the central office to the classroom. The Atlanta Public School system is committed to making steady, incremental improvements in our children's performance with the goal of being recognized as one of the best urban school districts in the nation. The vision of Atlanta Public Schools is to be a high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system. The district has built on the previous strategic plan and laid the foundation for this vision with the development of the 2015-2020 "Strong Students, Strong Schools, Strong Staff, Strong System" strategic plan. The five-year strategic includes the following strategic goals, objectives, and outcomes:

Strategic Goals	Strategic Objectives		Strategic Outcomes
Academic Program	Deliver a rigorous standards-based instructional program	Invest in holistic development of the diverse APS student body	Well-rounded students with the necessary academic skills
Talent Management	Recruit and retain the best talent at APS	Continually develop, recognize and compensate staff	Energized and inspired team of employees
Systems and Resources	Continually improve operating systems and processes	Prioritize resources based on student needs	Efficient systems and strategically aligned and data-driven resources
Culture	Foster a caring culture of trust and collaboration	Communicate and engage with families and stakeholders	Supportive stakeholders who trust and are invested in our mission and vision

Literacy Program

The APS Office of Literacy believes a high quality, comprehensive English Language Arts and Literacy curriculum is essential for students to develop the necessary skills to comprehend and communicate effectively. The development of language, upon which all learning is built, plays a critical role in students' ability to acquire strong literacy skills that

include reading, writing, speaking, listening, and the study of literature. Language skills serve as a necessary basis for further learning and responsible citizenship. We believe that all key stakeholders (students, teachers, administrators, parents and community members) share the responsibility and the accountability for educating our students to become literate adults. An effective English language arts and literacy program includes:

1. Explicit instruction in phonemic awareness, print awareness, letter knowledge, phonics, fluency, vocabulary and comprehension

2. Develops thinking and language through interactive learning

3. Draws on literature in order to develop students' understanding of their literacy heritage

4. Draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge

5. Develops students' oral language and literacy through appropriately challenging learning

6. Emphasizes writing arguments, explanatory/informative texts, and narratives

7. Provides explicit skill instruction in reading and writing

8. Builds on the language, experiences, knowledge, and interests that students bring to school

9. Nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life

10. Reaches out to families and communities in order to sustain a literate society

11. Holds high expectations for all students

Literacy must be viewed as the ability of individuals to communicate effectively in the real world. This view of literacy must involve teaching the abilities to listen, read, write, speak, and view things with thinking being an integral part of each of these processes. Ongoing support for

the implementation of the APS Literacy Content Framework is provided to instructional staff. APS educators will have ongoing professional learning focused on the key components of the Literacy Content Framework through district sessions and job-embedded, school-based opportunities. Cross department collaboration between Central Office staff also ensures consistency, coherence and alignment in messages, expectations and professional learning for literacy. Future work includes conducting literacy sessions and supports for families that are aligned, targeted, and focused on improving and strengthening literacy skills.

Need for a Striving Reader Project

The schools included in our district-wide submission for Striving Reader Comprehensive Literacy Cohort IV funding are among the lowest performing, highest-poverty schools in the district and the state.   On average, 63% of students have a lexile score at or above grade level and less than 50% of students are proficient on any statewide examination. The schools and neighborhoods are also plagued by generations of poverty and low educational attainment. With the inclusion of our Pre-K program, 6 elementary schools, 2 middle schools, and 1 high school we demonstrate a clear need for literacy support that runs throughout an entire feeder pattern. With funding from the Striving Reader grant schools will be able to begin providing the resources necessary to improve literacy outcomes within this cluster of schools.

Plan for Striving Readers' (SR) Grant Implementation

With years of experience successfully administering large, competitive grants at the federal, state, and private foundation level Atlanta Public Schools is prepared to implement the Striving Reader grant. Mr. Larry Wallace, Project Director, will supervise the elementary/secondary literacy coaches, instructional technology coordinator and specialists during the grant period. The Project Director will provide grantees with technical assistance related to fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. Striving Reader Principals will oversee grant-focused literacy activities as part of their commitment to whole-school literacy achievement. APS Finance Department will process all grant expenditures.

Individuals Responsible for Day-to-Day Grant Operations

- David Jernigan, Deputy Superintendent
- Chuck Burbridge, Chief Financial Officer
- Dr. Carlton Jenkins, Chief Academic Officer
- Dr. Linda Anderson, Assistant Superintendent
- Elementary, Middle, and High School Associate Superintendents
- Larry Wallace, Project Director
- Dr. Alisha Hill and Dr. Adrienne Simmons, K-5/6-12 Literacy Coordinators
- Courtney Jones, Early Learning Coordinator
- Literacy Coaches
- Principals
- Assistant Principals
- Accounts Payable Coordinator
- Budget Administrative Assistant
- Procurement Specialist

Responsibilities for Grant Implementation

Grant Activities	Person(s) Responsible
Alignment of grant goals and objectives with district strategic plan	All
Convene District Literacy Team for planning	Project Director, Chief Academic Officer, Assistant Superintendent
Convene school literacy team for overview and implementation	Principal, Instructional Coaches, School Literacy Team
Purchase and distribute instructional materials	Project Director, Procurement Specialist, Accounts Payable, Instructional Technology Director
Plan and implement professional learning	Chief Academic Officer, Assistant Superintendent, Associate Superintendents, Project Director, Literacy Coordinators, Instructional Coaches, Instructional Technology Director
Drawdown funds	Project Director, Finance Department
Meet regularly with school teams for monitoring visits	Project Director, Associate Superintendents, Principals, Literacy Coordinators, Literacy Teams
Submit reports to GADOE	Project Director, Principals, School Literacy Teams

Implementation of Goals and Objectives

All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE's "What", "Why", and "How" documents. Mr.

Wallace will be available for implementation technical assistance throughout the grant period. All APS personnel are expected to work towards meeting the goals of the grant.

Involving Grant Recipients in Budget and Performance Plans

Grant recipients will meet monthly with the Project Director, Literacy Coordinators, and Literacy Coaches to review and adjust budgets and performance plans. All meetings will be documented with agendas, sign-in sheets and deliverables.

Evidence of Meetings with Grant Recipients

Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets. In addition, Mr. Wallace will serves as Striving Readers Project Director and will provide technical assistance with fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning.

Experience of the Applicant

A. Other Initiatives and State Audit Results

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

Competitive Grant Title	Award Amount
Bill and Melinda Gates Foundation	$10.5M
Race to the Top	$39M
Smaller Learning Communities Grant	$2.1M
Connections for Classrooms	$1.4M
School Improvement Grant (SIG)	$4.1M
GE Foundation College Bound Grant	$22M
GE Developing Futures	$2.2M

APS also has a strong track record of resource stewardship and enabling students, teachers and administrators to meet strategic goals and objectives. The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to APS for its Comprehensive Annual Financial Reporting (CAFR) for the fiscal year ended June 30, 2012. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized comprehensive annual financial report. This report must also satisfy Generally Accepted Accounting Principles and applicable legal requirements.

The Comprehensive Annual Financial Reports show no audit findings for the past five years.

Three Years of State Audit Results	
Fiscal Year	**Financial Findings**
FY 2013	No Audit Findings
FY 2012	No Audit Findings
FY 2011	No Audit Findings
FY 2010	No Audit Findings
FY 2009	No Audit Findings

B. Capacity to Coordinate Resources

As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, APS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. APS will implement the proposed Striving Reader project on time and within budget. The APS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. The APS management team has coordinator and managed grants such as Title I, Title II, Title III, Title VI-B, Title VI, School Improvement Grants (SIG), Lottery Grants, Smaller Learning Communities, Race to the Top (RT3), Bill and Melinda Gates Foundation, Head Start Collaborative, Charter School Federal Implementation and Planning, GE Math and Science Program, and many others.

C. Sustainability

Following the implementation of several grant funded initiatives APS has been able to sustain nearly all of the initiatives after the grant funded has ended. The Bill and Melinda Gates Foundation and the Smaller Learning Communities grants provided funds to APS to accelerate and expand our high school transformation initiative. Today, four high school campuses are divided into small schools and the remainder of the schools are structured as career academies.

The RT3 and SIG grants provided funds to implement the Common Core Georgia Performance Standards and to assist out lowest performing schools. These initiatives have been sustained through local funds and continue to be implemented.

D. Internal Initiatives

- During the summer of 2012, APS rapidly expanded online classes for students by launching the Atlanta Virtual Academy (AVA). The classes allow students throughout the district to earn credit through AVA in addition to their regular schedule. All class content is aligned with the CCGPS

- All students have access to music, arts, world language, and core academic programs, from K- 12th grade

- Every APS middle and high school offers at least two world languages

- All APS middle schools offer accelerated math classes

- APS schools dramatically increased their inclusive practice and more students with disabilities are learning alongside their non-special needs peers

- Full continuum of International Baccalaureate curriculum.

Atlanta Public Schools receives funding from Bright from the Start (BFTS) and Head Start for 875 Pre-K students. This availability only allows us to serve about 25% of the upcoming APS kindergarten population each year. We currently have 42 Pre-K classes offered at 35 school sites across the district. We are currently challenged with ensuring that students who enter kindergarten are prepared to tackle the rigorous Common Core Curriculum. However, the Computer Adaptive Assessment System (CAAS) data reflects that many of our kindergarten students lack prerequisite skills needed to be able to effectively grasp the curriculum. As a result, a greater achievement gap is created that impacts students' ability to perform on grade level by 3rd grade

The Pre-K program in Atlanta Public Schools was placed on probation from BFTS, for the 2012-2013 school year, as a result of a plethora of concerns in regard to the quality of the program we offered to our students. Probationary status warns a Pre-K provider of the possibility of funding loss due to the program quality issues cited by the State. Traditionally, Pre-K teachers did not receive annual evaluations from building principals or receive instructional support on a regular basis. The reason for this lack of support and evaluation was that Pre-K teachers are considered classified employees rather than certificated employees. With an increase in teacher accountability, Atlanta Public Schools began evaluating Pre-K teachers during the 2013-2014 school year utilizing Georgia Teacher Keys Effectiveness System (TKES).

During the 2012-2013 school year, Atlanta Public Schools created an Early Learning Department hiring an Early Learning Coordinator and Early Learning Specialists to provide instructional support to Pre-K teachers. The additional instructional support was designed to build teacher capacity, improve student learning, and help prepare Pre-K classrooms for state monitoring visits. As a result, the Pre-K program was removed from probationary status within one school year.

Historically, there has been a very low teacher turnover rate in the Atlanta Public Schools' Pre-K program. During the 2013-2104 school year, the State Department of Early Care & Learning informed the Office of Early Learning that all Pre-K teachers were not properly credentialed in order to maintain compliance with state guidelines. In order to receive state funding for teacher salaries, teachers were required to meet the minimum state credentials of a bachelor's degree. With the new requirement in place, 69% of lead teachers and 73% of the assistant teachers are new to the district.

The Early Learning Department is committed to ensuring a high quality Pre-K program. Data from the National Institute for Early Education (NIEER) found that the benefits of Pre-K are particularly powerful. Students who attend Pre-K programs make significant gains in language, literacy, and numeracy when compared to students who did not attend Pre-K. Attending Pre-K has been associated with a lower likelihood of repeating kindergarten, and is specifically helpful for disadvantaged children who are more likely to suffer from the consequences of limited educational opportunities prior to school entry (NIEER, 2008).

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

The Community Stakeholders' Needs Assessment for Birth-to-Five Literacy survey was administered to Pre-K teachers as well as building administrators. The literacy team participated in the Georgia Literacy Plan Needs Assessment for Literacy Birth-to-Five. The results were reviewed to determine specific areas of concern. The findings were compiled and analyzed by the literacy team which consists of the following members:

Position	Name (s)
Early Learning Coordinator	Courtney Jones
Early Learning Program Specialists	Traci Sims, Shana Weldon
Pre-K Program Specialists	Bridget Bailey, Brandi Barnett, Chavonne Bender
EIP/REP Program Specialist	Chandra Ponder
Family Service Support Specialists	Patrice Benoit, Adrienne Hall, Arian Harris, Tomika Moore, Terreon Randolph

B. Assessments Used

- Community Stakeholders' Needs Assessment Survey: 16 questions related to the Building Blocks of Literacy Instruction.
- Georgia Literacy Plan Needs Assessment for Literacy Birth-to-Five Survey.
- Student data provided by the Georgia Department of Education and Atlanta Public Schools.

C. Data

Targeted schools have large populations of economically disadvantaged students, with an average of 97% receiving free or reduced lunch. The data also reveals that 25% of Pre-K students fell below the cut-off score on the Brigance Assessment in all of the targeted schools. The Brigance Early Childhood Screen is used as a predictor of school success and assesses academic/cognitive ability, language development and mathematics, as well as physical development. This shows that a large percentage of students enter Pre-K with deficits in school readiness. Without consistent early childhood literacy interventions these deficits persist and are evident by low 3rd grade reading test scores.

D. Root Cause Analysis

Building Block 1: Leadership

Areas of Concern:

Fifty-seven percent of the Community Stakeholders' Needs Assessment Survey participants indicated that a plan for literacy for the birth to five populations exists but is not in use by stakeholders (28.6%), doesn't have strong leadership (14.3%), or does not exist at all (14.3%).

Root Causes:

- School based leaders (administrators, instructional coaches) do not access program data on a regular basis in order to determine school-based improvements.
- The literacy team does not include all stakeholders (model teachers, school based personnel, community members, parents).
- A process does not exist for developing a system of training teacher leaders.

Actions Taken:

- The Office of Early Learning has established partnerships with outside agencies (Bright from the Start, Head Start) to address the literacy needs of Pre-K students in Atlanta Public Schools. These partnerships outline the literacy expectations and guidelines for Pre-K teachers.

Building Block 2: Continuity of Care and Instruction

Areas of Concern:

42.9% of building personnel surveyed found that the coalition meets regularly and leadership is addressing the identified issues. Forty-two percent of survey participants found that the coalition did not exist and 14.3% stated that there was a coalition, but it was not fully supported. This data shows the inconsistency between district and school level personnel. The majority of survey recipients (71.4%) agree that students and parents have an opportunity to visit the next learning environment. School based survey participants (42.9%) indicated that parents of young children receive books and reading materials, but are not trained on how to support early literacy.

Root Causes:

- Stakeholders do not meet on a regular basis and no agency or individual has been designated to convene and lead the coalition.
- Established partnerships do not fully meet the literacy needs of parents and students.
- Written transition protocols do not exist.

- A large number of students are unable to attend their zoned school due to limited access to Pre-K programs within the school district.
- Majority of parents do not participate in planned activities/programs due to lack of transportation, child care issues, time of scheduled meetings not conducive to parent work schedules, lack of advanced notice
- Parents display preconceived negative views of school based on their previous, personal experiences.
- Lack of collaboration with Early Childhood Coalition and other community partners.

Action Taken:

- A regular calendar of meetings is scheduled.
- Agencies have been identified to participate in community partnerships.
- School-based Kindergarten transition plans are in place and conducted the last month of school.

Building Block 3. Ongoing Formative and Summative Assessments

Areas of Concern:

The literacy team survey results indicate that we are operational in establishing the framework for the use of screening and diagnostic assessments. School based survey results (57.1%) found that screenings are in place and done on a regular basis and parents and children are connected to appropriate resources. School based personnel (71%) indicated that there was an instrument in place such as WSO; however, 28% suggested that the data is not analyzed regularly.

Root Causes:

- Disconnect between assessment results and student/parent resources.
- Teachers are inconsistent in utilizing assessment data to guide instruction.
- Lack of collaborative data talks/meetings.
- School structures do not exist to utilize Pre-K data.
- Developmental or progress monitoring tools are not available.
- Tools are not in place to assess Pre-K program effectiveness.

Actions Taken:

- Beginning with the 2014-2015 school year all Pre-K teachers administer the Brigance Early Childhood Screen III to assess predictors of school success (physical development, language, academic/cognitive, self-help, and social-emotional skills) to students within the first 45 days of enrollment.
- Teachers are required to utilize Work Sampling, a curriculum-embedded, authentic performance assessment used to assess students' development in multiple domains.

- Teachers utilize the developmental checklists in WSO to rate students on literacy performance indicators that include early reading and writing.

Building Block 4. Best Practices in Literacy Instruction

Areas of Concern:

The literacy team's survey results conveyed that the Pre-K program is emergent in the area of best practices in literacy instruction. However, school-based staff (83.3%) indicates that all Pre-K staff has received professional learning and they have implemented aligned instruction in accordance to the GELDS. Some school personnel (16.7%) indicated that not all Pre-K staff has participated in professional learning. 71.4 % of school-based survey participants indicated that a majority of Pre-K personnel receive professional development and are displaying evidence-based instruction in their practices. The results indicate the differences in understanding of evidence-based instruction.

Root Causes:

- All teachers have not been fully trained on utilizing GELDS due to the large number of new teachers (2014-2015, 88% new teachers).
- Teachers are scheduled to attend Bright From The Start trainings throughout the school year, but due to limited slots available and the competition for training with other school districts throughout the state, it is very difficult to get all teachers registered in a timely manner
- Lack of time for in depth professional development on utilizing standards to guide instruction.
- Building level instructional coaches provide limited support to Pre-K teachers.
- Lack of resources, school-based monitoring and follow-up support, and intensive on-going professional development.

Actions Taken:

- Provide professional learning for teachers, teacher assistants, and other Pre-K stakeholders on GELDS and WSO.
- Provide some professional learning in age-level appropriate practices for differentiation based on assessment.
- Provide exemplar lesson plans that reflect GELDS.
- In order to get all teachers trained, the Office of Early Learning has communicated with Bright from the Start to notify us as soon as trainings become available so as many teachers as possible can be registered for the courses.
- Teachers use the *OWL* Curriculum resource to teach phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.

Building Block 5. System of Tiered Intervention

Areas of Concern:

The literacy team's survey results indicate that the infrastructure for a system of tiered-intervention based on screening has not been addressed in the Pre-K program. School-based survey participants (57.1%) stated that procedures for referrals to various levels of intervention based on screening and progress monitoring in all domains are followed.

Root Causes:

- Screening tools are in use, but do not address all domains.
- Pre-K's inclusion in the K-12 SST process is in the emerging stage.
- Limited professional development on interventions/progress monitoring across all domains (approaches to play, physical, social & emotional, language & literacy, cognitive).
- No formative targeted goals are established for Pre-K across all domains.
- No mandated progress-monitoring tool is established to track targeted goals for Pre-K students.

Actions Taken:

- The district has hired Student Support Team/Response to Intervention Chairpersons to coordinate the SST process and assist in the implementation of RTI strategies in K-12 settings.
- Very recently, SST Chairpersons have been charged with including Pre-K to their caseload in P-5 settings.
- The SST Chairpersons are working with the Department of Early Learning and Special Needs Pre-K in order to build a structure to ensure a seamless RTI process that works for students, parents, and teachers and that all domains are considered in regard to targeted needs and interventions for children.

Building Block 6. Professional Learning and Resources

Areas of Concern:

The literacy team found that we were emergent in providing professional learning to community partners. School-based personnel were not aware of any professional development being provided to local agencies.

Root Causes:

- Primary focus has been on empowering parents and teachers to develop early literacy and not community partners.
- Lack of time, personnel and resources to reach community partners.

Actions Taken:

- Relationships with district family engagement specialists have been created to broaden our community involvement.
- Identified potential community partners from various early care education providers.
- Developed Babies and Books Literacy initiative to promote early literacy throughout local libraries and family shelters.

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

Root Causes:

- No formal organized, long range professional development plan.
- School administrators are not required to attend Early Learning/Literacy training; do not show buy-in to the program, and do not attend offered trainings.

Actions Taken:

- BFTS established program standards (GELDS) that are accessible for educators and school personnel.
- Developed early literacy trainings for educators, early care providers, and school administrators.

Building Block 1. Engaged Leadership

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

Why?

The role of leadership in developing literacy is critical. Leaders must have a deep understanding of how to teach reading and writing to all of the students that they serve. There are complex issues that affect students' current levels of reading proficiency. Significant improvements will only be achieved through a comprehensive effort involving all stakeholders (Georgia's Literacy Plan (GLP), The Why, p.156).

What? (Current Practice)
- Established partnerships with outside agencies (Bright from the Start, Head Start) to address the literacy needs of Pre-K students in Atlanta Public Schools. These partnerships outline the literacy expectations and guidelines for Pre-K teachers.
- Established a literacy team to focus on organizing and sustaining an effective literacy approach.

How? (Moving Forward)
- Invite additional stakeholders (model teachers, school based personnel, community members, parents, etc.) to join the literacy team.
- Refocus literacy goals and actions based on child outcome data and mastery of standards.
- Develop a pipeline of leaders by identifying and training leaders for succession.

Building Block 2. Continuity of Care and Instruction

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

Why?

Clear collaboration between all stakeholders is a crucial component in developing emerging literacy skills in young learners. All agencies (Head Start, Bright from the Start, community members, schools and families) involved should be clear in the multiple layers within established standards of learning (Georgia Early Learning Development Standards, Head Start Learning Framework). This alliance should include professional development of those standards so that everyone has a common understanding of the important task of incorporating literacy throughout all content areas, and that all of our students' needs are met through this multi leveled learning process. (GLP, The Why, pg. 84)

What? (Current Practice)
- A regular calendar of meetings is scheduled within the Office of Early Learning, but do not include all stakeholders or professionals from many organizations.
- Family Service Support Specialists are in place as a support system for schools and families.

created.
- Agencies have been identified to participate in community partnerships.

How? (Moving Forward)
- Develop an Early Childhood coalition that consists of district staff, community members, parents, building administrators, Head Start and Bright from the Start representatives.
- Provide training for all stakeholders and community partners on learning standards (GELDS, Head Start Early Learning Framework) to ensure common understanding of Pre-K literacy components.
- Plan for a stronger alignment with local school business partners to support literacy initiatives in birth to five programs.
- Utilize technology to meet specific logistic needs of families to foster greater participation in family literacy events.
- Utilize family assessment results to engage in long term planning to meet specific needs.

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

Why?
Agencies such as Bright from the Start define transition, "as a process that prepares all partners-students, families, schools and communities-to develop the knowledge, skills and relationships that help students move from one educational setting to another." (GLP, The Why, p.26 & 93) Ensuring families of students entering Kindergarten are well informed on the necessary skills needed to be successful, a set calendar of transition activities should be available throughout the district and consistent in all schools. These services along with enhanced language and literacy components, allow students leaving Pre-K entering Kindergarten more successful outcomes.

What? (Current Practice)
- Kindergarten transition plans are in place at the building level.
- Summer transition programs are available for limited sites.

How? (Moving Forward)
- Develop a Kindergarten transition team consisting of: Pre-K teachers, Kindergarten teachers, building Instructional Coaches, Early Learning/Pre-K Program Specialists and parents.
- Develop district wide Kindergarten transition activities that span the school year that include families.
- Provide joint professional development for Pre-K and Kindergarten teachers.
- Expand the summer transition program for students entering Kindergarten exhibiting literacy deficits.

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

Why?
According to Bright from the Start, parents and families are a crucial part of the Pre-K instructional program. A strong connection between families and schools is instrumental in promoting and building a strong literacy foundation. Parents build the foundation for helping children develop skills, habits, and attitudes for becoming lifelong learners; therefore, they are encouraged to strengthen their role as their child's first and most important teacher. Many opportunities will be available for parents to participate in Pre-K program activities because parents and teachers working together make a positive difference in a child's development. (http://www.decal.ga.gov/Prek/Families.aspx) (The How pg.6)

What? (Current Practice)
- Relationships with day care centers that feed into Atlanta Public Schools have been identified and established.
- Office of Early Learning newsletters are distributed monthly to feeder day care centers providing early literacy information.
- Pre-K enrollment and lottery information is provided to parents in both English and Spanish, with translators available if needed.
- Early Learning newsletters are created and shared with families as a collaborative effort between Family Service Support Specialists, Early Learning Program Specialist and Pre-K Program Specialist.

How? (Moving Forward)
- Plan community activities to help bridge the gap between feeder day care centers and local schools to promote early literacy initiatives.
- Provide Early Learning newsletters in multiple languages to ensure all families and cultures are represented.
- Literacy resources (books, brochures) to be distributed in both English and Spanish.

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

Why?
Schools, parents, and the community should work together to promote the health, well-being, and learning of all students. When schools actively involve parents and engage community resources they are able to respond more effectively to the health-related needs of students.
Family and community involvements foster partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. And they help children and youth develop healthy behaviors and promote healthy families. (The How pg.6)

What? (Current Practice)
- Community events are planned.

~~Literacy workshops are being held in the community (shelters, local libraries).~~

- Family Service Support Specialists are in place to assist families in accessing services.

How? (Moving Forward)
- Provide district joint workshops between Pre-K and Kindergarten staff on interpretation of WSO data and Kindergarten readiness.
- Ensure Pre-K staff and Kindergarten staff are aware of the alignment of the GELDS and Common Core Standards by providing professional development.
- Continue to provide families with resources needed to access services required before entering Kindergarten.
- Host resource and health fairs to provide the necessary screening needed before entering Kindergarten.
- Provide an avenue for parents and/or families to serve as advocates.

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

Why?
Research shows that children raised in homes that encourage family literacy grow up to be better readers and do better in school. Providing families with home literacy activities that promote skill-building opportunities for young children will enhance literacy skill development in all members of the family. (The How pg.6)

What? (Current Practice)
- Family literacy opportunities are available.
- Monthly parent newsletters are developed.
- Utilization of Race to the Top funds to develop Early Learning Specialist.
- Developing a plan to utilize Striving Readers Grant.
- Received books from Reading is Fundamental (RIF) to provide to families at literacy events.
- Head Start parent literacy trainings (Read Right from the Start) were provided through the Atlanta Speech School.

How? (Moving Forward)
- Continue to provide Family Literacy opportunities throughout the school year. Extend the program to cover multiple community and school events throughout the district.
- Continue to develop and distribute monthly parent newsletters. Ensure that materials and resources are available for students whose first language is not English.
- Provide specific literacy trainings to meet the logistical needs of families in various forms, times and settings.
- Use social media to inform families about literacy opportunities (Facebook, Twitter).
- Continue to utilize the Atlanta Speech School Literacy Coaches in providing parent literacy trainings throughout the district.
- Utilize grant funds (Striving Readers Grant, RIF) to provide literacy resources and training to schools, families and community stakeholders.

Building Block 3. Ongoing Formative and Summative Assessments

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

Why?
An effective system of assessments should include universal screening, progress monitoring, and diagnostic assessments. Data must be easily accessible to school personnel in order to be utilized to make instructional decisions. Educators and instructional support personnel must be able to administer and analyze data for collaborative decision-making to occur. Effective reading and writing instruction requires both summative and formative assessments (GLP), The Why, p.96-97).

What? (Current Practice)
- Pre-K teachers administer the Brigance Early Childhood Screen to assess predictors of school success (physical development, language, academic/cognitive, self-help, and social-emotional skills) to students within the first 45 days of enrollment.
- Teachers are required to utilize Work Sampling, a curriculum-embedded, authentic performance assessment used to assess students' development in multiple domains.
- Students must have updated vision, hearing, & dental screenings to maintain enrollment.

How? (Moving Forward)
- Provide continued professional development on screening and diagnostic assessments.
- Analyze child screening and diagnostic data with families to assist in setting learning goals and monitoring progress toward those goals.
- Continue to inform parents of their children's progress and collaborate with them to strengthen positive outcomes.
- Provide peer-to-peer support in analyzing and using screening and diagnostic data to inform instruction.

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

Why?
Utilizing formative assessments throughout the year allows educators to adjust instruction. With new information from each assessment, educators are able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments (GLP, The Why, p.97).

What? (Current Practice)
- Bright From The Start provides new teachers with training on WSO.
- Early Learning support specialists provide WSO support and individualized teacher assistance.

Select additional progress monitoring instruments that align with the Georgia Early Learning &
Development Standards
- Administer assessments according to established timelines.
- Ensure consistent data collection and analysis procedures through ongoing professional learning on
administration of assessments.
- Consistently use child assessment data to individualize instruction and monitor progress.

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

Why?
Summative assessments are essential to an effective literacy plan. This component occurs at the end of
learning in an academic year or a learning segment. Summative assessments reveal information regarding
mastery of content, skills, and grade level expectation**s.** They are used to make summary judgments about
learning and instructional programs (GLP, The Why, p.97).

What? (Current Practice)
- Early Learning staff review data in WSO throughout the school year to determine effectiveness of
Pre-K literacy instruction and student growth.

How? (Moving Forward)
- Select an assessment tool to measure the quality of the early literacy environment and classroom
interactions.
- Use results of assessments to make programmatic changes.
- Report results to parents and other stakeholders in a timely and easily interpreted manner.
- Determine follow-up professional development based on data.
- Review systemic issues related to program quality to determine policy and funding needs.

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

Why?
Universal screenings are the primary step in identifying which students are not at the expected performance
criteria for a given grade level. Literacy screenings should be used to identify underperforming students in
reading and writing. According to Jenkins (2007), the key feature in a screening measure is the accuracy in
classifying a student as "at risk" or "not at risk" (GLP, The Why, p.99).

What? (Current Practice)
- Teachers administer the Brigance Early Childhood Screen to assess predictors of school success.
- Teachers utilize the developmental checklists in WSO to rate students on literacy performance
indicators.

How? (Moving Forward)
- Select an appropriate early literacy screening to administer at designated times.

- Use data to determine the need for further professional learning for individuals and groups.

Building Block 4. Best Practices in Literacy Instruction

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

Why?
When students receive standards- based instruction with fidelity, students are more prepared for the general education classroom. Standards are the foundation for the learning that takes place in the classroom. (GLP, The Why, p.132). Instructional design and implementation are aligned to the standards (GELD), however, the trainings provided by Bright from the Start are hard to register for and sometimes cause a hardship on schools to provide classroom coverage throughout the year. Teachers need consistent training to ensure full implementation of the standards. Since 69% of the Pre-K teachers are new, it is important to note that additional professional learning is needed and ongoing.

What? (Current Practice)
- Provide professional learning for teachers, teacher assistants, and other Pre-K stakeholders e.g. GELDS.
- Provide some professional learning in age-level appropriate practices for differentiation based on assessment.
- Provide exemplar lesson plans that reflect GELDS.
- Require GELDS are referenced in all lesson plans.
- Training provided by Bright for the Start, webinars.

How? (Moving Forward)
- Establish a 120 minute Balanced Literacy Block for PreK.
- Provide training to support teachers in ensuring that literacy is appropriately infused into all Free Choice centers.
- Provide professional learning for all Pre-K staff in age-level standards, e.g., GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-

- Provide exemplar lesson plans that reflect GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten for all Pre-K staff.
- Ensure that GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten are used as the foundation for instruction by requiring that the standards are referenced in all lesson plans and differentiation is clearly evident.
- Provide training for administrators in order to ensure that they begin to document the use of standards in instruction.

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

Why?
Instruction and learning based on standards, differentiation, and evidence-based learning is vital for the development of key literacy concepts. (GLP, The Why, p.132). The goal is to increase students' readiness for kindergarten by improving language and pre-literacy skills. There is a need for a plan for shared leadership that supports an effective approach to literacy across all early childhood settings and learning opportunities of early literacy development for all birth-to-five stakeholders.

What? (Current Practice)
- Use the *OWL* Curriculum to teach phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.
- Review lesson plans to ensure that concepts of print (print awareness), alphabet knowledge, writing, and oral language activities are referenced.
- Monthly schedule for professional development that teachers.
- School-based administrators observe pre-K teachers, Bright from the Start consultants, Head Start Program consultants, APS Early Learning (Pre-K) Program Specialists and coordinator.

How? (Moving Forward)
- Develop tools for monitoring implementation.
- Use of universal screenings to target groups in need of specific instructional support in literacy.
- Collect data from end of year to measure kindergarten readiness.
- Evaluate for the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language ("The How" p.13).
- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans. ('The How" p.17)
- Use of progress monitoring tools.
- Use monitoring tools to collect data on fidelity of implementation.
- Use data to plan for professional learning based on teacher needs.
- Provide professional learning in research-based instructional strategies for developing oral language

invite an email to five providers to participate.

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

Why?
Applying best practices strategies, rooted in standards-based instruction, will impact all students. (GLP, The Why, p.132). There is a tremendous need for systematic and consistent professional development activities that will involve program administrators, teachers, assistants and parents in learning about evidence-based literacy practices, strategies and expectations for all birth -to-five children. Many students in the APS Pre-K Program are impacted by high levels of poverty, which leads to many of them to

What? (Current Practice)
- The Early Learning staff provides some training to assist school personnel with the implementation of research-based instructional strategies for developing oral language.
- OWL Curriculum resources are used to teach GELDS.
- Provide unit organizers for teachers.
- Weekly Lesson plan audits and feedback.

How? (Moving Forward)
- Choose curriculum resources that align to all standards and developmentally appropriate methods and pacing.
- Choose cross-curricular resources that align with GELDS and Head Start Child Development and Early Learning Framework that will provide guidance in developmentally appropriate practice ("The How", p 14).
- Maintain a consistent focus on student interest through the use of developmentally appropriate practice.
- Professional development on diversity and cultural literacy, which impacts developmentally appropriate practices.
- Tutoring as needed to assist individual students.
- Purchase technology to reinforce skills, engage and motivate students.
- Use of books to boost interest and motivate students.
- Use monitoring tools to collect data on fidelity of implementation.

Building Block 5. System of Tiered Intervention

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

Why?

According to Regional Educational Laboratory Southeast (REL) "intervention designed to provide support to teachers can have impacts at 2 levels - teacher practices and student outcomes. (Lewis et al., 2007) as cited in Georgia's Literacy Plan (GLP). The Why, 123. Students enter APS with a wide range of ability levels and learning styles. Having an RTI infrastructure in place for Pre-Kindergarten will enable teachers to implement a learning program that is designed and supported to meet the specific, communication, language, behavioral, and academic needs of their students.

What? (Current Practice)

- The Atlanta Public Schools Office of Early Learning and Pre-K teaching staff are becoming familiar with the tiered intervention model utilized by K-5 in our schools (RTI) and how to apply it to the unique teaching and learning experiences of Pre-K.
- The district SST coordinators have recently been charged with adding PreK to their caseloads in regard to screenings, parent and teacher referrals, implementation of researched based intervention strategies, and progress monitoring.
- All children are receiving exposure to a researched based curriculum that focuses on the development of early literacy skills (OWL). The early learning staff is working diligently to monitor the fidelity of the implementation of the curriculum and ensure that classrooms are literacy rich.
- Limited professional learning opportunities are in place for all school based stakeholders.

How? (Moving Forward)

- Establish a coalition consisting of representatives from the Office of Early Learning, Special Education Department, and Student Support representatives to improve the effectiveness of tiered intervention and the referral process.
- Establish Literacy Centers for parents to provide resources to assist students in the home.
- Utilize data from progress monitoring tools to enhance small group literacy instruction and implement strategies to promote differentiation.
- Establish school-based tutorials for Pre-k students for remediation and/or enhancement of specific skills.
- Provide an ongoing array of resources and training for teachers to enhance learning opportunities and tools to enable effectively differentiation of instruction and the use of progress monitoring tools.
- The use of researched based or district developed monitoring tools will be used to collect data on the fidelity of implementation.
- Survey teachers periodically in order to be captured used for the planning of professional development.
- Address students' social and emotional competence to increase self-regulation and positive school behavior.

Building Block 6. Professional Learning and Resources

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

Why?
Increasingly, it is becoming evident that schools and communities should work closely with each other to meet student's academics goals. In order to decrease barriers of development, learning and promoting healthy development Atlanta Public Schools have found that building positive relationships with community partners. To succeed with our educational mission, we must have the support of community resources such as family members, neighborhood leaders, business groups, religious institutions, public and private agencies, libraries, parks and recreation, community-based organizations, civic groups and local government. (The How, pg.17)

What? (Current Practice)
- Provided family literacy opportunities in locations that families can access.
- Relationships with district family engagement specialists have been created to broaden our community involvement.
- Identified potential community partners from various early care education providers.
- Developed Babies and Books Literacy initiative to promote early literacy throughout local libraries and family shelters.

How? (Moving Forward)
- Model best practices for early literacy with families.
- Partner with local libraries to develop trainings and materials to support family literacy.
- Establish working relationships with public health care providers to develop programs and workshops that address physical and safety needs necessary for early literacy development.
- Capitalize on existing resources in the community ex: public library, health organizations, and family shelters.
- Use multiple forms of media to engage and involve families in early literacy experiences.

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

Why?
Professional development is facilitated teaching and learning experiences that are continual, transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of that knowledge in practice.
The goal of professional learning in Atlanta Public Schools is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. (Georgia's Literacy Plan (GLP), The Why p.157)

- personnel.
- Developed early literacy trainings for educators, early care providers, and school administrators.
- Provided minimal time for teachers to study standards and plan lessons.

How? (Moving Forward)
- Implement a train the trainer model for all educators, early care providers, and administrators.
- Encourage continuous learning through training and teacher assistance.
- Ensure that professional learning for new staff in the use of GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten, and standards-based instruction and differentiation.

Analysis and Identification of Student and Teacher Data

A.   Student Achievement Data

2013-2014 Pre-K SLO Literacy Growth Measure

School	% Does Not Meet	% Meets	% Exceeds
Boyd	0%	6%	94%
Fain	6%	0%	94%
Gideons	6%	26%	68%
Perkerson	0%	10%	90%
Slater	0%	8%	92%
Usher	25%	31%	44%
Woodson	6%	12%	82%

Assessment data on 5 literacy performance indicators are submitted twice a year to the Office of Early Learning as determined by the Georgia Department of Education. These performance indicators serve as the Pre-K Student Learning Objectives (SLOs) as mandated by all districts receiving Race to the Top federal funding. The literacy performance indicators include:

LLC1-Begins to develop knowledge about letters

LLC2-Demonstrated phonological awareness

LLC4-Recounts some key ideas and details from text

LLD1-Represents ideas and stories through pictures, dictation, and play

LLD2-Uses letter-like shapes, symbols and letters to convey meaning

Teachers review student data (photos, work samples, observational notes, & matrices) collected for the performance indicators and utilize rubrics to assign a rating for each indicator. The performance indicators are rated as *Not Yet, In Process* or *Proficient.*

Students must make improvements in 3 out of 5 indicators in order to demonstrate expected growth from Fall to Spring. Improvement in 0-2 indicators=does not meet, improvement in 3 indicators = meets, improvement in 4-5 indicators=exceeds, as indicated by the Georgia Department of Education.

B. Disaggregation into Subgroups

2013-2014 Pre-K Student Demographics
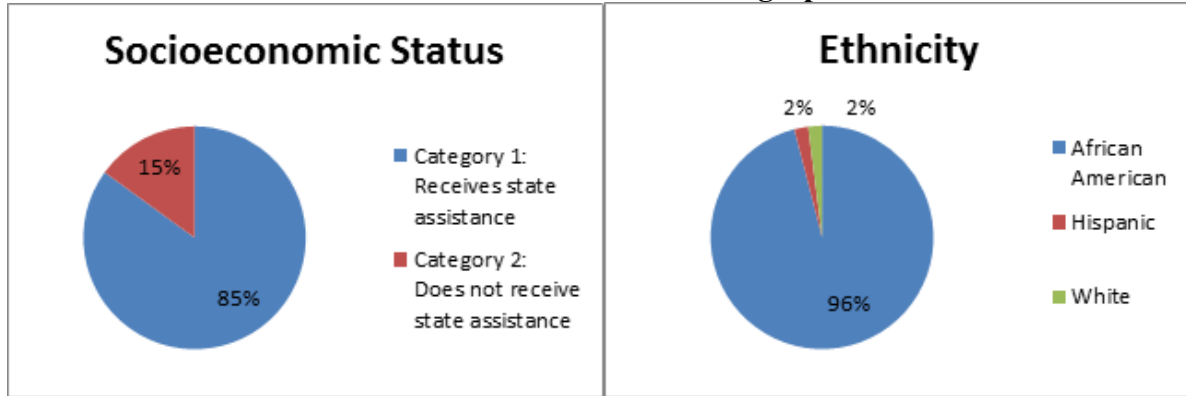
2013-2014 Disaggregated Pre-K SLO Literacy Growth Measure

	All Students	African American	White	Hispanic	Economically Disadvantaged
Does Not Meet	6%	6%	0%	0%	6%
Meets	13%	13%	0%	50%	13%
Exceeds	81%	81%	100%	50%	81%

The majority of the Pre-K students in the targeted sites are African American as well as economically disadvantaged (96%). The data shows that 81% of students exceeded in expected growth. This means that 81% of students made improvements in 4-5 literacy performance indicators, 13% made improvements in 3 performance indicators, and 6% made improvements in less than 3 performance indicators. Although the majority of students made improvements, it does not reflect that students are proficient in regard to mastering the standard, but that there has been a measure of growth. For example, a student can score a NY-Not Yet for the Fall pre-assessment and an IP-In Process for the post assessment. The latter does not signify proficiency in regard to the standard, however the data does capture a measure of growth for the student.

C. Identifies Strengths and Weaknesses Based on Prescribed Assessments

Strengths	Weaknesses
• 81% of all students exceeded the expected growth measure on the Student Learning Objectives • 13% of all students met the expected growth level on the Student Learning Objectives	• Pre-K SLO data is collected from teacher-created, performance based tasks. Performance tasks are not standardized among individual classrooms and schools across the district.
• Teachers are required to utilize Work Sampling, a curriculum-embedded, authentic performance assessment used to assess students' development in multiple domains.	• Assessments are subjective and scoring is inconsistent.
• Beginning with the 2014-2015 school year all Pre-K teachers administer the Brigance Early Childhood Screen III to assess predictors of school success (physical development, language, academic/cognitive, self-help, and social-emotional skills) to students within the first 45 days of enrollment.	• SLO (Student Learning Objectives) only evaluate growth for 5 out of 14 literacy performance indicators.
• Bright From The Start provides new teachers with training on WSO.	• Due to the limited amount of performance indicators evaluated, an accurate measure of kindergarten readiness cannot be obtained.
• Students must have updated vision, hearing, & dental screenings to maintain enrollment.	• Disconnect between assessment results and student/parent resources.
• Early Learning Program Specialists/Pre-K Program Specialists provide WSO support and individualized teacher assistance	• Teachers are inconsistent in utilizing assessment data to guide instruction.
	• Lack of collaborative data talks/meetings.
	• School structures do not exist to

	review and analyze Pre-K data.
	• Required data collection in Work Sampling Online (WSO) does not include required progress monitoring.
	• Data collected from WSO is not consistently used to inform instruction on a regular basis.
	• Lack of intensive/specific professional development on assessment strategies and uses.
	• Lack of planning time during the school day.
	• Developmental or progress monitoring tools are not available
	• Tools are not in place to assess Pre-K program effectiveness.

D. Data for All Teachers including CTAE, Special Education, and Media
The data included throughout this section includes Pre-Kindergarten teachers at, Boyd, Fain, Gideons, Perkerson, Slater, Usher, and Grove Park-Woodson Elementary Schools.

E. Teacher Retention Data
Historically, there has been a very low teacher turnover rate in the Atlanta Public Schools' Pre-K program. During the 2013-2104 school year, the State Department of Early Care & Learning informed the Office of Early Learning that all Pre-K teachers were not properly credentialed in order to maintain compliance with state guidelines. In order to receive state funding for teacher salaries, teachers were required to meet the minimum state credentials of a bachelor's degree. With the new requirement in place, 69% of lead teachers and 73% of the assistant teachers are new to the district. In the targeted sites 86% of lead and assistant teachers are new to the district.

Pre-K Program Teacher Retention Data

| School Year	Percentage of GA Pre-K Teachers Retained	Percentage of GA Pre-K Paraprofessionals

		Retained
2011-2012	94%	92%
2012-2013	93%	91%
2013-2014	89%	92%
2014-2015	31%	27%

F.   Develops Goals and Objectives based on Formative and Summative Assessments
The Office of Early Learning reviewed and analyzed Spring WSO data to determine program strengths, weaknesses, and departmental goals. The data was used to create focused agendas for New Teacher Orientation and Pre-Planning trainings. A professional development calendar for the 2014-2015 school year was also created.

G.   Additional District-Prescribed Data
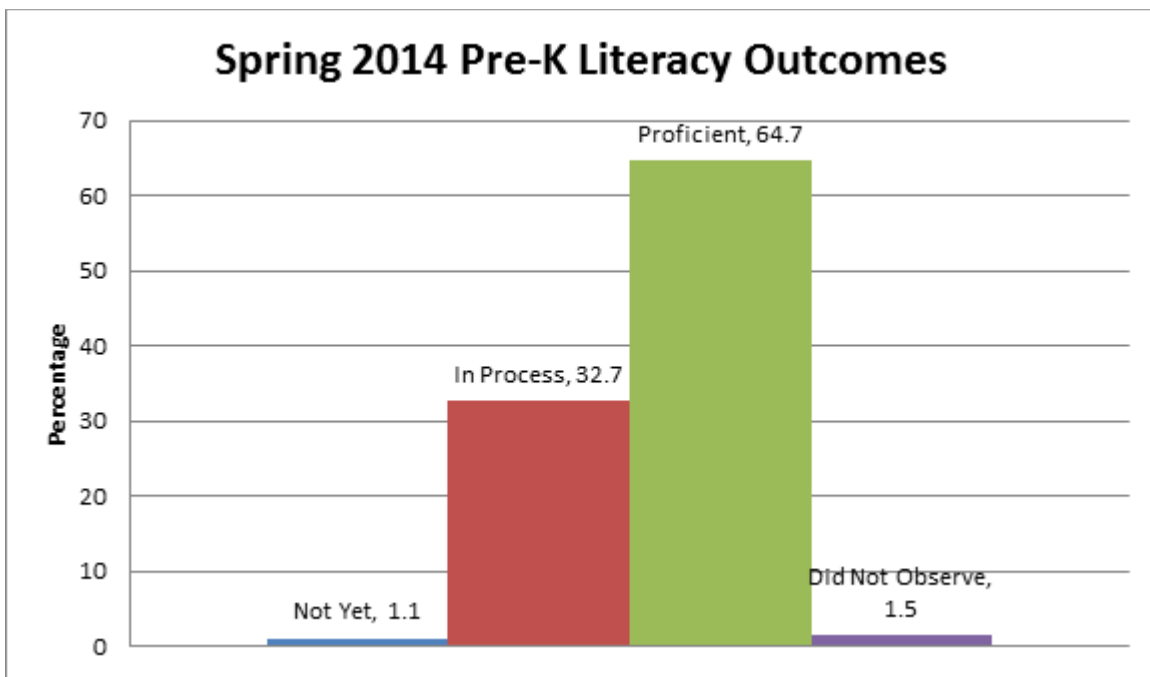
Spring data from WSO indicates that approximately 1% of Pre-K students are not yet meeting literacy expectations, 33% are in process of meeting literacy performance indicators, and 65% of Pre-K students are proficient in the literacy performance indicators. WSO data is collected from teacher-created, performance based tasks. Performance tasks are not standardized among

individual classrooms and schools across the district. The assessment outcomes are subjective and teacher scoring is inconsistent.

Fall 2014 CAAS—Reading Foundations
Kindergarten Results

School	Below Average	Avg. Low	Avg. High	Above Avg,
Boyd	31%	20%	19%	31%
Fain	56%	24%	16%	4%
Gideons	76%	16%	6%	2%
Perkerson	49%	22%	18%	12%
Slater	42%	25%	22%	11%
Thomasville	61%	27%	13%	0%
Usher	92%	4%	1%	3%
Grove Park/Woodson	33%	27%	24%	17%

The Computer Adaptive Assessment System (CAAS) is a cross-curricular assessment administered to students in grades K-9 in September, as a measure of grade level readiness. This allows schools to accurately place students who might need corrective or enrichment learning. The test items are normed which allow students and teachers to better predict performance on high stakes tests. It is also given in January and May for grades K-2 as a post assessment in both reading and math. The data from targeted sites indicate that 59% of Kindergarten students scored in the below average range in reading. This data further support our findings that majority of rising Kindergarten students are not proficient in early reading skills.

Teacher Participation in Professional Learning Communities

Currently, Pre-K teachers in Atlanta Public Schools attend monthly meetings led by the Office of Early Learning. Early Learning staff monitors WSO data and feedback is provided to Pre-K teachers. Future plans include meeting with teachers by school clusters.

Project Plan-Procedures, Goals, Objectives and Support

A-C. Project Goals and Objectives

A. Project Goals	B. Project Objectives	C. Performance Measurement
Goal 1: Establish a plan to ensure a smooth transition from Pre-K to Kindergarten. (GLP-The What-2)	1.1: Develop a Kindergarten transition team consisting of Pre-K teachers, Kindergarten teachers, building Instructional Coaches, Early Learning/Pre-K Specialists and parents. 1.2: Provide joint professional development for Pre-K and Kindergarten teachers. 1.3: Develop district wide Kindergarten transition activities that span the school year that include families. 1.4: Expand summer transition programs for students entering Kindergarten exhibiting literacy deficits.	- Artifacts (sign-in sheets, agendas) from monthly transition team meetings & professional development sessions. - District calendar of transition activities that span the school year. - Surveys to rate the effectiveness of transition activities and inform subsequent transition activities. - Literacy Checklists that capture proficiency in targeted areas for the summer transition programs.
Goal 2: Provide a plan to improve access for families to resources for developing early literacy in their homes. (GLP-The What-2)	2.1: Extend family literacy opportunities throughout the year to cover multiple community and school events. 2.2: Ensure parent newsletters, materials and resources are available for students and families whose first language is not English. 2.3: Use social media to inform families of literacy training opportunities. 2.4: Utilize the Atlanta Speech Schools' literacy coaches to provide parent literacy trainings throughout the district. 2.5: Purchase resources to assist	- Artifacts (photos, sign-in sheets, newsletters) from literacy events. - Parent feedback (survey data) from literacy events. - Increased number of visitors on social media sites.

	families in building home literacy libraries.	
Goal 3: Consistently utilize formative and summative data-driven instructional practices. (GLP-The What-3)	3.1: Provide continued professional development on administration of assessments, data collection and analysis procedures. 3.2: Use data to inform programmatic evaluations and determine further professional development needs. 3.3: Select additional progress monitoring instruments that align with the Georgia Early Learning & Development Standards. 3.4: Consistently use child assessment data to individualize instruction, inform families, monitor progress, intensify interventions and evaluate overall effectiveness of instruction.	● Weekly data collection in WSO. ● Use of group reports in WSO. ● OWL Literacy Assessment (screening, progress monitoring 1-3, end of year assessment). ● TKES evaluation in assessment strategies and assessment uses (standards 5-6).
Goal 4: Increase the use of best practices in literacy instruction (GLP-The What-4)	4.1: Provide on-going, job-embedded professional learning in research-based instructional strategies for developing early literacy skills. 4.2: Provide on-going, job-embedded professional learning on developmentally appropriate practices and differentiation. 4.3: Implement evidence-based literacy practices to increase students' readiness for kindergarten. 4.4: Provide continued training on utilization and implementation of literacy screenings and progress monitoring tools.	● Teacher feedback (survey data) from professional learning sessions to measure strategy effectiveness. ● Feedback from classroom observations conducted by support specialists.
Goal 5: Establish and maintain a concrete system of tiered intervention across the curriculum. (GLP-The	5.1: Establish a coalition consisting of representatives from the Office of Early Learning, Special Needs Pre-K, and SST chairpersons.	● Artifacts (sign-in sheets, agendas) from monthly coalition meetings.

| What-5) | 5.2: Provide screening tools, progress monitoring tools, and researched based interventions that address all domains.
5.3: Provide professional development on screening tools, progress monitoring tools, and researched based interventions that address all domains.
5.4: Provide targeted formative goals across all domains.
5.5: Establish school-based tutorials for Pre-K students for remediation and/or enhancement of specific skills.
5.6: Establish Literacy Centers for parents in order to provide resources for parents to assist with students at home.
5.7: Promote social and emotional competence to increase self regulation and positive school behavior | Monthly Data team meetings on teacher effectiveness consisting of the Pre-K Lead teacher and Early Learning/Pre-K Program Specialist (Sign in sheets, agendas, Action Plans) Teacher Surveys, Post observation fidelity checklists, upload to Share-Point, addendum to lesson plan criteria template, tagged entries in WSO. Pre and post assessments, tagged entries in WSO, Progress Reports to parents Parent surveys, sign in sheets Decreased number of behavior referrals. |
| Goal 6: Establish sustainability in Professional learning for new/returning teachers in the development of early literacy. (GLP-The What-6) | 6.1: Implement a train the trainer model for Early Learning/Pre-K Specialist on early literacy to redeliver to teachers, administrators and parents.
6.2: Develop an online training module for new (onboarding)/returning (refresher) teachers on compliance and early literacy instruction. | Participant surveys and feedback. Implementation of strategies is observed and evident in literacy instruction practices. Online training materials are available in My PLC. |

Alignment of Goals, Objectives and Assessments

Formative/Summative Measures	Associated Goals
Work Sampling Online	3,4,5
Student Learning Objectives (SLO)	3,4,5
Brigance Early Childhood Screen III	1,3,4
OWL Literacy Assessment	1.3,4,5
Parent Survey	2
CLASS	3,4
PALS	4
PPVT4	3,4
Ages and Stages (Social and Emotional)	3
TKES	1,2,3,4,5,6

D. 120 Minutes of Tiered Literacy Instruction

Morning Meeting/Opening Circle (20 minutes) *Daily-Whole Group*
Morning Message (Modeled/Shared Writing)
- *Left to right progression of text, return sweep, print carries a message, punctuation, one to one correspondence, spaces between words*

Alphabet Knowledge
- *Recite the alphabet, learn letter names, identify letter shapes that match letter names, identify letter sounds.*

Music and Movement (10 minutes) *Daily-Whole Group*
- *Gross motor activities allow children to use large muscle movements while rhythmically linking literacy to music and movement.*
- *Oral language, listening skills, rhyming, alliteration, auditory and discrimination skills, repetition, vocabulary development, communication, and expressive language.*

Word Work (20 minutes) *Daily-2 Teacher Led Groups*
Phonological Awareness
- *Recognize and use rhyme, break words into syllables, blend phonemes into syllable and words, and identify beginning and ending sounds in a syllable and see smaller words within larger words. (i.e. "cat in "catal)*

Sight Words
Thematic Vocabulary
Story Vocabulary

Read Aloud (10 minutes) *Daily- 2 Teacher Led Groups*
- *Model fluent and expressive reading, think aloud, modeled reading, review text structure, concepts of print, interaction with a variety of texts, make connections.*

Large Group Literacy/Shared Reading (20 minutes) *Daily-Whole Group*
- *Activities include flannel board stories, shared reading using big books, chart stories, acting out a familiar story using props, and modeled writing. Large group literacy activities encourage conversations, questions, and awareness of the concepts of print, vocabulary/concept development, brainstorming, analysis and prediction skills.*

Intro to Small Groups (10 Minutes) *Daily-Whole Group*
- *Teacher will introduce small group objectives while the assistant sets up learning stations.*

Small Groups (20 minutes) *Daily- 3 Small Groups of 4-8 Students*
- *Flexible groups (consisting of 4- 8 students) based on student data and observations.*
- *2 Teacher-Led groups/ One Independent group*
- *First Semester Teacher- Led groups will be skill focused and/or consist of modeled and shared reading and writing activities for emergent readers.*
- *Second semester Teacher- Led groups will be skill focused and/or consist of guided reading and writing for emergent readers.*
- *Independent groups will consist of literacy based open-ended activities that students can accomplish on their own without teacher supervision.*
- *Independent groups will also consists of independent reading (pretend) and writing (invented) depending on the specific skill level of the students.*

Wrap Up (10 minutes) *Daily-Whole Group*
- *Refocus students on the events of the literacy block.*
- *Purposefully planned activities with supporting Literacy GELDS to address assessment needs of the group. Preview the next day of instruction.*

Tier	Literacy Interventions That Occur Within Each Tier
I	Universal Screener (Brigance), Researched Based- Core Curriculum (GELDS), Intentional Teaching (OWL), Progress Monitoring (WSO)
II	More Frequent Progress Monitoring, Explicit Small Group Interventions and Embedded Learning Activities,
III	Student Support Team, Individualized Scaffolding Strategies
IV	Specialized Services

E. RTI Model

	Assessments/How Often	Interventions/How Often	Personnel
Tier IV Specifically Designed Learning	IEP Driven	Specialized Services	Special Needs Pre-K Teachers/Early Learning, Pre-K Program Specialists
Tier III SST Driven Learning	Student Specific OWL Literacy Assessments/As needed per student	Ongoing Progress Monitoring, Individualized Scaffolding Strategies	Pre-K Lead, Pre-K Assistant, Early Learning, Pre-K Program Specialist, SST Chairperson, School Psychologists, Counselor, Speech Pathologist
Tier II Needs Based Learning	Student Specific OWL Literacy Assessments/As needed per student	More Frequent Progress Monitoring, Explicit Small Group Interventions and Embedded Learning Activities, Tutoring	Pre-K Lead, Pre-K Assistant, Early Learning, Pre-K Program Specialist,
Tier I Standards Based Classroom Learning	Brigance/Once a Year PALS/3 Times a Year PPVT4/2 Times a Year CLASS/Once a Year SLOs/2 times a Year OWL Literacy Assessment/ Every 8-10 weeks	Universal Screener (Brigance), Researched Based-Core Curriculum (GELDS), Intentional Teaching (OWL), Progress Monitoring (WSO)	Pre-K Lead, Pre-K Assistant, Early Learning, Pre-K Program Specialist,

F. Inclusion of Teachers and Students

All Pre-K teachers and students are included in the activities of this application.

G. Current RTI Practices

The Pre-K program in Atlanta Public Schools currently utilize the Brigance as a universal screener given to students at the beginning of the year to assess predictors of student success. The teacher gives this assessment in the first 45 days of school, this occurs in Tier 1 of the RTI process along with data collected from Work Sampling Online. Tier 2 interventions are determined by progress monitoring and used in small group instruction to meet the needs of

students displaying deficits in literacy indicators. Tier 3 interventions include individualized scaffolded strategies/support provided by the student support team. Determination is made on providing specialized services considering the outcome of utilized strategies and support, consent from parent for further evaluation, and a comprehensive evaluation from the Special Education Pre-K Department.

H.   Goals Funded With Other Sources

Resources, Strategies, and Materials	Existing Funding Resources	SRCL Will Provide	Associated Goals
Professional Learning	Head Start, Bright from the Start, Atlanta Public Schools, Woodruff Arts Center	SRCL will provide ongoing professional learning opportunities in the areas of Shared Reading, Shared Writing, Guided Reading for Emergent Readers, Differentiated Instruction, Progress Monitoring, Social and Emotional Development, Literacy Across the Curriculum, Language Development, Phonological Awareness, Phonics	1,3,4,5,6
Instructional Technology	Head Start Bright from the Start, Atlanta Public Schools	SRCL will provide Active boards for non Head Start sites as well as training for effective use of Active board. Professional development for teachers for the effective use of the Smart Tables.	2,3,4
Literacy Materials	Bright from the Start, Head Start	Additional classroom materials to enhance the literacy plan. Extensive professional development for teachers for the effective implementation of *OWL* (Opening the World of Learning) Curriculum. Resources for parent literacy workshops and community events.	1,2,4,5
RTI-Materials	Atlanta Public Schools	Progress monitoring tools, formative assessments	3, 4, 5
Literacy Assessments	Bright from the Start/Head Start	CLASS, PALS, PPVT, ASQ: SE	3, 5
Community Engagement	Head Start, Atlanta Public Schools, United Way	Parent Workshops, Kindergarten Round Up	1

Extended Day/Year Programs	Atlanta Public Schools	Pre-K Tutoring Teacher Training Teacher Stipends Instructional Materials	1,4
Field Trips	Head Start, Atlanta Public Schools, Woodruff Arts Center	Quarterly Thematically Focused Field Trip (on and/or off campus)	4,5
Print and Digital Materials	Head Start, Atlanta Public Schools, Bright from the Start	Tablet Devices, Thematic Libraries, Notebook Computers, Upgraded Listening Centers, Play School Alphies, Poster Makers, Laminators	1,2,4,5

I. Sample Schedule

Georgia's Pre- K Program

TIME	ACTIVITY
7:30-8:00	**Arrival/ Meet and Greet/ Breakfast**
8:00-8:15	**Dental Hygiene/ Health Checks/Good Morning Song**
8:15-10:15	**Morning Meeting** 8:15am-8: 35am (Morning Message, Alphabet Knowledge) **Music and Movement** 8:35am-8: 45am **Word Work** 8:45am-9:05am (Phonological Awareness, Sight Words, Thematic Vocabulary, Story Vocabulary) **Read Aloud** 9:05am-9: 15am **Large Group Literacy/Shared Reading** 9:15am-9: 35am **Intro to Small Groups** 9:35 am- 9:45pm **Small Groups** 9:45am-10:05 am **Wrap-Up** 10:05am-10: 15am
10:15-10:30	**Restroom Break/Transition to Lunch**
10:30-11:00	**Lunch**
11:00-11:15	**Outdoor Play**
11:15-11:30	**Dental Hygiene/Restroom Break**
11:30-12:30	**Centers (snack station set up during centers)**
12:30-12:35	**Clean Up**
12:35-1:00	**Math Circle (M, W, F) Science/Social Studies Circle (T, TH)** **Whole Group** 12:35-12:45 **Small Groups** 12:45-1:00
1:00-1:10	**Story Time**
1:10-2:10	**Nap Time**
2:10-2:30	**Transition from Nap/Closing Circle/Dismissal**

Assessment and Data Analysis Plan

A. Current Assessment Protocol

When	Assessment
August-September Within the first 45 days of enrollment.	Brigance Early Childhood Screen III
August-April Ongoing	Work Sampling Online
September, April Twice a year	Student Learning Objectives
August-September Within the first 30 days of enrollment.	Vision, hearing, dental, & nutrition screenings

B. Current Assessment vs. SRCL Assessments

Current Assessments

Brigance Early Childhood Screen III is used as a universal screener to assess predictors of school success. It covers the domains of physical development, language, academic/cognitive, self-help, and social-emotional skills. *Work Sampling Online* is an online portfolio assessment that consists of teacher-collected documentation through ongoing observational notes, matrices, photos, and work samples. Student performance is evaluated on performance indicators that are correlated to Georgia's Early Learning and Development Standards. There are ten performance indicators (5 literacy and 5 numeracy) that have been identified by the state as Pre-K *Student Learning Objectives* (SLO). Pre-K teachers collect pre and post assessment data on the ten performance indicators for the purpose of documenting student progress over time. Students are rated as not yet, in process, or proficient on each indicator in the fall and spring. *Vision, hearing, dental, and nutrition screenings* are required for enrollment and are used to identify children who may have a health impairment. Impairment in either of these areas may prevent a child from obtaining full benefit from their educational opportunities.

Striving Readers Assessments

Classroom Assessment Scoring System (CLASS) is an observational instrument used to assess classroom quality. CLASS measures teacher-student interactions in a classroom setting and offer resources for strengthening those interactions across any subject area. *Phonological Awareness Literacy Screening* (PALS) is a scientifically based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals. PALS measures name writing ability, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness. The assessments are designed to inform teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. Mid-year assessment and PALS Quick Checks allow for ongoing student progress monitoring throughout the year. *Peabody Picture Vocabulary Test* (PPVT) is an assessment of a student's

receptive vocabulary. In the assessment, students select the picture that best represents an oral word. *Ages and Stages Questionnaires: Social-Emotional* (ASQ: SE) uses parent and teacher completed questionnaires to identify young children at risk for social or emotional difficulties. It screens the areas of self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people. OWL literacy assessments include a literacy screening, progress monitoring, and end-of-year assessment. The assessment covers alphabet knowledge, phonological awareness, and concepts of print.

C.   New Assessment Protocol

When	Assessment
Once a year (August-September)	Vision, hearing, dental, & nutrition screenings
Once a year (December)	CLASS
Once a year (August-September)	Brigance Early Childhood Screen III
Ongoing (August-April)	Work Sampling Online
2 times per year (September, April)	Student Learning Objectives
3 times per year (August, January, May)	PALS
2 times per year (August, April)	PPVT4
2 times per year (August, April)	ASQ:SE
5 times per year (August, October, January, March, May)	OWL Literacy Assessments

D.   Current Assessment Discontinued
 None

E.   Professional Learning Needs
Professional learning will be provided on the administration, interpretation, and application of results for various assessments. Early Learning staff will be trained on CLASS, Brigance Early Childhood Screen III, Work Sampling Online, PALS, PPVT4, and ASQ:SE. Pre-K lead teachers will be trained on Brigance Early Childhood Screen III, Work Sampling Online, Student Learning Objectives, ASQ:SE, and OWL Literacy Assessments. School based administrative personnel will be invited to participate in all trainings.

F.   Presentation of Data to Parents and Stakeholders
Atlanta Public School's Pre-K program will share data reports with parents at parent/teacher conferences and parent workshops. Parents are invited to parent teacher conferences twice a year to discuss progress and review Work Sampling Online data. The Office of Early Learning and the Department of Student Services are in the process of developing the RTI process for students in Pre-K. This process will require parents to be more involved in progress monitoring and intervention strategies.

G.   Data Used in Instructional Strategies

Assessment results will be reviewed and analyzed during planning meetings and PLCs in order to make critical decisions about specific student needs, inform lesson planning, and develop action plans in regard to meeting targeted student specific goals. Summative results will be analyzed by the Literacy Team to be used to inform programmatic decisions in regard to intervention strategies.

H.   Assessment Plan and Personnel

Parents/guardians are asked to provide a certificate of vision, hearing, dental, and nutrition examinations during Pre-K enrollment. If parents/guardians do not provide a certificate, Head Start partners with medical providers to conduct the necessary health screenings. An assessment team, consisting of contracted staff, will be formed to administer CLASS, PALS, & PPVT4 in the targeted sites. Pre-K teachers will administer Brigance Early Childhood Screen III, Work Sampling Online, Student Learning Objectives, ASQ: SE, and OWL Literacy Assessments. Early learning staff and Pre-K teachers will review and analyze all assessment data during planning meetings and PLCs, in order to make critical decisions about specific student needs, inform lesson planning, and develop action plans in regard to meeting targeted student specific goals. Early learning staff will share Pre-K data with school-based administrators, district level administrators, and the literacy team. Pre-K teachers will share data reports with parents at parent/teacher conferences and parent workshops. Assessment results will be reviewed & analyzed by the literacy team to inform programmatic decisions.

Resources, Strategies, and Materials Including Technology

A. Resources Needed

- Universal screener materials and professional learning
- Home Literacy Materials
- Stipends, travel expenses, fees and materials for professional learning
- Variety of high quality books (including eBooks) on different reading levels
- Progress monitoring tool
- Technology to support progress monitoring tool
- Educational supplies for literacy interventions
- Literacy hands on materials and teacher resources
- Literacy Resource Room- lending library with big books, listening stations, books on CD
- High quality, evidence-based intervention materials
- To ensure sustainability for the WSO (Work Sampling Online Assessment System, extensive training is needed for collecting and analyzing work samples, which helps to identify a student's knowledge of literacy skills.
- Extensive professional development for teachers on the effective implementation of Opening the World of Learning (*OWL)* Curriculum.

B. Activities Supporting Literacy
- Extensive professional development in Literacy Instruction including large group, small group literacy activities, daily phonological awareness instruction
- Parent Literacy workshops
- Professional learning in providing literacy intervention
- Implement a community wide literacy awareness event (Babies and Books) for families with children ages birth to five
- End of year screener for EIP (Early Intervention Program) identification
- Kindergarten Readiness activities to promote the transition to kindergarten

C. Shared Resources
- Central resource room which includes curriculum resources, 5 laptops, 5 Chromebooks, professional literature, and instructional materials
- Lending Library (leveled books, Big Books, picture books, theme related books)

D. Library Resources
- Each targeted school Pre-K program has access to the school's library consisting of children's literature, teacher resources and other material.
- Technology is also available to teachers, students, and parents, example: laptops, Interactive Whiteboards, and tablets.

E. Activities Supporting Classroom Practices
- Use of GELDS (Georgia Early Learning Standards)
- Large group instruction
- Small group instruction
- Professional learning through DECAL and Head Start
- Center Time
- Music and Movement
- Story Time
- Individualized/ differentiated instruction
- Daily phonological awareness

F. Additional Needed Strategies
- Professional learning in developmentally appropriate literacy strategies.
- Model for parents a variety of evidence-based literacy strategies and practices that they can use to promote children's language and literacy skills.
- Collaborative planning is needed across birth to five providers, including Pre-K sites.
- Use screeners and diagnostic tools to assess and pinpoint developmental needs.
- Use of high quality, high interest developmentally appropriate English and bilingual children's book in a variety of formats (e.g., e- readers, adapted books, tablets, etc.)

G. Current Classroom Resources
- Interactive White Board
- Classroom Library
- Basic classroom materials needed to implement GELDS
- Basic classroom materials as required by Bright from the Start
- Camera
- Listening Station
- Smart table

H. Alignment of SRCL and Other Funding Sources

Resources, Strategies, and Materials	Existing Funding Resources	SRCL Will Provide
Active board	Head Start	SRCL will provide Active boards for non Head Start sites as well as training for effective use of Active board.
Basic classroom materials needed to implement Gelds.	Bright from the start	Additional classroom materials to enhance the literacy plan.
OWL curriculum resources	Head Start	Extensive professional development for teachers for the effective implementation of *OWL* (Opening the World of Learning) Curriculum.
Smart Table	Head Start	Professional development for teachers for the effective use of the Smart Table

I. Technology Purchases

All technology will be used effectively in the classroom to support student engagement and individualized instruction. Data will be collected to inform instructional practices. Teachers will have access to reports from diagnostic assessments to review and create reports that will assist them in monitoring student progress. Students will have more opportunities to use technology during literacy related activities and instruction. Student engagement will increase as a result of having access to more technology tools, media and software.

Professional Learning Strategies

A.   Professional Learning Activities

Topic	Time Frame	Participants	Provider
Developing Math Concepts Through Small Group Instruction	January 2013	Pre-K Teachers/Assistants	Early Learning Specialists
Developing Reading Concepts Through Small Group Instructions	February 2013	Pre-K Teachers/Assistants	Early Learning Specialists
WSO/Intervention Strategies for At-Risk Students	March 2013	Pre-K Teachers/Assistants	Early Learning Specialists
Work Sampling Online	April 2013	Pre-K Teachers/Assistants	Early Learning Specialists
Off to a Good Start	August 2013	Pre-K Teachers/Assistants/Special Needs Preschool Teachers	Early Learning Specialists
Instructional Quality Notebook	September 2013	Pre-K Teachers/Assistants	Early Learning Specialists
Nabi Jr. Tablet Training	October 2013	Pre-K Teachers/Assistants	Early Learning Specialists
Intentional Planning with GELDS	November-December 2013	Pre-K Teachers/Assistant	Early Learning Specialists
GELDS Cognitive Processes	January-February 2014	Pre-K Teachers/Assistant	Early Learning Specialists
WSO Support	April 2014	Pre-K Teachers/Assistant	Early Learning Specialists
Kindergarten Readiness	May 2014	Pre-K Teachers/Assista	Early Learning Specialists

B.   Percentage of Staff Participating in Professional Learning
100% of instructional staff attended departmental Pre-K specific professional learning, Bright from the Start and Head start required trainings.

C. Detailed List of On-Going Professional Learning

Topic	Time Frame	Participants	Provider
A Day in the Life of Pre-K	July 2013	New Pre-K Teachers	Early Learning Specialists
Pre-K Professional Learning Day/OWL Training	August 2, 2014	Pre-K Teachers/Assistants	Early Learning Specialists
Pre-K Assessments/WSO	August 27, 2014	Pre-K Teachers	Early Learning Specialists
Behavior Intervention and Classroom Management	September 4, 2014	Pre-K Teachers	Early Learning Specialists
Early Literacy Owl Training	October 8-9, 2014	Pre-K Teachers	Early Learning Specialists
Bright from the Start Lead Teacher Training	September-October 2014	Pre-K Teachers	BFTS Trainers
Bright from the Start Assistant Teacher Training	September-December	Pre-K Assistants	BFTS Trainers
Early Numeracy-Understanding Math Continuum/Best Practices Training: Making Sense of Numbers.	November 2014	Pre-K Teachers	BFTS Online Module
Integrating Literacy in Science and Social Studies	December 2014	Pre-K Teachers	Early Learning Specialists
Developing and Supporting Writing	January 2014	Pre-K Teachers	Early Learning Specialists
SLO Data Collection	February 2014	Pre-K Teachers	Early Learning Specialists
Kindergarten Transition	March 2004	Pre-K Teachers/Kindergarten Teachers/Assistants	Early Learning Specialists
Narrative	April 2014	Pre-K Teachers	Early Learning

			Specialists
Summaries/ Parent Conferences			
End of Year Closeout	May 2014	Pre-K Teachers	Early Learning Specialists

D. Professional Learning Needs

Topic	Time Frame	Participants	Provider
Utilizing Work Sampling Online Data to Guide and Differentiate Instruction	August-September	Pre-K Teachers/Assistants	Early Learning Staff
Building Early Literacy Skills: Foundations of Language, Building Vocabulary, Repeated Interactive Story-Reads, Having Meaningful Conversations and Teaching Code Based Literacy Skills.	August-May	Pre-K Teachers/Assistants	Atlanta Speech School: Rollins Center for Language & Literacy Early Learning Staff
Utilizing GELDS in Lesson Planning and Differentiation of Instruction	Ongoing	Pre-K Teachers/Assistants	Early Learning Staff
Pre-K to Kindergarten Transistion	September, January, March	Pre-K Teachers/Kindergarten Teachers	Early Learning Staff/Instructional Coaches
Utilizing Assessment Tools: CLASS, Brigance Early Childhood Screen III, Work Sampling Online, PALS, PPVT4, and ASQ:SE	July 2015	Early Learning Staff Contracted Data Assessment Team	Consultant
Utilizing Assessment Tools: Brigance Early Childhood Screen	July 2015	Pre-K Teachers/Assistants	Early Learning Staff

III, ASQ:SE, OWL Literacy Assessments.			
Effectively Integrating Digital Technology in Literacy Instruction	Ongoing	Pre-K Teachers/Assistants	Technology Consultant
Promoting social and emotional competence. Increasing self-regulation and positive school behavior.	Ongoing	Pre-K Teachers/Assistants Early Learning Staff Parents	Consultant

E. Professional Learning Evaluation

Participants will complete surveys at the end of each course. Formal and informal observations will be made to determine use and effectiveness of strategy implementation and feedback will be provided. Early Learning staff will provide follow-up support through classroom observations, providing feedback, collaborative planning sessions, and one-on-one training.

F. Alignment of Professional Learning to Project Goals

Topic	Time Frame	Participants	Provider	Goal
Utilizing Work Sampling Online Data to Guide and Differentiate Instruction	August-September	Pre-K Teachers/Assistants	Early Learning Staff	3,6
Building Early Literacy Skills: Foundations of Language, Building Vocabulary, Repeated Interactive Story-Reads, Having Meaningful Conversations and Teaching Code Based Literacy Skills.	August-May	Pre-K Teachers/Assistants	Atlanta Speech School: Rollins Center for Language & Literacy Early Learning Staff	2,4,6
Utilizing GELDS in Lesson Planning and Differentiation of Instruction	Ongoing	Pre-K Teachers/Assistants	Early Learning Staff	4,6

Pre-K to Kindergarten Transistion	September, January, March	Pre-K Teachers/Kindergarten Teachers	Early Learning Staff/Instructional Coaches	1,6
Utilizing Assessment Tools: PALS, PPVT4, CLASS, ASQ:SE, OWL Literacy Assessments.	July 2015	Pre-K Teachers/Assistants	Contracted Data Assessment Team/Early Learning Staff	3,5,6
Effectively Integrating Digital Technology in Literacy Instruction	Ongoing	Pre-K Teachers/Assistants	Technology Consultant	6
Promoting social and emotional competence. Increasing self-regulation and positive school behavior.	Ongoing	Pre-K Teachers/Assistants/ Early Learning Staff	Consultant	2,4

G. Effectiveness of Professional Learning

The level of teacher implementation and improved student outcomes will determine the effectiveness of our professional development. Student outcomes will include improved overall academic performance and positive school behavior of Pre-K students, as evidenced by assessment data. Formative and summative data will be analyzed, participant surveys will be administered and reviewed, observations of implementation will be conducted and feedback will be given. Data teams will report effectiveness as measured by student achievement.

Atlanta Public Schools

Sustainability Plan

A.   Plan for Extending Assessments

District assessment tools and tools attained through the grant will continue to be
administered annually. DIBELS Next, IPI, and SRI will be funded using Title I or QBE
funds. New teachers will receive training on how to administer assessment tools and
interpret results

B. Developing Community Partnerships

APS currently has partnerships between several businesses, civic organizations and
schools. These organizations supplement teaching by sponsoring activities (field trips,
displays, or speakers). Many of these members serve on the school councils and PTOs
and these partnerships will continue beyond the life of this grant.

C. Expanding Lessons learned

Lessons learned will be expanded through ongoing PL, a library of professional texts,
journals and online sources (GLP - The How, p.40). The instructional coach and teachers
will provide home learning connections and training to support the effective use of these
resources, including differentiated support for students (GLP - The How, p.39). We will
use classroom observations/ videotaping to identify and support individual teachers with
follow-up coaching, conferencing, and mentoring (GLP, The How, p.49).

● **Extending Assessment Protocols**

We will train staff members on the DIBELS Next, informal running records, and other
diagnostic tools at the beginning of the SRCL grant period. Staff hired after the grant
expires will be trained using a "Train-the-Trainer" model (training by instructional coach
and existing staff). The instructional coach and Literacy Team will be responsible for

providing professional learning on assessment protocols annually to all staff. District and school funds (Title I and discretionary) will be utilized to purchase assessments.

- **New System Employees Training**

Currently, new district employees have a three day New Teacher Orientation, as well as a monthly orientation and mentoring program. Part of this training for new teachers will be to share our Literacy Plan and provide focused professional learning on instructional strategies and assessment protocols outlined within the plan.

- **Maintaining and Sustaining Technology**

SPLOST funds will maintain technology with district personnel responsible.

- **Ongoing Professional Learning** Staying abreast of current research and best practices in literacy instruction, including differentiated instruction, will continue by developing a professional library (texts, journals and online resources) (GLP - The How, p.40) and utilizing resources (webinars and professional learning videos from the GaDOE website) to ensure our literacy instruction stays current. Professional learning will be revisited regularly and revised yearly based on student mastery of CCGPS and classroom observations (GLP - The How, p.48).

D. Print Materials Replacement

Currently, print materials are funded through other sources. Funding to continue and sustain necessary print materials will be provided after the life of this grant through other sources (Title I and principal discretionary funds).

E. Extending Professional Learning

The school intends to video record professional learning and differentiated lessons (GLP - The How, p.40) in order to create a digital resource library. Digital resources provided

by the GaDOE and a "train-the-trainer" model will be utilized to sustain professional learning. The instructional coach and designated staff will re-deliver and facilitate these trainings with new staff members. Time will be allotted during district New Teacher Orientation for administrators and the instructional coach to share the Literacy Plan and provide targeted training on instructional strategies and assessment protocols outlined within the plan.

F. Sustaining Technology

SPLOST funds, Title I and building level discretionary funds will maintain technology with district personnel and building administrators responsible.

G. Expanding Lessons Learned - New Teachers & LEA

Lessons learned will be shared with other schools and new teachers through professional learning communities, such as APS New Teacher Orientation, Summer Leaderhip Institutes, and Expanded Cabinet Meetings.

Budget Summary

Professional Learning

We request funding for consultants for professional learning identified in previous sections for all teachers. These areas of professional learning will extend beyond building-level professional learning that will be provided by the instructional coach, district personnel, and/or literacy team members. Funding is requested for targeted teachers to attend content-specific professional learning, and for substitutes that can effectively lead instruction while allowing targeted teachers to attend professional development. Funding will cover all travel and registration expenses.

We request funding for teaching artists from the Woodruff Arts Center to work with classroom teachers to promote drama and arts strategies that promote literacy skills. Teachers will attend a full-day orientation and instructional session presented by the Alliance Theater. Funding will cover registration fees, stipends, coaching, demonstration lessons, and observations.

Selected staff members will attend literacy related conferences to support the literacy plan. Funding will cover all travel and registration expenses.

Stipends

Funding is requested for stipends to pay teachers to work beyond their contract time to engage in crucial training and professional learning that supports our school's literacy plan.

Professional Library

We request funding for professional learning materials to support the literacy plan. These are not consumables, but resources that will be used to train new teachers in subsequent years or to refresh or retrain the entire staff as necessary.

Print Materials/Supplies

We request funding for print materials, including core literacy program materials, non-fiction informational texts, leveled readers, novels, graphic novels, and subscriptions to developmentally appropriate literary magazines and Common Core aligned periodicals to ensure literacy-rich environments for our children at home and at school. In addition, printing/copying supplies will be purchased as necessary to support the literacy program. Other tools or supplies will be purchased as needed. The Media Center will receive funding to upgrade content collections and informational text to meet the needs of CCGPS. In addition, the media center will purchase non-print literacy materials to support the literacy program.

Home School Connections/Literacy Events

We request funding for school wide events that promote literacy within our community and increase student motivation and interests in reading.

Student Instructional Support - Beyond the Regular Instructional Day

Funding will be used to support student literacy instruction beyond the regular school day. In addition, funding will be used to purchase instructional program materials, supplies, stipends for teachers, and transportation costs.

Pupil Travel/Field Trip

Funding is requested for students to attend arts integration programming through the Woodruff Arts Centers. The funding requested will cover transportation costs and ticket prices for students and staff.

Technology

SRCL funding will be used to supplement APS technology purchases in order to provide access to digital media for all students. This includes, but is not limited to increasing technology

access grades K-5, accessories, software, and other technology supplies as needed.