School Profile

Created Tuesday, September 18, 2012

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School Information

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

Level of School

Early Learning (Birth to Five)

Principal

Principal	Name:	Yvette Newton
Principal	Position:	Director of Federal Programs
Principal	Phone:	912-449-2044
Principal	Email:	ynewton@pierce.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Yvette Newton
School contact information	Position:	Director of Federal Programs
School contact information	Phone:	912-449-2044
School contact information	Email:	ynewton@pierce.k12.ga.us

Grades represented in the building

example pre-k to 6

Birth to Pre-K

Number of Teachers in School

10

FTE Enrollment

150

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: ___Tonya Johnson___

Position/Title of Fiscal Agent's Contact Person: <u>Dir. of Curriculum, Instruction, & Assessment</u>
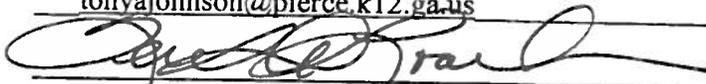
Address: ___P.O. Box 349___

City: ___Blackshear, GA___   Zip: ___31516___

Telephone: (912) 449-2044   Fax: (912) 449-2046

E-mail:
___tonyajohnson@pierce.k12.ga.us___

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

___Terri DeLoach, Superintendent___
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

___10/23/12___
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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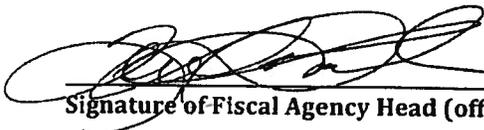
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

 Terri DeLoach, Superintendent
Typed Name of Fiscal Agency Head and Position Title

 November 26, 2012
Date

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

 Yvette Newton, Pre-K Director & Director of Federal Programs
Typed Name of Applicant's Authorized Agency Head and Position Title

 November 26, 2012
Date

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

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

_____
Date (if applicable)

Preliminary Application Requirements

Created Wednesday, November 07, 2012

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

General Application Information

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

- Yes

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

SRCL Grant Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information 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

Grant Assurances

Created Monday, November 26, 2012

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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

An expenditure in the amount of $582.50 to Dennis Michael Pack.

TITLE I On-site Review: In general, technical assistance for schoolwide planning is an allowable expense. However, a review of the District's approved Consolidated Application revealed Midway Elementary was not a Title I school in FY 2010. The check (#6059420) issued by the District to Dennis Michael Pack was dated March 8, 2010. Title I, Part A funds may only be expended for activities in the District's Title I schools; therefore, this expenditure is unallowable under Title I, Part A.

System's Response: The Director of Federal Programs will continue to follow the budget approval process as outlined by the Federal Programs Division of the Georgia Dept. of Ed. Details were outlined in the budget and submitted for approval. The expense was approved in the Consolidated Application and consequently the amount was expended at the local level. Pierce County will issue a repayment to the GaDOE in the amount of $582.50.

Brief History

Pierce County, located in southeast Georgia, is a rural community with a population of 18,770, and 18 percent is below the poverty line. The per capita income is $14,230. The school system, comprised of five schools, has a total student population of 3,746. These schools include Blackshear Elementary, Patterson Elementary, Midway Elementary, Pierce County Middle, and Pierce County High.

Although the Pierce County School System is highly impacted by poverty, 59.6 percent free and reduced lunch, the system lives by our motto *Excellence is Standard*. The district has made AYP for the past 6 years, led the Okefenokee RESA District in graduation rate and SAT scores, and received state and national recognition for academic achievements.

Demographics

School	Student	Black	White	Multi Racial	Hispanic	Other	Free and Reduced Lunch
Blackshear Elementary	846	13%	77%	2%	7%	1%	72.19%
Midway Elementary	486	2%	86%	2%	9%	1%	53.59%
Patterson Elementary	482	7%	80%	2%	10%	1%	59.92%
Pierce Middle	912	7%	85%	1%	6%	1%	61.98%
Pierce High	1,020	10%	84%	1%	4%	1%	50.44%

Current Priorities

Literacy requirements of the CCGPS are forcing the system to implement additional interventions in order for students to meet the demands of a more rigorous curriculum. Our school system has identified priorities to support the implementation of CCGPS as well as College and Career Readiness Standards.

Priority	Initiatives	School Implemented
Professional Learning	Professional Learning Communities	All
	Differentiation	
	Lexiles	
	Common/Benchmarks/Assessments	
	CCGPS Implementation	
Reading Fluency and Comprehension of Informational Text	SRA	All
	Success Maker	BES, MES, PES, PCMS
	Study Island	BES, MES, PES, PCMS
	Fast Forward	BES
	Reading Assistant	BES
	Reading Academy	PCMS
Writing across the Curriculum	My Access	PCMS, PCHS
	Lucy Calkins	All
	Writing to Command	BES, MES, PES
	Literacy Design Collaborative	PCMS, PCHS
CCGPS Implementation	Standards-based Planning	All
	CCGPS and CCR Webinars	All
	Math Design Collaborative	PCMS, PCHS

With the growing needs of students and dwindling budgets, in-house professional learning is vital to sustainability of system initiatives. As a result, each school has developed professional learning communities to achieve the expectations set by state and national curriculum.

Strategic Planning

The district plans for improvement by disaggregating data to determine areas of strength and weakness. Results from parent surveys are included when developing our district plan and goals. Each school incorporates the system goals but maintains site-based management. System and school goals include: 1) Raise the academic rigor and performance of all students, 2) Ensure

quality personnel in all positions, 3) Provide safe and orderly environments that support learning, 4) Develop and manage resources to maximize student learning, and 5) Increase stakeholder understanding, trust and support of the school system.

Current Management Structure

Our system operates around the premise of site-based management which allows school leaders to make decisions that are specific and targeted for their students. System support includes a team of district personnel dedicated to high academic success for students. The district office consists of Superintendent, Assistant Superintendent, Director of Student Services, Director of Federal Programs, K-8 Director of Curriculum, and 9-12 Director of Curriculum that also serves as Assistant Principal at the high school. The table below identifies the personnel who will be in charge of administration of the Striving Readers Grant.

District Management of Striving Readers Grant (SRG)

Department	Department Head	Task One	Task Two	Task Three
Financial	LeVance Gay	Request and allocate grant funds	Issuance of purchase orders	Audit grant
Technology	David Pittman	Recommend technology resources based on school needs	Inventory and track technology equipment purchased through grant	Support and maintain technology purchase through grant
Professional Learning	Tonya Johnson	Plan and coordinate professional learning activities for SRG Initiatives	Issue Professional Learning Units for staff participating in SRG activities	Monitor implementation of SRG initiatives
Curriculum and Instruction	Tonya Jonson and Dara Bennett	Ensure SRG initiatives align with district priorities	Coordinate alignment of curriculum documents and assessments with CCGPS and CCR Standards	Evaluate effectiveness of SRG initiatives

School Management of Striving Readers Grant

At the school level the principal will be responsible for the overall management of the grant. The table below shows the plan for implementation of the grant.

Person Responsible	Task 1	Task 2	Task 3	Task 4
School Principal	Overall management of grant at the school level	Request purchase orders for resources needed	Document the receipt of purchased materials or services	Ensure SRG initiatives are carried out in the school
Curriculum AP or ILT	Ensure staff members participate in professional learning activities	Support and observe implementation of professional learning activities	Assist principal in selecting, purchasing, processing materials needed	Assist with CCGPS and CCR implementation
School Media Specialist	Support use of technology needed to implement	Select materials aligned with SRG and CCGPS for the media center	Encourage, facilitate reading, and support SRG initiatives	Inventory technology purchased
School Literacy Team	Align literacy needs with SRG	Recommend materials/services needed to implement school literacy plan	Evaluate effectiveness of strategies and materials used	Support the implementation of literacy plan

Past Instructional Initiatives

- Reading Recovery
- Reading First
- Ruby Payne Understanding Poverty
- GPS Implementation

Other instructional strategies that are part of our system's culture

- Learning Focused Schools
- Assessment for Learning
- Standards-Based Grading
- Modified Block Scheduling
- Extended Learning Time
- Least Restrictive Environment and Co-Teaching

- Reading and Writing Across Curriculum
- My Access
- Differentiation
- Response to Intervention
- SRA
- CCGPS Implementation

Literacy Curriculum

The current literacy curriculum in Pierce County is transitioning from roots in the GPS to fast and ever growing roots in CCGPS. Teachers are developing lessons and assessments that encompass the CCGPS and have embraced that literacy is the foundation for success. In order to prepare students for the rigorous expectations set by these standards, all schools have adopted a literacy plan that aligns to the beliefs and mission of the system plan. The areas addressed in the plan include 1) Engaged leadership; 2) Continuity of care and instruction; 3) On-going formative and summative assessments; 4) Best practices in literacy instruction; 5) System of tiered intervention; 6) Professional learning and resources.

Literacy Assessments

Assessment	Grades
Work Sampling Online	PreK
GKIDS, GRASP Universal Screeners	K
GRASP, District Benchmark Assessments	1-2
NNAT 2	2
GRASP, District Benchmark Assessments, CRCT	3-8
3, 5, and 8 Writing Assessments	3,5,8
9th EOCTs	9
American Lit. EOCT	11
PSAT	10
SAT	10-12
GHSWT	11

Need for Striving Reader Project

Pierce County Schools experienced cuts in state funding of $10.3 million over the past five years. In order to maintain excellence as our standard, we have taken extreme measures which include increasing local taxes twice in the past two years. In addition to tax increases, the BOE has reduced staff, increased class sizes, decreased funding for instructional supplies, reduced funds for maintenance and operations, implemented six calendar adjustment days, and decreased local supplements by 50 percent. Our system has not adopted textbooks in ten years. In addition, other print materials are in poor shape, limited, and many times, not aligned to the current standards. However, our teachers have managed to maintain our literacy program by supplementing supplies with their own money and accepting donations from community and parents. Now we are faced with a more rigorous curriculum that requires teachers to take students to the next level. If cuts continue as projected, our next option will be to cut parts of our instructional program that data has proven to be effective. Literacy is the cornerstone to learning and with the Striving Reader Project our system will be able to maintain effective initiatives already in place, as well as, seek other research-based practices that will promote on-going, sustainable literacy for all students.

Pierce County Schools – District Management Plan and Key Personnel

The Striving Reader Comprehensive Literacy Grant (SRCL) will be managed through the office of the Director of Curriculum, Instruction, and Assessment, Ms. Tonya Johnson. Ms. Johnson will coordinate grant implementation with the district technology department, financial department, and each school. Mr. LeVance Gay, Assistant Superintendent of Finance, heads the district financial department and will oversee the requesting and allocating of grant funds, purchase orders, and auditing the grant. Mr. David Pittman, Director of Technology, will assist and advise as needed the correlation technological needs. Mrs. Yvette Newton, Director of Federal Programs, will advise on federal programs regulations and guidelines. Ms. Johnson, the district curriculum director and professional learning coordinator, will manage the following: aligning instructional and technology resources with grant priorities, planning professional learning activities funded through the grant, issuing professional learning units, and aligning grant initiatives with CCGPS rollout. The following table identifies tasks and individuals needed to successfully implement the SRCL at the district level.

Department	Department Head	Tasks		
Financial	LeVance Gay	Request and allocate grant funds	Issuance of purchase orders	Audit grant
Technology	David Pittman	Recommend technology resources based on school needs	Inventory and tracking technology equipment purchased	Support and maintain technology purchased
Professional Learning	Tonya Johnson	Plan and coordinate professional learning activities for SRCL Initiatives	Issue Professional Learning Units for staff participating in SRLC activities	Monitor implementation of SRLC initiatives
Curriculum and Instruction	Tonya Jonson	Ensure SRCL initiatives align with district priorities	Coordinate alignment of curriculum documents and assessments with CCGPS	Evaluating effectiveness of SRLC initiatives

Pierce County Schools – District Management Plan and Key Personnel

The individuals listed in the previous table worked collaboratively with school teams to set goals and objectives when developing our system's strategic implementation plan and balanced scorecard. The schools' literacy plans were a continuation of this process. Needs assessments and root cause analyses were completed throughout the system, with all stakeholders involved in the analyzing of data and development of implementation plans. Throughout the process, literacy needs of students were at the forefront of all efforts. Leaders realized a substantial need to improve our literacy instruction at all grade levels. Most importantly, administrators and teacher leaders across the district realized the unequivocal need to move forward in the development of literacy plans that will enhance literacy instruction in our schools.

To ensure that the Striving Readers project is implemented successfully, constant communication of the goals, objectives, budget, and implementation will be on agendas at district and school level professional meetings. The following table portrays the make-up of district and school level teams that will safeguard the success of the Striving Readers project. The district office will maintain sign in sheets and agendas for these meetings.

Team	Personnel on Team	Meeting Frequency
District Administrative Team	Superintendent, Assistant Superintendent of Finance, Directors of Technology, Curriculum, Federal Programs, Testing, Special Education	Monthly
District and School Administrative Team	Those listed above, school principals, school psychologist	Monthly
System Literacy Team	Directors of Curriculum, School Level Instructional Coaches and/or teacher leaders, Superintendent	Monthly and twice monthly if needed
School Level Better Seeking Teams & Leadership Teams	School Administration, Instructional Coaches, Teacher leaders	Monthly and twice monthly if needed
School Literacy Teams	School Administration, Instructional Coaches, Teacher leaders	Monthly and twice monthly if needed

Regular, on-going meetings will be conducted between district and school teams to ensure goals and objectives are implemented as stated in each school's literacy plan. These meetings will also serve to monitor compliance of budgetary guidelines set forth by the SRCL Project.

Pierce County Schools – Experience of the Applicant

The Pierce County School District has a $30 million budget for the 2012-2013 school year. About 10 percent of each year's budget includes state and Federal funds to meet the needs of specific student populations, help keep parents and community engaged in student achievement, ensure proper nutrition programs, and enhance and extend the educational offerings to our students. Each of these programs has its own unique expenditure and procurement guidelines and is managed by a designated administrator in the district.

Administrators are trained on the requirements of their program(s) and work in concert with the finance department to ensure program guidelines are followed and proper internal controls and separation of duties are in place. Over the past three years, these funds have been expended by the district to benefit students without any material findings.

The need for instructional technology continues to accelerate despite no new funding to replace outdated equipment or buy newer interactive technology tools. Initially, the state provided lottery money to help Georgia school districts stay current. These funds ended six years ago and Pierce County has had to sustain these projects using local as well as Federal funds in an effort to remain current. The E-rate program has also allowed Pierce County to update our internal and external infrastructure and purchase modern technology services.

Past instructional initiatives such as My Access, Fast Forward, Reading Assistant, Science Research Associates (SRA), Reading Recovery, and Learning Focused Schools have been sustained primarily with state, federal and local funds. Our most valued method of sustainability is professional learning. We have maintained our instructional coaches and they offer professional learning for teachers on a variety of topics. For example, two coaches are Reading Recovery trained and provide teachers with strategies and interventions for struggling readers. While economic hardships are making it challenging to educate children in the 21st century, Pierce County continues to set high expectations for students and teachers and has accountability measures in place to gauge the attainment of these expectations.

The number of students attending Pierce County Schools has been growing for the past 10 years. The student population has increased by over 600 students, leading to the addition of wings at Blackshear Elementary and Pierce County Middle and building a new elementary school (Midway Elementary). These capital projects have been funded by local e-SPLOST and

state facilities funds. Currently, the district is using e-SPLOST and state facilities funds to replace outdated heating and cooling equipment, improve lighting, and make improvements to the existing campuses.

Other Initiatives

Facility/Capital Outlay Project	Funding	Project Duration
Midway Elementary ($7.3 million)	e-SPLOST and state capital outlay	18 months
Blackshear Elementary HV/AC ($900,000)	e-SPLOST and state capital outlay	7 months
Pierce Middle HV/AC ($800,000)	e-SPLOST and state capital outlay	4 months
Patterson Elementary HV/AC ($200,000)	e-SPLOST and state capital outlay	4 months
Patterson Elementary Bathroom Addition ($65,000)	e-SPLOST	3 months
Patterson Elementary Roof ($400,000)	e-SPLOST and state capital outlay	4 months
Pierce High ($3 million)	e-SPLOST	10 months
Pierce Middle Multi-Purpose Room ($550,000)	e-SPLOST and state capital outlay	5 months
Financial Software ($150,000)	Vendor Partner Grant and local	24 months
Telecommunications/E-Rate ($320,000)	federal and local	annually

The financial statements over the past three years do show a number of findings involving internal controls, separations of duties, reconciliation of the bank statements to the general ledger, and proper reporting of capital assets. All of these finding are directly related to data issues with our prior financial software, the data conversion process to our new system, and the implementation of the new financial software. All of these findings have been resolved.

Pierce County Schools – Birth to Five Community – School Narrative

School History

Pierce County Schools implemented the Georgia Prekindergarten Program in 1994. Initially, only targeted populations of at-risk students were served, however, in order for the program to be beneficial programs needed to be heterogeneously grouped without regard to socioeconomic status. The expanded vocabulary and life experiences some brought to the program would combine with children of lower income families. This would teach tolerance and increase learning experiences for all.

Grady Street Prekindergarten Center was closed in 2010 when the new elementary school, Midway Elementary (MES) opened. Classrooms were dispersed and placed into Blackshear Elementary (BES) and MES. Because Blackshear is the county seat and has the largest population, three prekindergarten classrooms were placed there. Two classrooms were moved to MES. In 2011, BES lost a classroom due to statewide budget cuts to the Georgia Prekindergarten Program. Patterson Elementary (PES) already housed two classes because their school is located at the southern end of the county.

There are three elementary schools in Pierce County. Each school serves as the site for two prekindergarten classrooms. The Director of Federal Programs serves as the system-wide Project Director. The assistant principal at each elementary school serves as the site director for the program. Although FTE reports indicate the total population for Pre-K is 151, the actual count is full capacity with 132 students. The additional nineteen are three and four years old served by the Preschool Special Education Department as indicated by their Individualized Education Plan (IEP). Students served by teachers in the Preschool Special Education Department are transitioned into the program through Babies Can't Wait, Head Start, Department of Family and Children Services, or referrals from the Pierce County Health Department or local doctors. Demographics of the Pre-K population consists of 75% White, 13% Hispanic, 6% Black, 4% of Two or More Races, and 2% Asian.

Children from birth to five are also served by one private prekindergarten center and daycare provider--Lollipop Kids, Inc; one faith-based prekindergarten and day care center--Blackshear Presbyterian; Head Start; and three daycare facilities--Safe Haven, SonShine Kids, and The Playhouse. According to U.S. Census Data for 2011, Pierce County's Birth-to-Five

population consists of 1,276 children. The capacity for service within the confines of known facilities is 466, which is only 36%.

Administrative and Teacher Leadership Team

Each school in Pierce County has a Leadership Team (ELLT) which consists of administrators, an instructional coach, teachers, media specialists and counselor. Their teams meet periodically to identify ways to increase student achievement by analyzing longitudinal student data, such as CRCT scores, unit and benchmark tests. Based on data analysis, teachers use research-based practices to enhance instruction and ensure student needs are met. Team members disseminate information and decisions to faculty and staff during weekly grade level or departmental meetings. Although Pre-K teachers are members of the team, there is a definite lack of understanding of how the assessments are used to guide instruction in kindergarten.

Members of the ELLT meet quarterly to analyze student assessment data derived from Work Sampling System Online and explore ways to increase parental engagement. Developmentally appropriate practices are implemented for the instruction of early learners. The ELLT consists of the following faculty and staff:

Yvette Newton, Pre-K Project Director

Katie Flynn, Pre-K Teacher, Blackshear Elementary

Vanessa Lott, Pre-K Teacher, Blackshear Elementary

Dr. Anita Harris, Assistant Principal, Site Director at Blackshear Elementary

Stephanie Bennett, Pre-K Teacher, Patterson Elementary

Karla Denney, Pre-K Teacher, Patterson Elementary

Jerome Lincoln, Assistant Principal, Site Director at Patterson Elementary

Rhonda Bennett, Pre-K Teacher, Midway Elementary

LaShay Carter, Pre-K Teacher, Midway Elementary

Brandi Todd, Assistant Principal, Site Director at Midway Elementary

Amy Peavy, Preschool Special Education Coordinator

Past Instructional Initiatives

1. **The High Scope Method** provides teachers and caregivers with a blueprint for daily routine, classroom and playground organization, and teacher-child interaction. In addition, this learning environment encourages independent thinking and creativity. The program offers one-on-one adult attention, assures children they can choose interesting things to do, and gives them a sense of control.

2. **Identifying and Supporting Early Literacy Skills**—an onsite course with follow-up activities, which focused on how young children learn and how to identify school and literacy readiness.

3. **Providing specific feedback**—participants learned that providing specific feedback to children while acquiring skills increased the rate of student learning.

4. **The Resource Coordinator (RC)/Transition Coach managed PreK Family Resource Center.** Instructional materials and videos were available for checkout. The RC supported parents in their role as a child's first teacher and supported teachers by increasing parental engagement.

Current Instructional Initiatives

1. **The DLM Early Childhood Express®** offers a comprehensive child-centered curriculum with strong teacher support and 21st century technology. The curriculum features daily read alouds, nonfiction focus to build background knowledge, vocabulary, and oral language; rhymes, songs, and dances develop phonological awareness; "How-to science" to develop inquiry skills; manipulatives and games convey math and science concepts; and social emotional instruction to develop interpersonal skills.

2. **Work Sampling System Online** is an online assessment tool, which allows teachers the opportunity to collect information on students' work and compares it to grade-specific guidelines; to monitor student progress on specific performance indicators; to use observations and simplify the process of recording and interpreting them; and to inform curriculum and instruction planning.

3. **Recognition and Response** is a tiered system of intervention which teachers use to respond to suspected developmental delays, both academic and behavior. Pierce County

Schools implemented a tiered Response to Intervention for grades K-12; however, due to the guidelines from Bright from the Start, Pre-K was not included. The process will be aligned in order to assist children who transition to kindergarten that are in Tier 2 or Tier 3.

4. **Analyzing Student Work** is necessary in order for teachers to assess authentic student work effectively. The Pre-K Assessment Coordinator conducted onsite trainings to assist with analyzing student work against the requirements of the content standard and performance indicators. The Pre-K Consultant provides ongoing support as needed.

5. **Literacy on the Go** is a parent outreach program whereby literacy kits are sent home each month. The kit contains a book and directions for reading the book aloud along with manipulatives to complete the suggested activities. Parents reflect on the experience in a journal, which is contained within the kit. Kits were rotated weekly; however, due to lack of funding for replacements, the kits are now rotated monthly.

Need for Striving Readers Project

One of the covenants of the Pierce County Schools is to work together to promote unity and ensure excellence for all the students in Pierce County. With this promise in mind, the collaborative process must include not just the K-12 school community, but Pre-K and organizations within our system that support our students and their families. It is important that an Early Learning Literacy Collaborative is formed and maintained in order to serve all students and families, so children can enter the school arena on an equal footing. This means sharing resources with daycare centers and parents who choose to keep their children at home. Since there is a lack of funding, resources from the Striving Readers Grant will allow implementation of this project. Teachers need support in providing strategies for at-risk students and incorporating technology in the classroom. Declining funds relegated training and supplies to the Pre-K classroom to the minimum required by Bright from the Start. With the increased depth and expectations of the CCGPS, teachers need resources and tools to support their students' transition into kindergarten.

Building Block 1: Engaged Leadership
A. Action: Leaders create a plan for shared leadership and plan for organizing, implementing, and sustaining an effective approach to literacy.

Because the birth-to-five population is supported by a variety of service providers, it is important to involve community stakeholders and create a shared vision of what the Early Learning Collaboration to determine what the path towards increased literacy for children birth to five will be. The Pierce County Early Learning Collaborative will consist of representatives from the following organizations
 	
• Yvette Newton, Project Director, Pierce County Prekindergarten Program
• Amy Peavy, Pierce County Preschool Special Education Coordinator
• Eleticia Bennett, Teacher, Pierce County Schools Migrant Program
• Brian Griffin, Regional PreK Consultant, Bright from the Start
• Phillis Raulerson, regional representative, Babies Can't Wait
• LaShay Carter, PreK Teacher, Pierce County Schools
• Christa Larson, Family Involvement Coordinator, Pierce County Schools
• Carol Clarke, Literacy Coordinator, Concerted Services, Inc.
• Pam Hitchner, Director, Blackshear Presbyterian PreK and Childcare Center
• Sue Dixon, Retired PreK Teacher
• Diane Graham, Retired Reading Recovery© Teacher
• Glenda Haddock, Owner, Safe Haven Daycare Center
• Lauren Thornton, Nursing Coordinator, Southeast Health District
• Jason LaFavre, Director, Pierce County Family Connections
• Parent Representative
 	
   • <u>Leadership initiates the collection of data to assess the areas of weakness and strength in the development of literacy.</u>
     The Early Learning Collaborative will collect and analyze data and determine to what extent early literacy development is supported by birth-to-five service providers within the community. The information collected shall include but will not be limited to the following information.
      • Roster including names and ages of students enrolled
      • Enrollment eligibility requirements, i.e, based on income; first come, first served, etc.
      • Teacher qualifications
      • Licensing agency professional learning requirements
      • Calendar
      • Daily routine/lesson plans
     a. Number of literacy activities/frequency
      • Name of assessment and frequency administered, if applicable.
     a. Purpose of assessment
     b. Areas/domains assessed
     c. Are results shared and with whom?

1. Leadership calls for a plan for organizing, implementing, and sustaining a comprehensive approach to literacy.

   Pierce County Schools Early Learning Leadership Team will lead the initiative and form The Early Childhood Literacy Collaborative. The "Why" document of the State Literacy Plan contains pertinent research for early literacy development and its impact on literacy in grades K-12. This document will be distributed via email prior to the first meeting and discussed. Although the ELC will be primarily concerned with developing a comprehensive literacy plan for the birth-to-five community, student achievement data and in system tracking of students who have prior formal preschool learning experiences will be provided. It is important that as business partners are included that early learning environments such as prekindergarten and Head Start are viewed as learning experiences not as babysitting services. ELC will The ELC analyzed the data determine the implementation level of literacy activities, the socioeconomic status of students enrolled, the knowledge level of developmentally appropriate literacy instruction, and how to determine the level of readiness of the children. A thorough analysis of the data will allow the Pierce Co. ELC to make informed decisions on the path forward to Birth to Five Literacy Plan.

2. .Study research-based guidelines, strategies and resources for early learning set forth in "The Why" document in the state literacy plan

   According to research in the "Why" document of the state literacy plan, early literacy is built upon two sets of abilities that support each in building strong readers. Code related and oral language skills are built into the Georgia Early Learning Standards (GELS); the Prekindergarten Content Standards, and the Head Start Framework Standards. As aligned with research students are motivated to learn via play and developmentally appropriate learning opportunities. Research shows that an early emphasis on oral language and vocabulary is critical to reading success.

   Research shows that extended learning time is beneficial in increasing student learning; however, it is not developmentally appropriate to extend the learning time for young children before or after school. To provide extended learning time for young children, opportunities should occur during the summer break.

3. Create a common vision and goals aligned with the state literacy plan to be shared by all stakeholders in early childhood

   In order to create a common vision and goals for The Early Learning Literacy Plan, all stakeholders require knowledge of know how the birth-to-five early literacy development in Pierce County compares to the research and goals in the state literacy plan. Once "The Why" document and data for Pierce County's birth-to-five community is examined, the ECLC will create a common vision and goals which will be shared by all stakeholders in early childhood.

4. Determine how shared fiscal accountability and responsibility can help accomplish vision and to reach goals

Shared fiscal responsibility among stakeholders forges the necessary partnerships to ensure that the goals do not become the sole responsibility of the school system. It is important for business partners to become aware of the impact literacy has on the economic development of the community. In the instances of professional learning, the school system contracts with Kelly Services and will allow partners to utilize the substitutes within daycare centers as daycare providers participate in professional learning opportunities.

5. <u>Plan targeted, sustained professional development for staff and/or caregivers, as well as principals, directors, and other administrators on age-appropriate language and literacy practices</u>

Although prekindergarten has been in existence in Pierce County Schools since 1994, there is a lack of understanding on the part of administrators and K-5 teachers on developmental milestones and literacy expectations for young learners. Bright from the Start provides webinars for site directors and project directors, however, school principals should have a better understanding of how to build an early learning environment that supports literacy for young learners.

Licensing agencies require daycare providers to participate in annual training. According to daycare owners, in many instances, the training is based on the physical needs of the children and sporadic training is made available on appropriate literacy practices for young children.

As prekindergarten teachers receive annual training on literacy development and possess a common language on grade level expectations for the school system, they will provide onsite training for daycare providers.

Principals, kindergarten teachers, first grade teachers and Intervention Specialists will participate in webinars and podcasts, which demonstrate appropriate early literacy activities.

6. <u>Plan for ongoing data collection and analysis to inform program development and improvement and Utilize technology to collect and report results of data collection regularly to stakeholders</u>

The ECLC will meet regularly to review the collection of data and analyze it to determine the effectiveness of the implemented goals. Teachers will maintain a class profile sheet to document the level of performance of their young learners. The profile sheet, an Excel spreadsheet will contain the student's date of birth, gender, ethnicity, socioeconomic status, and the performance level on the selected progress monitoring tool. The students participating in the initiative will be tracked throughout his educational career with the school system via the system's Student Information System. Prekindergarten teachers utilize technology and report results via the online assessment system, Work Sampling System online. Head Start teachers also utilize the

Creative Curriculum Frameworks to report results.

Building Block 2.   Continuity of Care and Instruction

A. Action: 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.

   1. Issue invitations to participate in an Early Childhood Literacy Collaborative to representatives from agencies and/or organizations.
      Representatives from the following agencies/organizations will participate in the Early Childhood Literacy Collaborative:
      - Georgia Prekindergarten Program—Private (Lollipop Kids, Inc.)
      - Family Support Staff—Migrant Supplemental Services Provider
      - Head Start—Director, Concerted Services, Inc.
      - Faith based early learning program/Georgia Prekindergarten Program—Blackshear Presbyterian PreK and Daycare Center
      - Family Child Care—Safe Haven Daycare Center
      - Agency—Pierce County Family Connections
      - School administrators—PreK Site Directors, Preschool Special Education Coordination
      - School personnel—Kindergarten Lead Teacher, K-2 Intervention Specialist
      - Medical Professional—Southeast Health District
      - Civic Organization—Exchange Club

   2. Schedule a regular bi-monthly meeting schedule for the Early Childhood Literacy Collaborative
      The Collaborative will establish a regular bi-monthly meeting schedule.
      The calendar will be distributed at the second meeting with reminders sent via email 24 hours prior to the next meeting date.

   3. Conduct a community needs assessment to document available resources and to identify areas of need in the development of early literacy
      A portfolio of available community resources is currently available with the guidance counselors at each school, in the office of the Family Involvement Coordinator courtesy of Pierce County Family Connections. The community needs assessment will be distributed at each school. In order to reach a larger population and get a more accurate understanding of the needs of the community, the Needs Assessment distribution will occur at other venues such as, the Pierce County Health Department, pediatricians' offices, posted on Pierce County Schools District website, the ECLC website and Pierce County Family Connections website. It will be the responsibility of each member of the Collaborative to review and revise their service description in the Community Services Directory.

4. <u>Assign each member to a committee tasked with maintaining a different aspect of the early literacy picture</u>
ECLC members will disaggregate the data collected from the Community Needs Assessment. As a result of the disaggregated data committees will be formed to cover the different areas designated as needs, such as parent outreach, professional learning, language development, and inter and/or intra agency communication.

5. <u>Develop a web presence for the Early Childhood Literacy Collaborative</u>
With the assistance of the Pierce County Technology Director, the ECLC will create a web page that outlines its vision and goals. Links to the site will also be found on Pierce County Schools District webpage, Blackshear Elementary School, Patterson Elementary School, Midway Elementary School, Pierce County Family Connections and on each partner's website.

6. <u>Identify/develop funding resources</u>
To ensure sustainability of the goals and initiatives of the Early Childhood Literacy Collaborative, possible resources for fund are IDEA Flowthrough, Preschool Special Needs (Child Find/screening); Title I, Part A (parent outreach/transition); Title I, Part C (homevisits for preschool services); Pierce County Family Connections; PTO organizations from each elementary school.

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

1. <u>Identify opportunities for children and their families to visit the next learning environment.</u>
Transition from Babies Can't Wait to Pierce County Preschool Special Needs
Written protocols exist in the Babies Can't Wait Implementation Manual for the transition of children in Babies Can't Wait to the next learning environment. Prior to student's third birthday, the regional representative contacts the Pierce County Preschool Special Education Coordinator. The Coordinator schedules a meeting with the parents and completes a questionnaire. After the appropriate assessments are administered, an IEP meeting is held and eligibility is determined. Regardless of whether the child meets eligibility for services an administrator and prekindergarten or Head Start teacher are available to describe the expectations for the upcoming year as well as provide a tour of the school.
Transition from home/daycare/Head Start to prekindergarten—At prekindergarten registration, parents receive notification of requirements for enrollment and the opportunity to tour the facility, learn program requirements and expectations, and ask questions.

Elementary schools include a transition plan in their School Improvement Plan dependent upon the need of their student population. When students transition to kindergarten, upon enrollment, the registrar provides a copy of the school's transition activities. The transition activities include a tour of the school and learning stations demonstrating curricular standards.

2. <u>Develop contacts with appropriate personnel in next learning environments</u>
   Pierce County Prekindergarten classrooms are located within the elementary schools so contact is ongoing with kindergarten teachers. Since all other prekindergarten providers and Head Start are located in the community of Blackshear, their contacts are the Assistant Principal and the Kindergarten and Prekindergarten lead teacher. If parents choose to send their child to one of the other elementary schools, then the Family Advocate at Head Start serves as the liaison to the next learning environment and assists them with enrollment procedures.

3. <u>Plan joint professional development for PreK and K teachers on transition</u>
   Prekindergarten teachers collaborate with kindergarten teachers and provide transitional activity packets to be completed during the summer and returned for a reward on the first day of school.
   To assist with transitioning from prekindergarten to kindergarten, kindergarten teachers need professional learning on the Work Sampling System, the means by which student progress is measured in prekindergarten. Valuable information about students' literacy development is contained within the system and will provide insight to the kindergarten teacher on how to begin differentiation for the young learner.

4. <u>Create a transition team with the Early Childhood Literacy Collaborative</u>
   To ensure each school implements and monitors the transition plan, a sub committee comprised of Head Start lead teacher and Family Advocate, a prekindergarten teacher and kindergarten teacher. The transition team will investigate and explore the implementation of a summer transition program for at-risk four year olds enrolled in kindergarten for the following school year.

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

1. <u>Plan opportunities for families to learn about the expectations for the next learning environment and how to support the child's transition</u>
   Transition from Babies Can't Wait to Pierce County Preschool Special Needs
   Written protocols exist in the Babies Can't Wait Implementation Manual for the transition of children in Babies Can't Wait to the next learning environment. Prior to student's third birthday, the regional representative contacts the Pierce County Preschool Special Education Coordinator. The Coordinator schedules a meeting with the parents and completes a questionnaire. After the appropriate assessments are administered, an IEP meeting is held and eligibility is determined. Regardless of whether the child meets eligibility for services an administrator and prekindergarten or Head Start teacher are available to describe the expectations for the upcoming year as well as provide a tour of the school.
   Transition from home/daycare/Head Start to prekindergarten—At prekindergarten registration, parents receive notification of requirements for

enrollment and the opportunity to tour the facility, learn program requirements and expectations, and ask questions.

Elementary schools include a transition plan in their School Improvement Plan dependent upon the need of their student population. Upon enrollment in kindergarten, the registrar provides a copy of the school's transition activities. The transition activities include a tour of the school and learning stations demonstrating curricular standards. The Transition Committee of the ECLC will collaborate and search for resources to assist parents in supporting the transition to the next learning environment during the summer.

2. Develop brochures, videos, and other educational tools to provide families with guidance on supporting their child's early literacy development

The Transition Committee of the ECLC will research parent outreach programs that provide guidance for parents on supporting their child's early literacy development. Parents will also be provided the opportunity to visit and check out materials pertaining to early literacy development from the Parent Resource Room. As parents are encouraged to support their child's early literacy development, it is important that they understand developmentally appropriate practices for young learners. Parent workshops with literacy experts will be planned at various times of the day to provide families with multiple opportunities to attend and learn. Presentations will be videoed and placed on the ECLC website as well as linked to all elementary schools.

3. Identify points of contact within the community for distributing these materials to families.

Distribution of the developed and/or purchased brochures, videos, and educational tools to provide guidance to families to support early literacy development will take place at various locations within the community. All parent outreach materials for the early literacy development will be housed in the Parent Resource Room. Materials will be available for check out during the normal operational hours of the Resource Room and by appointment with the Family Involvement Coordinator. Pamphlets and brochures will also be distributed at daycare centers, private prekindergarten programs, the Pierce County Health Department and at America's Second Harvest Food Distribution sites.

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

1. Map community strengths and needs that identify information on topics such as family demographics, community assets, etc.

As a result of the Community Needs Assessment, strengths and needs that identify topics of study and attention will be designated. Since schools serve the needs of the community it is important that community strengths and needs that identify topics such as family demographics and community assets are shared. Schools will utilize this information in the annual revision of their School Improvement Plans to strengthen the relationships between birth-to-five service providers.

2. Identify parents and/or families to serve as advocates.

Research in "The Why" document as well as the six components for building

capacity for parents addresses the need to move from parent involvement to parent engagement. In order to be engaged parents must become well informed advocates in their child's educational career and provide support in the early stages of literacy development. The Family Involvement Coordinator, the guidance counselors at each elementary school and the Head Start Family Advocate will assist in identifying parents and/or families to serve as advocates for the early literacy development.

3. <u>Identify community leaders and organizations to become involved in ensuring coordinated services for early childhood population.</u>
   The Early Childhood Literacy Collaborative, by setting a regular meeting schedule focused on the vision and goals will establish a plan to monitor and ensure that coordinated services are available and accessible within the community.

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

1. <u>Collaborate with Early Childhood Literacy Collaborative and other interested community partners to develop a plan to address logistical barriers to participation in community-based family literacy training</u>
   Data from the Community Needs Assessment, the Title I Parent Involvement Survey and the Pierce County Family Connections survey will be analyzed to determine logistical barriers to participation in community. To determine the root causes for the lack of participation in community-based and school sponsored family literacy training, committee members will engage in the Five Whys. Once the root cause has been determined, the team will utilize the available community resources to develop an action plan to address the logistical barriers. The goal of involving parents with resources and tools to support their child's language and literacy development will be addressed in a multi-media approach. Materials and information about upcoming workshops and training will be provided via local newspapers, local cable channel, PTO and Family Involvement meetings, the school system website, *NotifyMe*, school and classroom newsletters. Parents will also be given links to pertinent websites and encouraged to access an already established Family Lending Library.

   We also intend to create a home/school/library connection using the public library and our local health department. WIC patients will be targeted during their scheduled check-ups. Information about literacy, resources, and developmentally appropriate milestones and activities parents can do to help their child.

   The ECLC will seek to engage all parents in the community. In the instance that families whose first language is not English choose to participate, the system-wide translator will interpret for those families. There are also other families, which provide translation services in Mandarin and French.

   Pierce County Schools continually seek to engage parents in literacy development opportunities. Title I surveys are distributed to all parents within the system and potential barriers to participation include communication, transportation, childcare, times offered, and locations.

a. *Communication*: Pierce County Schools has a systematic process for notifying parents of upcoming school sponsored events. An automated calling system called AlertNow is activated within 24 hours of the event. Invitations are also sent home with each student within the system. In order to reach more families/parents without children in the school system, the Early Childhood Learning Collaborative will partner with the local cable system, ACCESS tonight to run the advertisement on the local information channel, establish a social media network community such as Facebook, and utilize an App called "What's Appin'". This App is free to download and information about upcoming literacy events can be posted, emailed, and texted to the community.

b. *Transportation*: Pierce County is a rural community and an organized public transportation system is not available so transportation may be a potential barrier. The Pierce County Board of Commissioners operates Pierce Transit. This service provides transportation within a thirty mile radius of the county seat, which is Blackshear. The ECLC could negotiate a fee for transporting parents to community-based and school sponsored family literacy training.

c. *Childcare*: Although the ultimate goal is for parents to have 'job embedded' training and work with their children under the guidance of a facilitator, initial trainings should be held for parents/families only. During these sessions, childcare will be provided from either the approved substitute listing from Pierce County Schools.

d. *Times offered and locations:* In order to meet the needs of families, literacy activities will be offered at various times such as morning, lunch, afterschool, and evening. Varied locations should also assist with addressing the concerns of transportation.

Research available grant opportunities to support local literacy efforts
Enroll in programs to increase the number of children's books and reading materials in homes
"The Why" portion of the Georgia Literacy Plan lists available grant opportunities to support book distributions for families to build home libraries. Media Specialists at the elementary schools will assist with researching literacy development grants and report options that can be feasibly implemented by the Early Childhood Literacy Collaborative.

Develop a plan to utilize resources and/or grant funds
The Early Childhood Literacy Collaborative will analyze data such as results from screening tools, progress monitoring instruments, and perception surveys to develop a plan to align community resources and grant funds.

Encourage local education agencies to engage with local and national literacy organizations
Representatives from the school system will serve as the facilitators for the planning, implementation and sustainability phase of the initiatives. LEA representatives will use

information from local organizations such as the PTO and Parents as Partners. The ECLC will utilize resources found on websites from national organizations such as Language Diversity and Literacy Development Research Group in order to engage parents and service providers of the birth-to-five community in developmentally sound literacy practices.

Building Block 3.   Ongoing Formative and Summative Assessments
A. Establish the infrastructure for the use of screening and diagnostic assessments

1. <u>Research and identify appropriate screening and diagnostic instruments for monitoring growth and development (e.g., vision/hearing, cognitive, language)</u>

   a. *Diagnostic Assessments*: Ongoing diagnostic assessment is an integral component in literacy development for children enrolled in Georgia Prekindergarten Program and Head Start. Georgia Prekindergarten Teachers utilize the Work Sampling System Online. Teachers input data based on observed behavior and authentic work samples completed by students. Head Start teachers utilize the Teaching Strategies GOLD Online system. Evidence is collected on a daily basis. Results are used to guide instruction and evidence of instructional changes are found in the teacher's daily plans.

   b. *Screening*: A goal of early learning programs is to identify physical barriers to learning and provide means for the barriers to be corrected prior to formal instruction in the K-5 setting. Children enrolled in the Georgia Prekindergarten Program and Head Start receive ear, eye and dental screenings within thirty (30) days of the start of school. Students in Head Start are also administered the DIAL 4 which assesses the literacy component of language development. If a student falls into an area of concern, he/she is screened again prior to continuing the referral process for additional intervention services. As a part of the Child Find process, students registered for both prekindergarten at both public and private prekindergarten sites are administered the Speed DIAL. This screener also assesses the literacy component of oral language.

   There is not a protocol established for screening the birth-to-five population that are not associated with the Georgia Prekindergarten Program or Head Start. The Early Childhood Learning Collaborative will collaborate with health care professionals in order to ensure that students suspected of delays, which may affect learning, are referred to the appropriate resources.

2. <u>Protocols are in place for staff and caregivers in determining when specific screening is needed</u>
   Protocols are established for staff in determining when specific screening is needed as referenced by the RTI process. Pierce County utilizes forms created by Bright from the Start to document possible developmental delays.

3. <u>Procedures are in place for ensuring that parents are connected to appropriate resources as a result of screenings</u>
   To ensure young learners receive the necessary interventions in a timely manner, a Preschool Special Education Coordinator serves as the liaison for Babies Can't Wait within the school system. The PreK Project Director serves as the liaison for all others

not enrolled or connected to the school system. Procedures are outlined in the Pierce County Special Education Manual and the Early Learning Section of the Pierce County Response to Interventions Manual.

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

<u>Use formative assessments to inform instruction to meet the needs of children and students</u>

Class-based assessments are utilized to document student progress in Georgia Prekindergarten Programs and Head Start. Prior to the implementation of the online assessment systems, teachers received formal training for governing agency representatives both face-to-face and online. The first phase of implementation was the paper and pencil version of the systems in order for teachers to grasp an understanding of how the information gained could be reported to show strengths and areas of need in instruction and student learning. Both the Work Sampling System and the Teaching Standards GOLD are now online. Utilizing technology provides a systematic and consistent measure for teachers to evaluate student learning while individualizing the learning experience. Teachers have the opportunity to upload authentic work samples in which students demonstrate the learning standards outlined by their respective early learning programs. These assessments are administered according to a timeline outlined by the governing agencies of the programs. To ensure the timeline is adhered to in prekindergarten classrooms checklists are used and signed off on by the teacher and the site director. The checklist also requires the site director to visit the online database and screen classes for inconsistencies in student progress and the input of data.

In the event that a lack of progress is detected, teachers differentiate instruction to meet the targeted need. Data points are collected during the intervention in order to determine its efficacy.

Prekindergarten programs issue formal Progress Reports to families twice annually—Fall and Spring. Parent conferences are required. In the event that a parent is unable to attend, teachers are required to have a telephone conference to discuss the report.

Head Start Programs have three (3) mandatory parent-teacher conferences related to the Teaching Standards GOLD online report of student progress. The formal reports are issued in the fall, winter and spring and have coordinating parent conferences.

C. *Summative assessments are used to determine the effectiveness of interventions or instructional programs*
1. <u>Select an assessment tool or a curriculum "fidelity-of-implementation" checklist aligned to program goals to measure the quality of the early literacy environment and classrooms interactions.</u>
   Pierce County School system adheres to the PreK Operating Guidelines issued by Georgia's Bright from the Start: Department of Early Care and Learning (DECAL) in determining program effectives. The guidelines are issued each July and serve as a point of reference on how to ensure efficacy of the program and ensure effectiveness. The governing agency mandates the use of the following tools:

a. <u>Instructional Quality Guides</u>—Guides used as onsite monitoring tools for project/site directors, program monitoring tools for Bright from the Start PreK Consultants, and a method to compile data for state reporting of overall program effectiveness. Each guide addresses a different component of the program and includes benchmarks during the year for completing specific components. Pre-K consultants randomly selected a percentage of programs to participate in a full monitoring cycle whereby all documentation is checked.

1. *Grant Requirement Checklist*—Checklist designed to monitor the Pre-K grant requirements and is utilized throughout the school year.
2. *Instructional Guide for the Learning Environment*—Utilized by both teachers and directors to ensure classrooms have quality instructional supplies and materials.
3. *Instructional Guide for Daily Schedule*—Utilized by both teachers and directors to ensure that classroom schedule.
4. *Instructional Guide for Planning Instruction*—Checklist utilized by both teachers and directors to ensure that lesson plans are planned to address the content standards of the prekindergarten program. Teachers must choose from a set of templates that include the learning opportunities pertaining to the content standards.
5. *Instructional Guide for Assessment*—Checklist utilized by both teachers and directors to ensure that assessment guidelines are adhered to at specific times during the fall and winter reporting windows.

b. Classroom Assessment Scoring System (CLASS) Visits—The CLASS is utilized by Bright from the Start to obtain data on classroom quality data. To ensure fidelity, PreK consultants do not score their own sites. The CLASS measures quality teacher/student interactions and are conducted once annually. The observer inputs the data into the PANDA, the Pre-K portal.

1. This information is shared with the site director and discussed with the teacher.
2. Bright from the Start plans professional learning opportunities based on the compilation of results in the state.

c. Pierce County Evaluation Instrument—This tool is a portfolio divided into sections of the Georgia Teacher Evaluation Program. Teachers must submit a portfolio demonstrating evidence of teacher effectiveness. All prekindergarten teachers are currently in the formative evaluation phase according to Pierce County Board of Education Policy (GBI-R). The Teacher Evaluation Portfolio takes into consideration the following domains: Student Achievement, Classroom Observations (formal and walkthroughs), Professional Learning, Communication and Interpersonal Skills, Attendance, Adherence to local and state rules and requirements, and Personal Conduct.

1. The results of the evaluation are not shared with parents, but are used as evidence of multiple facets of a teacher's work. This information is

not shared with other stakeholders but is a discussion with the
appropriate administrator. The administrator, the Instructional Coach
and the teacher devise a Professional Development Plan because of
the information gained in order to increase teacher effectiveness.

2. Teachers are required to visit a minimum of two (2) classrooms either
on or off campus to observe mentor teachers or other exemplary
programs.

Head Start Program effectiveness is measured by onsite monitoring procedures as
well as the ongoing assessment for students, Teaching Strategies GOLD online. All
known daycares are licensed by DECAL so ongoing monitoring is conducted on a
regular basis by representatives of the governing agency. Upon reviewing the
monitoring documents, early literacy development or any instructional activities were
not addressed. The instrument attends to the facility and wellness.

1. This information is posted on the DECAL website and is available for
review by parents and other stakeholders.

<u>Use approved trainers, provide professional development for all staff, including
principals and/or directors, on the program evaluation tools and methods of
administration, and interpretation of results</u>

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

<u>Identify appropriate screening instruments</u>
The following screeners are administered to students enrolled in Georgia
Prekindergarten Program and Head Start: Eye, Ear and Dental; DIAL 4 (Head Start);
Speed DIAL3 (Prekindergarten); Teaching Strategies GOLD Online (Head Start);
and Work Sampling System (Georgia Prekindergarten Program).

Pre-K teachers of the Pierce County School System and private Pre-Ks employ the
Work Sampling Online system to collect data and monitor the progress of students
within the Pre-K setting. Instruction is planned based on their needs. The ongoing
assessment measures student progress in the following domains: language and
literacy development, mathematical development, science development, social
studies development, creative development, personal and social development and
physical development and health. Data is gathered and entered into the Work
Sampling Online program daily. WSO performance indicator checklists are updated
weekly to be used for the planning of and implementation of flexible grouping and
differentiated instruction. Parents and teachers have a minimum of two required
conferences to discuss their child's progress within this setting. The Language and
Literacy Domain is broken down into four (4) components—listening, speaking,
reading and writing. Each component is divided into multiple performance indicators
as follows: listening (3), speaking (2), reading (4), and writing (3). Teachers were

trained in utilizing the accompanying resource Omnibus Guidelines: Preschool through Third Grade to find examples of age appropriate examples of grade specific performance indicators.

Private daycare facilities will be encouraged to enroll in the online program, *Get Ready to Read.* This assessment tool will be administered three times each school year at the beginning, middle and end to monitor student growth in the area of literacy readiness. Results from the Ready to Read program will then be posted on the birth to age five literacy webpage and will be shared and reviewed during the coalition's bi-monthly stakeholder's meeting to determine areas of need for further professional learning and solicit further funding and volunteer efforts from within the Pierce County community. The stakeholders will also research available grant opportunities to further the readiness for reading and writing in birth to age five children.

Data is used to determine strengths and weaknesses not only for students but for instruction as well. Trend data is reviewed to determine if there is a need for professional learning.

Progress reports from the Work Sampling System and Teaching Strategies Gold assessment system are transferred to the public school system. To ensure kindergarten teachers can effectively interpret the information found in the reports, professional learning will be offered.

Building Block 4. Best Practices in Literacy Instruction

A. Instruction is clearly and consistently aligned with GELs, Early Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Prekindergarten.

1. <u>Provide professional learning for all faculty/staff in age-level standards.</u>
In order to ensure that instruction is clearly and consistently aligned with Georgia Pre-K Program Content Standards and Head Start Child Development and Early and Early Learning Framework, teachers must have a clear understanding of age level standards and benchmarks in child development. Annual professional learning is required each year with emphasis on preparing instructional activities. New teachers must complete the year long New Teacher Institute where they are familiarized with the content standards, age appropriate practices and the assessment components of the program. There is no evidence that GELS (Georgia Early Learning Standards) have been implemented in daycare centers. This is due to lack of training in the area of early literacy. Although daycare service providers receive annual training on the care of children, a common language of literacy has not been developed.

2. <u>Provide professional learning for all faculty/staff in age-level appropriate practices for differentiation based on assessment.</u>
To ensure sustainability and buy in for the new online assessment systems, the Work Sampling System was implemented systematically. Teachers received training in collecting and analyzing authentic work samples, which indicate a

child's knowledge of literacy skills. From this information, teachers were provided information on how to create small flexible learning groups based on their area of needs. When teachers gradually moved from paper and pencil to the online system, they were able to sort spreadsheets and create similar groups. Resources for differentiation strategies include the Pre-K Consultant, the Preschool Special Education Coordinator and the Best Practices website.

3. <u>Provide exemplar lesson plans that reflect the Georgia Pre-K Content Standards and Early Learning Standards</u>

The Content Standards are divided into seven domains with language and literacy being one. Early literacy experiences are incorporated through the instructional day in prekindergarten classrooms. Daily requirements include large group literacy activity, phonological awareness, and a minimum of three books read aloud by an adult with a follow-up activity for each. To ensure alignment, teachers must utilize one of five instructional planning (lesson plan) templates designed by Bright from the Start. The weekly lesson plan templates require teachers to align all planned activities to the content standards. Georgia Pre-K Content Standards were revised in 2009. Pre-K teachers received support for this revision via the regional Pre-K consultant and online resources from Bright from the Start and Georgia State's Best Practices website. Teachers new to the Pre-K program attend a New Teacher Institute to familiarize them with the program components with emphasis on the content standards and assessment system.

Instruction in Early Head Start and Head Start are clearly and consistently aligned with the Head Start Child Development and Early Learning Frameworks. The framework is broken down into the following domains: Social and Emotional Development, Creative Arts Expression, Approaches to Learning, Language Development, Literacy Knowledge and Skills, Logic and Reasoning, Mathematics Knowledge and Skills, Science Knowledge and Skills, Social Studies Knowledge and Skills, and Physical Development and Health. Pierce County Head Start utilizes Creative Curriculum and Teaching Strategies Gold Online to ensure that instruction is aligned to the learning frameworks.

There is a definite need for professional learning among birth-to-five community to increase their knowledge of early literacy development. Recommendation 5 in "The Why" document supports this initiative as a way to increase the opportunity for all children regardless of their early education setting have access to early literacy instruction. (pg. 34)

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

1. <u>Identify research-based instructional strategies for developing oral language in children birth-to-five</u>

The Early Childhood Learning Collaborative will utilize "The Why" document to locate resources on research-based instructional strategies for developing oral language in children birth-to five. Special attention will be given to the research,

which cautions the birth-to-five community about forcing a "square peg" into a "round hole". Although learning outcomes and benchmarks are generally agreed upon, all children are individuals will still acquire literacy skills at a different rate.

2. <u>Provide professional learning in research-based instructional strategies for developing oral language in children birth-to-five</u>

   Bright from the Start currently provides annual professional learning opportunities for teachers and their assistants. This training is based on CLASS observations conducted by Pre-K consultants and current research, With the renewed emphasis on literacy development, the focus has shifted from behavior to implementing instructional strategies and creating learning environments conductive to supporting and developing phonological awareness. The regional Pre-K consultant schedules technical visits to support the needs of indiviual teachers.

C. *High expectations, grounded in developmentally appropriate practice with a focus on student interest for all learners, are consistently evident.*
Providers must first have an understanding of the developmental milestones of young learners. High expectations will be grounded in providers having an understanding and access to the learning standards pertinent to the age group(s) they serve. With the implementation of the new learning standards for Pre-K in 2013, birth-to-five providers will have the opportunity to participate in webinars.

Building Block 5. System of Tiered Intervention

A. *Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.*
The early childhood coalition will invite Amy Peavy, Preschool Special Education Teacher, to a bi-monthly meeting for Professional Learning of the Response to Intervention (RTI) process set in place at all of the schools within the Pierce County School System. The representatives from the Pierce County Pre-K program, Head Start, Lollipop, Presbyterian and Safe Haven Child Care Center will explore the RTI schedule of interventions and procedures within the kindergarten classroom. No Head Start or Pre-K child will be considered for placement into RTI until he/she has participated a minimum of six weeks in the general education classroom. Private daycare facilities and Head Start will be encouraged to enroll in the online, Get Ready to Read program. This assessment tool will be administered three times each school year at the beginning, middle and end to monitor student growth in the area of literacy readiness. The team will then ensure that all children enrolled in public or private Pre-K or Head Start are receiving instruction based on research-based content standards approved by Bright From the Start and/or Concerted Services, the monitoring entity for Head Start.   Links to the RTI process will be available for use by all faculty and staff via the birth to age five webpage and the Pierce County School System district website. Preschool Special Education teacher, Amy Peavy, will assist the Pre-K teachers and caregivers in developing age-appropriate, research based interventions for use in the RTI process.

Information will be provided to Head Start and private daycare facilities regarding the Family Involvement Center located on the Blackshear Elementary School Campus. The Instructional Strategies Committee members, Rhonda Bennett and Stephanie Bennett, Pre-K teachers for Pierce County, will present small-group pre-literacy activities during this time to be redelivered to parents during the school system's Curriculum Night for parents.

After six weeks in the general education setting, the team will ensure that all members are considering all areas of the child's development in its RTI process, including but not limited to social and emotional development, language and literacy development, mathematical development and physical development and health. Further professional learning will be provided at stakeholders' meetings to review and explore the tiered interventions in place and to develop appropriate tools to monitor the tiered-interventions process. These tools will then be used by the coalition to determine the fidelity of implementation and to plan further professional development based on individual teacher needs.

Teachers differentiate instruction, but lack the understanding of how to implement Tier 2 and Tier 3 interventions. They also do not have clear guidelines on how to utilize classroom-based assessments as progress monitoring tools. The implementation of computerized universal screeners will greatly assist teachers in pinpointing the appropriate strategies, collecting and analyzing data to increase student success. ("The Why" document, pg. 123)

Building Block 6. Professional Learning and Resources

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

1. <u>The knowledge and skills of community partners to contribute to family literacy have been evaluated and cataloged</u>

    The team will first evaluate and catalog the knowledge and skills of community partners previously identified in ***Building Block One***. We will first review our already created stakeholder's list for willing participants in the Early Childhood Collaborative. It is expected that this list will be ongoing and changing as the Collaborative promotes change and draws the attention of previously uninvolved stakeholders.

    The Collaborative will develop a questionnaire/survey that focuses on what contribution each member of the team can make to the professional learning community as it relates to early childhood and family literacy development. Follow-up with one-on-one interviews or group panels will be conducted where clarification is needed. The questionnaire will also seek the expertise of already identified stakeholders to help develop links to other possible stakeholders and sources of knowledge pertinent to the development of the team.

    It will be important to include stakeholders in the process of developing a list of

non-traditional sources. Potential contributions from non-traditional sources will be a vital aspect of the literacy project. The team will continuously look for potential stakeholders that are already active within the community, but may have been omitted from the previously gathered list. It might also be that a stakeholder emerges through various educational outreach efforts.

We will develop relationships with already identified stakeholders, such as the Health Department, to distribute literacy materials to patients who receive WIC services. It will help sustain and ignite the progress of the project if the team continually looks for ways to use traditional sources in non-traditional ways. The team will also look for natural and unique pairings of stakeholders in literacy program outreach.

2. <u>All applicable program standards are available to educators and caretakers</u>
   The ECLC will make applicable program standards accessible to all. For the purposes of this document, the developmental milestones already established through federal and state guidelines will be utilized as the program standards. The ECLC will provide standards documents to educators and caregivers. They will also provide links to relevant documents. The goal will be to ensure all stakeholders have the same language and understanding that a strong foundation of early literacy standards is directly linked to long-term academic success. We will also encourage child and family participation in literacy activities occurring at the public library. In order to implement the plan, the ECLC first reviews literacy standards to determine relevant needed training that is developmentally and age appropriate. We will then determine a list of sources for training materials. Already identified sources for materials are:
   > Public library
   > BFTS
   > Health Department
   > DFACS
   > Links to websites
   > Research-based literature
   > Classroom models
   > Building collaborative teams
   > Creation of professional learning community online for ALL stakeholders on Pierce County BOE website – could be as simple as just having a "look what this teacher is doing in literacy" column

   In addition to determining sources for training, we will also conduct a Needs Assessment to identify possible barriers to success and target successful strategies.

3. <u>Barriers to professional learning for early care and education providers acknowledged and addressed.</u>

One perceived barrier to the project success that the ECLC must negotiate would be the lack of adequate time for professional development activities and planning. The team plans to address this problem by providing substitutes for early child care and education providers

4. Community partners pair with early care and education providers to develop trainings and material to support family literacy.

The team will provide continued opportunities and access to early care and education providers to earn continuing education credits, by connecting with local educational sites, for example, OTC and Waycross College, to update relevant course availability. We will also provide opportunities for literacy professional development to early care and education providers. Some possible venues include workshops, trainings, and collaborative projects, videos, and research-based literature. The team will update the current professional development library within school systems. In addition, the team will purchase specific materials that focus on literacy development for a mobile library intended for the use of private childcare providers. Mobile could be defined as eBooks, professional articles, or materials that are purchased for the support of early literacy and that all coalition members can access via the Internet. It could also be defined as videos or books that are checked out from a central location.

Age-appropriate literacy practices as well as opportunities for parent question and answer sessions can be facilitated at all school related functions, specifically identified times are as follows: Orientation, Open House, Curriculum Night, school plays, or other events planned to celebrate learning. We can enhance these events with literature or DVD that include suggested literacy activities and stress the importance of a strong early literacy foundation.

Events and information will be provided to the local public in the local newspaper and on the local radio and cable channels. More specific information will be also be published on the school channels, school website, teacher newsletters, BFTS literature, links to professional organizations, DVD's, prior to planned children's performances, modeling sessions.

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

1. A variety of data is gathered to determine needs for professional development.

To identify program goals, identify needs, plan curriculum and literacy strategies, and monitor program success a variety of data will need to be collected and analyzed in collaborative teams. Specific data identified for analysis are:
- Student Assessments – WSO
- Kindergarten assessments to determine strengths and weaknesses, areas of change

- Teachers Needs assessments
- Teacher observations
- Previous professional training
- Parent Needs Surveys

Analysis of the data will allow the team to create checklists providing all stakeholders insight into expectations for early literacy development best practices and give teachers a tool to create specific feedback of student learning individually and as a group norm.

2. <u>The content of training is aligned to early learning standards to prepare teachers and staff for implementation.</u>

For the purposes of this project, we will use the early learning standards of the developmental milestones already established through state and federal guidelines.

Bi-annual planning sessions will target a specific long-range professional development plan that includes regularly scheduled meetings with stakeholders giving identified experts the opportunity to provide modeling, coaching, collaboration, questions, resources, and constructive feedback.

3. <u>Protected time is provided for teachers and caregivers to collaborately analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.</u>
When establishing the school calendar, professional development days will be set aside near the beginning, middle, and the end of the school year for progress monitoring and for the stakeholders to collaboratively analyze data to assess strengths and weaknesses in the program. This information will be used to help create a Needs Assessments for students and members of the coalition. Each time the data is analyzed, the Needs Assessment information will be used for planning specific targeted professional development that includes coaches and mentors sharing expertise, studying standards, lesson planning, collaborative work, and developing literacy best practices within the community. Peer observation, collaborative work, team building, and mentoring are all strategies the project will utilize to give teachers and caregivers opportunities to practice strategies and techniques in non-threatening situations.

An online discussion board within the school website might also allow opportunities for early childcare workers to discuss their concerns. Substitutes will be provided for the private early childcare facilities, so that the personnel at these sites are able to partake in professional development as it relates to the early literacy training.

4. <u>Administrators participate in literacy trainings to learn how to promote change in practice and how to provide specific feedback aligned with early learning guidelines</u>

<u>and standards.</u>

The goal of involving administrators in the project would be to convince them that developing a strong early literacy foundation from birth to 5 years has long-term benefits for the academic success of the K-12 school population. To stress the importance of early literacy intervention, administrators will be part of the planning process for professional development. They will be provided with research-based literature, websites, and workshops specifically identifying, promoting, and emphasizing the use of best practices as they relate to early literacy development. Expertise from qualified personnel will also work with the administrators to develop the language and create a work environment that encourages specific feedback and conversations about early literacy.

To evaluate the effectiveness of the professional development activities we will use progress monitoring 3 times a year to create an ongoing Needs Assessment as it relates to professional development activities. We will look at ways to extend our success and address our weaknesses.

Needs Assessment

Pierce County's Prekindergarten Program conducted the Georgia Literacy Plan Birth-to-Five Needs Assessment to determine needs in the community as well as to build a foundation for the plan. Information from the assessment will guide the Early Learning Literacy Collaborative as they determine the path towards creating an early literacy program.

Evaluating Strengths and Needs				
	Fully Operational	Operational	Emergent	Not Addressed
Building Block 1. Engaged Leadership				
A. Administrators create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.	11%	29%	25%	33%
Building Block 2. Continuity of Care and Instruction				
A. An early childhood coalition is convened where professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another.	11%	29%	25%	33%
B. A plan is in place to ensure smooth transitions from one school/or agency to another.	12%	88%		
C. A plan is in place to connect families to schools and childcare facilities.	8%	74%	19%	
D. A plan is in place to connect communities to schools.	17%	21%	62%	
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.		29%	71%	
Building Block 3. Ongoing Formative and Summative Assessments				
A. The infrastructure is in place for full implementation of screening and diagnostic assessments.	10%	15%	29%	46%
B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.	89%	11%		
C. Summative assessments are used to determine effectiveness of	89%	11%		

interventions or instructional programs.				
D. Literacy screenings are used to assess readiness or individual children for reading and writing.		12%	58%	30%
Building Block 4. Best Practices in Literacy Instruction				
A. Instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.	8%	92%		
B. Research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing and oral language.		12%	28%	60%
C. High expectations, grounded in deep developmentally appropriate practice with a focus on student interest for all learners, are consistently evident.		27%	62%	11%
Building Block 5. System of Tiered Intervention				
A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring in place.	5%	85%	3%	7%
Building Block 6. Professional Learning and Resources				
A. Community partners receive professional learning in the development of early literacy.				100%
B. In-service personnel receive professional learning in the development of early literacy.	100%			

In order to determine next steps and the focus of the Birth-to-Five Literacy Plan, data from the needs assessment was analyzed and disaggregated. A summary of the analysis follows the scores from each building block.

Building Block 1. Engaged Leadership

33% of the participants in the survey scored the Engaged Leadership component as "Not Addressed", with 25% scoring the component as "Emergent," indicating over half of those participating in the survey saw a need for administrators to create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy..

Root Cause Analysis

Engaged leadership is evident at all schools and at the district level. Teams meet according to a predetermined schedule to review student achievement data and perception surveys as they pertain to the work of the school. When the information above was analyzed, participants deemed that although the leadership teams are established, a concentrated focus on literacy especially as it relates to young learners was missing.

Building Block 2. Continuity of Care and Instruction

Schools outline their protocol for transitions within their School Improvement Plans. Clear expectations are communicated annually to parents and families. The only component of Building Block 2 which had a "Not Addressed" area was Part A. Although participants acknowledged that a plan will be implemented to connect families to childcare facilities and to connect communities to schools. High percentages scored the components as "Emergent" with 62% and 71% respectively.

Root Cause Analysis

The Resource Coordinator for Pre-kindergarten program organized and facilitated the transition from prekindergarten to kindergarten until four years ago. At that time, funding for the position was terminated. From that point, schools facilitated transition activities according to needs of their population. The inclusion of daycare centers was no longer an intentional focus. Although the Pre-K Resource Coordinator and the Family Advocate for Head Start collaborated to manage the transition to kindergarten, representatives from outside service agencies were not involved. With the formation of the Early Learning Literacy Committee, all stakeholders will have the opportunity to develop a common vision and language about the development of early literacy so not only those children in state or federally funded centers receive services, but all children in the birth-to-five community will have access to transition opportunities. Currently, the only outside organizations with which the system has a transition plan for the birth-to-five community are

Babies Can't Wait, Head Start and privately owned and operated prekindergarten programs. The ELLC will implement a plan to connect families to childcare facilities.

Building Block 3. Ongoing Formative and Summative Assessments

Participants scored Parts A and D the lowest in Building Block 3. With 46% indicating full implementation of screening and diagnostic assessments was not in place and 30% indicated literacy screenings were not used to assess readiness of individual children for reading and writing.

Root Cause Analysis

Infrastructure is in place for full implementation of screening and diagnostic assessments within the Georgia Prekindergarten Program and Head Start. A formalized process does not exist for those children in daycare centers or at home. Although a Child Find initiative does exist, the only children screened are those who enroll for prekindergarten. It is imperative that the Early Learning Literacy Collaborative research ways in which to seek out those children not attending Pre-K. Children not suspected of developmental delays usually do not participate in early literacy development activities as a result.

Building Block 4. Best Practices in Literacy Instruction

Over 50% of participants scored Part B as "Not Addressed". Although only 11% scored Part C, which is related to high expectations as "Not Addressed," it is still required further investigation since 62% felt this was only an emerging indicator. (92%) of the participants scored Building Block 4 as "Operational" with the remaining 8% scoring this component of developing the literacy plan as "Fully Operational."

Root Cause Analysis

Children in the Preschool Special Needs program receive instruction based on their IEP goals and the Georgia Early Learning Standards. Instructional design and implementation are consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Georgia Pre-Kindergarten Content Standards. Teachers must complete Instructional Quality Guides and attend annual trainings to ensure the instructional design is aligned to the learning standards. The gap occurs with those children not enrolled in a setting associated with a quality early learning program. Providers in daycare settings participate in training that is based on the physical needs and well-being of the child instead of developmentally appropriate literacy skills.With the lack of literacy focus, kindergarten teachers see a marked difference in those children in this population.

Building Block 5. System of Tiered Intervention

Twenty-three percent (23%) of the participants scored Part A as "Not Addressed" with 67% scored the indicator as "Emergent".

Root Cause Analysis

Pierce County Schools fully implemented Response to Intervention (RTI) process in 2009; however, the Pre-K population was not included in implementation. The Pre-K Project Director, site directors and teachers implemented an adapted version based on the requirements of the governing agency and the age of children served. Extensive training occurred with school and private sites; however, teachers still lacked sufficient knowledge in collecting and analyzing data. Consequently, a tiered infrastructure does exist, but extensive training on collecting and analyzing data is necessary.

Building Block 6. Professional Learning and Resources

Participants scored this Building Block at opposite ends of the spectrum with community partners professional learning scored at 100% "Not Addressed" and In-service personnel being scored at 100%.

Root Cause Analysis

Pre-kindergarten teachers and Head Start teachers receive training on the development of early literacy annually. Pre-kindergarten teachers also participate in early literacy development offered at their individual schools.

Summary

Providers with varying levels of expertise in early literacy development serve children in the birth-to-five community. Analysis of the Needs Assessment revealed several areas, which need to be addressed to increase the opportunities for early literacy development prior to enrollment in Pre-Kindergarten, Head Start and/or kindergarten. Funds from the Striving Reader Grant will support the following initiatives (1) provide professional learning opportunities on early literacy development for daycare providers and parents (Building Block 2 & 6); (2) develop an awareness of the impact of early literacy development on student achievement in grades K-12 (Building Block 1); (3) implement parent outreach opportunities focused on supporting early literacy development in the home (Building Block 2); and (4) provide professional learning on effective Tier 2 and 3 progress monitoring and assessments.

a.	**Goal 1: Community partners and stakeholders will understand the importance of early literacy development and its impact on K-12 education.**	
b.	**Objectives:**	• Maintain and facilitate Early Learning Literacy Collaborative (ELLC) meetings • Provide professional learning on early literacy development • Collect and analyze data on the impact of developing early literacy skills
c.	**Evidence**	• Meeting minutes and sign in sheets • Early literacy development course description, reflections, sign in sheets • Data from Work Sampling System Online (WSO), Teaching Strategies GOLD online, DIAL 4
d.	**Instructional Schedule**	• The daily instructional schedule includes one large group activity, which includes one read aloud book activity. The teacher must also plan instruction for one large group literacy activity and one phonological awareness activity.
e.	**RTI model (with tiered instruction by grade level)**	• Tier 1 instruction is aligned with the Pre-K Content Standards. Small group instruction is embedded in Tier 1 instruction since new information is introduced in this setting. • Tier 2 and Tier 3 students receive additional instruction receive one on one interventions to remediate targeted early literacy skills. The targeted skills are identified via information deemed from the WSO. Small group instruction is based on information gained from analyzing the assessment data from WSO. Students in Tier 4 receive instruction based on goals/needs identified in their IEP. The Preschool Special Education teacher progress monitors the student using WSO.
f.	**Support Personnel**	• Pre-K teachers • Pre-K Consultant • Pre-K Project Directors • Instructional Coaches
g.	**Current Practices**	• Leadership teams exist at each school in the system, however, since accountability for Pre-K is not included GaDOE requirements little to no evidence exists of a focus on early literacy development.
h.	**Funding Resources**	• State and local funding
i.	**Research-based practices ("What" and "Why" document**	• Building Block 1: Engaged Leadership, "What" document, pg. 5 • Executive document: "….literacy is a community necessity.", "Why" document, p. 23 • Belief Statements of the Georgia Literacy Task Force, "All stakeholders, including educators, media specialists and

	parents of PreK, primary, adolescent, and post-secondary students are responsible for promoting literacy.", " Why" document, pg. 31

a.	**Goal 2: Children, birth-to-five will receive developmentally appropriate literacy instruction in a variety of settings.**	
b.	**Objectives:**	- Research developmentally appropriate early literacy instructional strategies - Implement curriculum to support early literacy development in daily instruction - Provide professional learning to daycare providers on developmentally appropriate early literacy strategies - Develop a Resource Center for caregivers and daycare providers - Collect and analyze data on the impact of developing early literacy skills
c.	**Evidence**	- Sign in sheets/Reflections from Professional Learning Sessions - Meeting minutes and sign in sheets - Early literacy development course description, reflections, sign in sheets - Data from appropriate screener
d.	**Instructional Schedule**	See Goal #1
e.	**RTI model (with tiered instruction by grade level)**	See Goal #1
f.	**Support Personnel**	- Pre-K teachers - Preschool Special Education Coordinator - Instructional Coaches - Reading Consultant, Okefenokee RESA
g.	**Current Practices**	- The Family Involvement Coordinator conducts monthly workshops. Topics are determined by parent surveys. - There is no collaboration or sharing of services with daycare centers or families who do not have children enrolled in district.
h.	**Funding Resources**	- Title I, Part A money funds the monthly Family Involvement Workshops. - Money from the Bright from the Start Pre-K Grant funds all professional learning and substitutes for Pre-K teachers. - Daycare providers support professional learning from their general fund, which consequently leads to only mandated training.
i.	**Research-based**	Birth to Five Community--Georgia Pre-K Program, "The

practices ("What" and "Why" document	Why" Document, pg. 21 • Recommendation 1: DECAL will address the literacy needs of children birth to age 5., "The Why" Document, pg. 33 • Building Block 5: Best Practices in Literacy Instruction, "The What" document, pg. 7

a.	**Goal 3: Teachers will increase their knowledge and utilization of Tier 2 and Tier 3 interventions.**	
b.	**Objectives:**	• Provide professional learning on scientifically research based Tier 2 and 3 interventions • Provide access to software and additional resources for Tier 2 and Tier 3 interventions • Provide computer equipment and furniture to meet additional technology needs • Provide increased learning time for at-risk four year olds (summer school program) • Collect and analyze data on the impact of developing early literacy skills
c.	**Evidence**	• Professional learning sign in sheets, course description, reflections • Progress monitoring data • WSO data
d.	**Instructional Schedule**	• See Goal #1
e.	**RTI model (with tiered instruction by grade level)**	• See Goal #1
f.	**Support Personnel**	• See Goal #1
g.	**Current Practices**	•
h.	**Funding Resources**	• Current leadership team meeting and research are maintained with state and local funds.
i.	**Research-based practices ("What" and "Why" document**	• Building Block 5: System of Tiered Intervention, "What" document, pg. 8 • The Assessment Plan for Literacy, "Why" document, pg. 96 • Universal Screener, "Why" document, pg. 98

a.	**Goal 4: Pre-K teachers will utilize instructional technology to enhance literacy instruction.**	
b.	**Objectives:**	• Provide professional learning to teachers on utilizing instructional technology to enhance literacy instruction • Provide professional learning on utilizing software to

		• provide interventions • Collect and analyze data on the impact of developing early literacy skills
c.	**Evidence**	• Course description, sign in sheets and agendas from professional learning opportunities • Lesson plans • Walkthrough data • Data from WSO, Teaching Strategies GOLD online, DIAL 4
d.	**Instructional Schedule**	• See Goal #1
e.	**RTI model (with tiered instruction by grade level)**	• See Goal #1
f.	**Support Personnel**	• Media Specialists • Instructional Coaches
g.	**Current Practices**	• Pre-K classrooms currently have one teacher computer and a minimum of two student computers. • Primary functions of the Pre-K teachers' workstations are to enter data and word processing.
h.	**Funding Resources**	• Computers and software were purchased with Pre-K funds. Due to a funding shortfall, neither computers nor software were purchased over the last five years.
i.	**Research-based practices ("What" and "Why" document**	• Building Block 4: Best Practices in Literacy, pg. 7 • Building Block 6: Professional Learning and Resources, "The What" Document, pg. 8

j.	**Goal 5: Parents will demonstrate support of early literacy development.**	
k.	**Objectives:**	• Provide professional learning to parents on effective ways to support early literacy development • Provide literacy kits for parents to utilize with their children at home • Maintain a Pre-K Family Lending Library at each school
l.	**Evidence**	• Course description, sign in sheets and agendas from professional learning opportunities • Reading logs from literacy kits • Record of materials checked out of Family Lending Library • Number of parents attending monthly workshops

		• Data from classroom based assessments and progress monitoring instruments
m.	**Instructional Schedule**	• See Goal #1
n.	**RTI model (with tiered instruction by grade level)**	• See Goal #1
o.	**Support Personnel**	• Family Involvement Coordinator • Media Specialists
p.	**Current Practices**	• Family Involvement Surveys are sent home annually to all parents. Monthly Family Involvement Workshops are planned based on the responses to the survey. Childcare and a meal sponsored by a business partner is provided. • Literacy on the Go Program—Teachers rotate literacy kits and send one home with each child per month. The kit contains a children's book, a laminated card with suggested activities, and materials to complete them. Parents are asked to respond to their book or experience in the journal within the kit.
q.	**Funding Resources**	• Family Involvement lunches are funded with Title I, Part A funds. • Literacy on the Go kits are funded with PreK funds.
r.	**Research-based practices ("What" and "Why" document**	• Recommendation 3: DECAL will promote the GELS and Pre-K language and literacy standards and effective practices, "The Why" document, pg. 33 • Building Block 2: Continuity of Care and Instruction, "The What" document, pg. 5

Pierce County Schools – Birth to Five Community – Assessment/Data Analysis Plan

Collecting relevant data to support the importance of early literacy data is important. Pierce County Pre-K program utilizes an assessment plan that follows the Work Sampling System Online. Head Start gathers information using the Teaching Strategies GOLD Online system. There is a gap in identifying the needs of students served in daycare settings and in the home since a formal screener is not administered. Funds from the Striving Reader Grant will assist with the implementation of a formal screening process for children served in daycare centers.

A. A detailed listing of the school's current assessment protocol

Students	Assessment	Purpose	Skills	Frequency
All 3 & 4 year olds enrolled in Pre-K and Head Start	Eye, Ear and Dental	Determine health barriers that might impede learning		Within 90 days of the first day of school
Students registered for Pre-K	Speed DIAL 4	Child Find Screening	Motor, concepts, language, self-help development, social-emotional development	Once
Head Start students	DIAL-4	Screening	Motor, concepts, language, self-help development, social-emotional development	Once
Pre-K Students	Work Sampling System Online	Progress Monitoring & Outcome	Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Physical Development and Health	Ongoing
Head Start students	Teaching Strategies GOLD Online	Progress Monitoring & Outcome	Social and Emotional Development, Creative Arts	Ongoing

			Expression, Approaches to Learning, Language Development, Literacy Knowledge and Skills, Logic and Reasoning, Mathematics Knowledge and Skills, Science Knowledge and Skills, Social Studies Knowledge and Skills, and Physical Development and Health.	
All Pre-K Students	CLASS	To measure and determine the quality of teacher/student interactions	Classroom	Annually

B. Comparison of the current assessment protocol with the SRCL assessment plan

Current instructional practices that remain in place they are mandated by Bright from the Start and Head Start. Work Sampling System and Teaching Strategies GOLD Online provide a framework for assessing student progress and cannot be replaced. The Classroom Assessment Scoring System (CLASS) is used to measure quality teacher and student interactions. This was implemented by Bright from the Start in 2011 cannot be replaced.

Since code-related skills and oral language provide the foundation for reading, it is important to revise the current assessment plan to include assessments such as PALS-Pre-K and PPVT4 Form A/B, which will allow teachers to determine student progress in both areas. The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers.

The PPVT4 (Peabody Picture Vocabulary Test, Edition 4) allows comparisons between receptive and expressive vocabulary performance. The addition of the two assessments from the Striving Readings Comprehensive Literacy Grant would provide teachers with another piece of information to determine the success of newly implemented literacy assessments.

Currently, screenings are not administered to children in daycare settings. The Developmental Profile-3, DP-3 is an excellent way to identify developmental strengths and weaknesses early in a child's life. Since daycare providers do not receive training on early literacy skills, professional learning on early literacy skills will be provided as part of the SRCL. Information from the DP-3 may serve as a data source on the effectiveness of the professional learning.

C. **A brief narrative or table detailing how the new assessments will be implemented into the current assessment schedule**

PALS-Pre-K would be implemented as the universal screener for Pre-K students and would be administered three times per year. The PPVT4 Form A/B would be incorporated after the administration of EEDs and administered again during the last thirty days of school. Administering the test after, the Eye, Ear and Dental screening will ensure that health issues do not impede progress on the assessment.

D. **A narrative or table detailing current assessments that might be discontinued as a result of the implementation of SRCL**

The language portion of the Speed DIAL may be discontinued if literacy information coincides.

E. **A listing of professional learning needs that teachers will need to implement any new assessments**

Teachers will need professional learning in the rationale and administration of the PALS-PreK, PPVT4 and DP-3. Additional professional learning should include the technology components related to administering and scoring the assessments. The training should also include aspects of analyzing the data produced from the program in order to ensure validity

and reliability. It will be important for teachers to relate the information to the content standards and/or performance indicators related to their curriculum

F. **A brief narrative on how data is presented to parents and stakeholders**
    Progress reports from Work Sampling System Online (Pre-K) and Teaching Strategies GOLD Online (Head Start) are shared at parent conferences. Pre-K programs are required to hold at least two parent conferences—one in the fall and one in the spring. The conferences are centered around sharing information on student progress with the parents. In the event parents cannot attend, reports are sent home via certified mail. Head Start teachers hold conferences three times annually and those conferences are centered around sharing student progress information. Currently, the only way information is shared about Pre-K centers and daycare centers is on the Bright from the Start website. Pre-K and daycare information is based on monitoring visits and demographic data.

G. **A description of how the data will be used to develop instructional strategies as well as determine materials and need**
    Teachers will collaboratively analyze data to implement research-based instructional strategies based on whole group results and individual literacy needs. Results of classroom-based assessment, PALS-Pre-K, PPVT4, and DP-3 will provide information to guide instruction and literacy interventions.

H. **A plan detailing who will perform the assessments and how it will be accomplished**
    During the spring, the Pre-K Project Director, the Director of Special Education, Pre-K teachers, and Preschool Special Education Coordinator develop a timeline for administering the Speed DIAL and EEDs. The PALS-PreK, PPVT4 and DP-3 will be added to the assessment schedule. Support personnel will administer the assessments according to the established timeline. Members of the Assessment Team will require professional learning administration of the PALS-PreK, PPVT4 and DP-3, including any accompanying software components that assist with the disaggregation of data. The Pre-K Site Directors will oversee the universal screenings each school. The team will follow the programs' protocols and requirements to ensure integrity, reliability, and validity of results.

A. Resources needed to implement Plan

Resources	How resources support literacy	Funding alignment
Professional learning	Professional learning to understand early literacy development, literacy instruction, technology training, administration of SRCL assessments, and implementation of proposed programs	SRCL, Pre-K Grant, Local Budget
PALS-Pre-K	Assessment designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals.	SRCL Grant
PPVT4 Form A/B	Assesses receptive vocabulary with a test that requires no reading or writing	SRCL Grant
DP-3	Standardized developmental screener that evaluates children's functioning in five key areas: Physical, Adaptive Behavior, Social-Emotional, Cognitive, and Communication	SRCL Grant
Interactive Boards & Projectors	Hardware to deliver literacy instruction and interactive lessons; to increase student engagement	SRCL Grant
Digital Resources and Software	Digital databases, online books, software	SRCL Grant, Pre-K Grant, Local Budget
Document Cameras	Enhances teacher versatility within the classroom by providing a digital presentation of instructional materials	SRCL Grant, Local Budget
Tablet	A tool to record authentic student work and share with parents	SRCL Grant
Take home literacy activities	Promotes literacy activities within the home and promotes family engagement	SRCL Grant, Title I, Part A (Parental Involvement)
Desktop Computers	Provides opportunities to practice literacy skills on software and online resources	SRCL Grant
Curriculum Support/Resources for alignment to new learning standards	Serves as a teacher resource for implementing strategies that promote an integrated approach to literacy instruction	SRCL Grant

B. Activities to support literacy intervention programs (existing)

Pierce County Pre-K program supports literacy with the following programs:
- Flexible grouping (based on WSO results)

- Bear Buddies—Pre-K children partner with Kindergarten readers
- One-on-one instruction

C. **Shared resources (existing)**

Pre-K teachers have limited resources to provide literacy interventions and a lack of understanding about early literacy development. The list of shared resources is listed below:

- Literacy on the Go
- Reading A-Z

D. **Library Resources (existing)**

PreK classes have the opportunity to participate in story time in the media center at their schools. As a transition activity, students check out books beginning in January. Resources and books from the Pre-K Lending Library were separated and dispersed into all three schools. The separation created a shortage of resources and developmentally appropriate books at all schools.

E. **Activities that support classroom practices (existing)**

Pre-K faculty and staff adhere to the following practices that provide support for students to develop and/or improve literacy skills:

- Research-based instructional strategies
- Classroom-based assessment
- Language and literacy instruction
- Differentiated instruction
- Progress monitoring
- Ongoing professional learning to support best practices

F. **Additional Strategies Needed to Support Student Success (for SRCL Grant)**

Pre-K teachers require more resources for Tier 2 and Tier 3 interventions and supports. Teachers currently rely on one-on-one instruction to meet the frequency and duration necessary for intense interventions and flexible grouping. This is a challenge with twenty-two (22) students in each class. Teachers need professional learning and resources on developmentally appropriate interventions and how to collect, analyze and report the resulting data. Data from PALS-Pre-K, PPVT4 Form A/B and DP-3 would provide teachers with information from which they could diagnose and apply appropriate interventions.

- Professional learning
  - Developmentally appropriate literacy strategies
  - PALS-Pre-K
  - PPVT4 Form A/B

- o DP-3
- o Technology
- o Using assessment data to determine interventions

G. Current Classroom Resources
Pre-K teachers have limited classroom resources. Each teacher has a computer workstation and the number of student computers average two per room.

H. Clear Alignment Plan for SRCL and Other Funding
Funds from the Striving Readers Literacy Grant, the Pre-K Grant, and the local budget will be used to implement the Project Plan. Pre-K does not have access to Federal grant money and consequently relies on the Pre-K and local funds to purchase materials for the program. Due to austerity cuts and a reduction of funds from Bright from the Start, professional learning and instructional resources have been limited. SRCL funds will supplement the funds currently utilized an provide us the opportunity to implement the professional learning needs related to early literacy development, instruction and technology as well as purchase technology for existing classrooms. For the first time the grant will allow opportunities for birth to five to collaborate and share resources in order to support the development of early literacy for the birth-to-five community.

I. Demonstration of how Proposed Technology Purchases will support RTI, Student engagement, Instructional practices, Writing, etc.
- RTI—Teachers will have the opportunity to review data from PALS-Pre-K, PPVT4 Form A/B and create reports that will assist them in monitoring student progress. The computer-generated reports will also provide suggested interventions.
- Instructional practices— Technology enhances the mode in which teachers will deliver lessons.
- Student engagement—Interactive white boards will engage students and address the several modalities, such as visual and kinesthetic. Desktop computers will provide students with the opportunity to practice skills in a different format thus increasing the chance for retention of information.

Professional Learning Strategies Identified on the Basis of Documented Need

A. **Professional Learning Activities Staff Attended in the Past Year**
   Many opportunities for professional learning exist; however, the number of participants
   allowed to attend depends not only on funding but also individual needs. Many times,
   Pre-K teachers are not included in training opportunities offered onsite or at the system
   level because the funds are funneled to K-12 initiatives. The following indicates trainings
   Pre-K teachers attended during the 2011-2012 school year.

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Table 1

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Activity or Training	Percent of Staff Participating
WSO Online	100%
Curriculum Chatter Sessions	100%
John Antonetti—Promoting Student Engagement	100%

B. **Percent of Staff**
   See Table 1

C. **Detailed list of Ongoing Professional Learning**
   - Georgia Department of Education CCGPS Webinars (Kindergarten)
   - Standards Based Planning
   - Curriculum Chatter
   - Differentiation
   - Leadership Teams
   - Early Learning Literacy Collaborative
   - RTI
   - Work Sampling System Online
   - Behavior of the Young Child
   - Strategic Planning

D. **Programmatic Professional Learning Needs Identified in a Needs Assessment**
   - PALS-Pre-K
   - PPVT4
   - DP-3
   - Early Literacy Development
   - Developmentally Appropriate Early Literacy Strategies
   - RTI Interventions
     - Identifying SRB literacy strategies for at-risk students

- o Collecting, analyzing and interpreting data from Tier 2 & Tier 3 strategies
- Integration of Technology
    - o Instructional Technology
    - o Hardware
    - o Software

Professional Learning Activity	Description
Progress Monitoring/Universal Screening	The addition of the new assessments from the SRCL Assessment Plan will require professional learning on how to administer the assessments, utilize the accompanying software components and interpret the scores to support student learning.
Early Literacy Development Developmentally Appropriate Early Literacy Strategies	Community partners and birth to five providers will participate in training that describes early literacy development, explains developmental milestones and appropriate early literacy activities.
RTI Interventions	Pre-K and Head Start teachers will increase their knowledge of how to identify scientifically-researched based literacy strategies; how to utilize their perspective assessment programs as well as universal screeners to determine which SRB literacy interventions to implement; and how to collect, interpret and analyze data to monitor the effectiveness of Tier 2 or 3 interventions.
Integration of Technology	Pre-K teachers do not have access to Interactive White Boards, document cameras or tablets. Professional learning is necessary in order for teachers to learn how to create technology connected lessons that enhance literacy instruction.

E. Process to determine effectiveness of professional development
The professional learning implemented in the Striving Readers Grant Project will be monitored, assessed and evaluated by reviewing and analyzing the following data sources: teacher surveys, walkthroughs, teacher observations, and assessment data. Instructional coaches and Site Directors must ensure that the course description aligns with the goals established Striving Readers Literacy Grant Project. Prior to monitoring implementation, teachers should complete a perception survey about their feelings on the effectiveness of the learning opportunity. Results should be analyzed and interpreted prior to moving to monitoring the implementation with walkthroughs, teacher

observations and lesson/unit plans. Instructional coaches will provide ongoing support to ensure successful implementation of professional learning to support the goals of the Striving Readers Literacy Grant Project. Although the goal of professional learning is to positively impact student learning, immediate evidence may not be seen. It is important to continually collect and analyze data in order to monitor established trends of improvement over a period of time. If as a result of analysis, a lack of improvement occurs, then the Literacy Team will utilize "The Why" document to research improvement strategies for the Birth-to-Five Community.

F. **Professional Learning Plan tied to stated Goals and Objectives and**
G. **Method of Measuring Effectiveness that can be tied back to the Goals and Objectives**

Goal	Professional Learning	Method of Measuring Effectiveness
Community partners and stakeholders will understand the importance of early literacy development and its impact on K-12 education.	Community partners, school administrators and kindergarten teachers will participate in training that describes early literacy development.	Perception Surveys Participation on the Early Literacy Collaborative
Children, birth-to-five will receive developmentally appropriate literacy instruction in a variety of settings.	Birth-to-five providers will participate in training that describes early literacy development, explains developmental milestones and appropriate early literacy activities.	Peer and Owner/Director Checklist Data Number of children entering Pre-K with pre-literacy skills Reflections on daily activities which incorporate common language of literacy
Teachers will increase their knowledge and utilization of Tier 2 and Tier 3 interventions.	Pre-K and Head Start teachers will increase their knowledge of how to identify scientifically-researched based	Evidence of differentiated instruction on lesson plans RTI folders

	literacy strategies; how to utilize their perspective assessment programs as well as universal screeners to determine which SRB literacy interventions to implement; and how to collect, interpret and analyze data to monitor the effectiveness of Tier 2 or 3 interventions.	WSO and Teaching Strategies GOLD Progress Reports Number of children participating in Summer School program
Teachers will utilize instructional technology in their classrooms.	Pre-K teachers do not have access to Interactive White Boards, document cameras or tablets. Professional learning is necessary in order for teachers to learn how to create technology connected lessons that enhance literacy instruction.	Administrator walkthrough Lesson Plans WSO reports Teacher surveys
Parents will demonstrate support of early literacy development at home.	Parents will participate in training that describes early literacy development, explains developmental milestones and appropriate early literacy activities.	Literacy on the Go journals Number of parents participating in workshop Number of families utilizing the Family Lending Library WSO and Teaching Strategies GOLD Online Reports

Area to be Sustained	Sustainability Plan
a. **Extending the Assessment Plan**	Data from the WSO system in Pre-K and Teaching Strategies GOLD Online drive instructional decisions within the classroom. Although teachers rely on those assessments it poses a challenge to retrieve information for Tier 2 and Tier 3 interventions. With the addition of PALS-PreK and PPVT4 teachers will not only have a universal screener which will be administered three times per year, but will also have reports that generate possible interventions. Currently, the system has no way of screening children in daycare centers. The addition of the DP-3 screener will provide information on those students. Although funds from the SRCL will purchase the kits, answer forms and updates will remain a cost. Preschool IDEA Flowthrough will be used to sustain the initiative.
b. **Plan for Developing Community Partnerships and/or Other Sources for Funding**	The Birth-to-Five Needs Assessment indicated a lack of understanding in relation to the importance of early literacy skills development. With the formation of the ELLC, community partnerships will form. The ECLC will increase public awareness by distributing brochures and speaking at organization meetings such as the Rotary and Exchange Clubs. With increased public awareness, community partners and school leaders will move away from viewing Pre-K and Head Start as babysitters but as providers of quality early learning instruction. School and local funds will sustain the initiative.
c. **A clear, detailed plan discussing sustainability addressing plans for the following:**	
d. **Training New Employees/Teachers After Funding has Ended**	Pierce County Schools provides support for new teachers by facilitating a New Teacher Induction. Teachers learn initiatives specific to the system during the event and attend RESA trainings on broader concepts such as school law and teacher evaluations. New teachers are provided mentors based on their assignment and the instructional coach provides ongoing, job embedded support. Although initial training of initiatives included in the Project Plan are funded by the grant, the support for PreK

		grant and state professional learning will sustain New Teachers.
e.	**How Print Materials are to be Replaced when Necessary**	Print Materials will be sustained with local funds.
f.	**Ongoing Professional Learning**	Although schools provide job embedded professional for K-12 teachers, Pre-K teachers usually participate in webinars facilitated by Bight from the Start consultants. The district maintains a database of courses and PLUs teachers accumulate. Teachers must align their requests for professional learning to specific goals and objectives within the school and/or district strategic plan. Professional learning initiatives in the Plan such as assessment and instructional technology will be maintained by state professional learning money.
g.	**Sustaining Technology**	Pierce County employs a system-wide Technology Director and part-time Technology Specialists to serve the schools. The Technology Specialist maintains the hardware, while the Media Specialist serves as the technology support for software concerns or issues that may arise. Technology will be sustained by utilizing funds from E-SPLOST, Title I, state and local.
h.	**Expanding Lessons Learned**	Lessons learned from the SRCL process will be incorporated into the School Improvement Plan. It is evident there is a focus on K-12 education and data collection on the birth-to-five population is challenging. The belief of the Pierce County Early Childhood Literacy Collaborative is that the focus should include the birth-to-five population to have an impact on readers. The ECLC will share information with stakeholders at community-sponsored events and provide parent outreach opportunities. All data obtained throughout the life of the grant will be used to revise and improve the Birth-to-Five Literacy Plan.

Pierce County Schools – Birth-to-Five – Budget Summary

Estimated Budget Summary

Item	Description/Use	Quantity	Total Estimated Cost
Professional Learning on Early Literacy	Teachers attend the National Association for the Education of Young Children (NAEYC) Conference	6 teachers	$5,000.00
Raise public awareness about early literacy	Design and print Early Learning Brochures listing community resources for families. Brochures will be distributed during Week of the Young Child, at community sponsored events such as The Pecan Festival.	5000 brochures	$2000.00
PALS-PreK	Phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy skills.	198 children 3 times annually	$620.00
	Online Score Entry & Reporting System	6 classes	$300.00
Professional learning for PALS-Pre-K	Teachers will need training on using PALS-PreK.	7 teachers	$160.00
	Substitutes	7 teachers	$468.60
PPVT4 Form A/B	The PPVT4 (Peabody Picture Vocabulary Test, Edition 4) allows to make direct comparisons between receptive and expressive vocabulary performance.	7 kits	$2982.00
Professional Learning on the PPVT4 Form A/B	Teachers require training on the PPVT4.	7 teachers	
	Substitutes	7 teachers	$468.60
Interactive Boards	Interactive boards will be used to enhance literacy instruction	6	$11343.00
Projection Screens	Screens to be used to support lit	6	$200.00
Tablets	Teachers will use videos to record authentic work like storytelling.	6	$3420.00
Document cameras	Document cameras to support the literacy instruction to come on over.	6	$489.00
Take home literacy kits	Activity kits based on children's literature	198	$6000.00

Instructional Software for Interactive Boards	Interactive software based on SRB literacy activities	12 sets	$1500.00
Professional Learning for integrating technology into literacy instruction	Teachers will need training on how to integrate technology into literacy instruction	Included in Curriculum Resource	N/A
Curriculum Resource with integrated literacy across the content domains	Teachers will need resources on developmentally appropriate literacy resources and how to implement an integrated literacy approach with a technology component	6 kits and supplemental resources	$30,000.00
Literacy Games/ Activities; Literacy Resources for Parents and Caregivers	Games and activities related to code related skills will be available for checkout in the Parent Resource Room.	20 games	$1,000.00
Developmental Profile-3 (DP-3)	Screener which assesses children from birth to 12. The areas assessed are physical, adaptive behavior, social-emotional behavior, cognitive, and communication.	3 kits with unlimited-Use and scoring CD w/ Spanish component	$1600.00
Professional Learning on administering the DP-3	Teachers and caregivers will require training on how to administer the assessment.	15 faculty/staff (includes substitutes)	$2000.00
Consumable Technology Resources and Supplies	Supplies for technology—bulbs, toner, etc.	Varies	$2000.00
Standards Based Planning Days	Substitutes for teachers to plan literacy instruction	6 days for 6 teachers	$2820.00
Stipends for faculty/staff to administer assessments after school,	Teachers will need to administer assessments after training, but prior to the start of the school year. $25.00 per hour or $100.00 for a full day.		$7000.00

before school, or during the summer			
Salaries for teachers to provide summer school instruction for at-risk students	Students in Tier 2 and Tier 3 will participate in a 4 week summer school program.	Salary will be dependent upon individual teacher's rate of pay and number of children participating.	$10,000.00
Salaries for bus drivers for summer school		Salary will be dependent upon individual bus driver's rate of pay and number of children participating.	$3,000.00
		TOTAL	$94,370.00