

School Profile

Created Monday, December 01, 2014

Page 1

School Information

System Name:	Thomas County Schools
School or Center Name:	Hand in Hand Primary
System ID	736
School ID	0105

Level of School

Other (please specify): PK to Kindergarden

Principal

Name:	Jeanna Mayhall
Position:	Principal
Phone:	229-225-3908
Email:	jmayhall@rose.net

School contact information

(the persons with rights to work on the application)

Name:	Jeanna Mayhall
Position:	Principal
Phone:	229-225-3908
Email:	jmayhall@rose.net

Grades represented in the building

example pre-k to 6

pre-K to Kindergarden

Number of Teachers in School

42

FTE Enrollment

700

Grant Assurances

Created Wednesday, December 03, 2014

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

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

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

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

-
- Yes
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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.

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

Created Tuesday, December 02, 2014

Page 1

Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

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

Typed Name of Fiscal Agency Head and Position Title

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. George "Dusty" Kornegay, Jr. Superintendent Thomas County Schools
Typed Name of Applicant's Authorized Agency Head and Position Title

12/3/2014

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Bob Dechman

Position/Title of Fiscal Agent's Contact Person: Director of Federal Programs

Address: 200 North Pinetree Blvd.

City: Thomasville Zip: 31792

Telephone: (229) 225-4380 Fax: (229) 225-5012

E-mail: rdechman@rose.net


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

George "Dusty" Kornegay Jr.
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-5-2014
Date (required)

Thomas County District Narrative-2014

Brief History

The Thomas County School System (TCS) is located in Southwest Georgia and serves the students of Thomas County. Thomas County is a rural district, with a population of 45,198. Thomas County has a diverse economic base. Agricultural interests include cotton farming, peanut farming, pecans, lumber production, and plantation management. Manufacturing plants produce furniture, airplane parts, boiler equipment, pumps, and metal buildings. The local hospital is the largest area employer, followed closely by the school system.

We have a unified school district with one school that serves each grade band in the system: Hand-in-Hand Primary School (Pre-K and kindergarten), Garrison-Pilcher Elementary (grades 1-2), Cross Creek Elementary (grades 3-4), Thomas County Middle School (grades 5-8), and Thomas County Central High School (grades 9-12). Thomas County is also home to a charter school which offers a program of study for non-traditional learners in grades 8-12. The Renaissance Center, an alternative school for students in grades 5-8, allows students who have been removed from the traditional school setting due to behavior, an opportunity to complete their education in a small, secure, closely supervised environment. Not one of our schools is listed as an Alert, Focus, or Priority school by the Department of Education. Thomas County Schools is proud that Cross Creek elementary was named a High Progress Reward school in 2012.

Thomas County District Narrative-2014

The Thomas County School System engages in a comprehensive needs assessment each year. This process incorporates student achievement data from each school as well as input from faculty and parent surveys. CRCT, EOCT, and ITBS data is reported annually in the Comprehensive Local Education Agency Improvement Plan (CLIP) and is one component of data that guides implementation of improvement initiatives. The current enrollment for TCS is 5,561 of which 62.32% qualify for free or reduced meals. The chart below displays our system demographics.

System Demographics

Student and Program Demographics	Percentage
White	3147/5652= 56%
Black	1985/5652= 35%
Hispanic	294/5652= 5%
Multi-Racial	159/5652= 3%
Asian-Pacific Islander	53/5652= .009%
Am. Indian/Alaskan	13/5652= .002%
Economically-Disadvantaged	3522/5652= 62%
Early Intervention Program	418/5652= 7%
English learners	80/5652= 1%
Students with Disabilities	896/5652= 16%
Gifted	378/5652= 6%
Remedial Education	986/5652= 17%

Thomas County District Narrative-2014

Current Priorities

- Implement system and school literacy plans to address the needs of all children birth through grade twelve. Local plans were formulated using *Necessary Building Blocks of Literacy Plan Birth-to-12th Grade in Georgia*.
- Implement a pre-literacy outreach program to encourage early language, literacy, and cognitive development in children from birth to 5 years of age.
- Content-related literature is being embedded into every content course beginning in fifth grade with students reading major literary works not only in English and language arts classes, but in every class including science, social studies, and math classes.
- Implement a comprehensive vocabulary development program in grades 6-12 .
- Implement a Response-to-Intervention (RTI) model for screening, diagnosing and scaffolding literacy instruction for identified students with specific weaknesses .
- Utilize technology to support the engagement of students with a one-to-one student to device ratio.

Strategic Planning

The Thomas County School Board uses a five year strategic plan to guide instructional decisions and monitoring. This plan identifies local priorities in regard to instructional practices, community involvement, fiscal management, technology, and transition.

Our Mission: Teaching students to gain the skills, knowledge, and positive values that ensure success as productive citizens in an ever-changing world.

Our Vision: Thomas County is a premier school district providing innovative opportunities that prepare world class students.

Thomas County District Narrative-2014

Current Management Structure

The Superintendent has established a leadership team that meets monthly to discuss programs and initiatives in each department and at each school. Included is the Associate Superintendent for Teaching and Learning, Assistant Superintendents for finance and operations, student services and governmental relations, and administrative services. Other members include the directors of federal programs, gifted and accelerated instruction, special education, nutrition, facilities, CTAE, and the principal from each school.

The Superintendent has assigned the Associate Superintendent for Teaching and Learning to assist school principals with the implementation of the system literacy plan. The Director of Federal Programs serves as the grant manager and will coordinate with the Assistant Superintendent for Finance and Operations to provide fiscal oversight for the Striving Readers (SRCL) grant.

As an additional level of project oversight, each school will formulate its own Striving Readers management team. The school management team will consist of the Associate Superintendent for Teaching and Learning (LEA), project manager (school-based), members of the literacy team, and an internal project evaluator. The management team will meet quarterly to monitor the progress of the project.

Thomas County District Narrative-2014

Past Instructional Initiatives

Thomas County Schools has implemented several instructional initiatives that featured research-based programs and strategies for specific content-related needs which included, 6+1 Traits of Writing, Accelerated Reader, Accelerated Math, Read 180, Standards-Based Classrooms, Response to Intervention, Learning Focused Schools, and Least Restrictive Environment. Thomas County previously implemented two federal grant programs that supported our efforts to provide rigorous instruction for all students. TCCHS was awarded a Relocation Grant from 2011-2013 to recruit highly qualified teachers to fill teaching vacancies. The system also implemented a Title II-B Math-Science Partnership Grant from 2012-14, and used those funds to offer college level professional development to elementary and middle school math teachers.

Literacy Curriculum and Assessments

The Common Core Georgia Performance Standards (CCGPS) is the foundation of the literacy curriculum used in all schools in the Thomas County School District. School specific literacy plans serve as a framework that coordinates daily instruction with progress monitoring and are based on school specific needs and priorities. Please see the chart below for a detailed description of both the literacy curriculum and assessments.

Thomas County District Narrative-2014

School	Literacy Curriculum	Literacy Assessments
Hand-In-Hand Primary Grades Pre-K - Kindergarten	<ul style="list-style-type: none"> • Diebels • *EasyCBM • My Sidewalks on Scott Foresman Reading Street: Early Intervention for small groups • Lindamood-Bell Intervention • SRA Imagine It • Early Intervention in Reading (EIR) • CCGPS ELA Units 	<ul style="list-style-type: none"> • Pre-K Entry Screener • Diebels • *EasyCBM • Student Learning Objectives • GKIDS
Garrison-Pilcher Elementary Grades 1 - 2	<ul style="list-style-type: none"> • My Sidewalks on Scott Foresman Reading Street: Early Intervention for small groups • Lindamood-Bell Intervention • SRA Imagine It • CCGPS ELA Units • Quick Reads • Early Intervention In Reading (EIR) 	<ul style="list-style-type: none"> • STAR Early Literacy • STAR Test • *EasyCBM • Writing Prompt • ITBS • CogAT • Content Benchmarks • Student Learning Objectives • ACCESS for ELs
Cross Creek Elementary Grades 3 - 4	<ul style="list-style-type: none"> • SRA Imagine It • Early Intervention in Reading (EIR) • CCGPS ELA Units • Quick Reads 	<ul style="list-style-type: none"> • STAR Test • *EasyCBM • Writing Prompt • ITBS • CogAT • CRCT/Milestones • Content Benchmarks • Student Learning Objectives • ACCESS for ELs
Thomas County Middle School Grades 5 - 8	<ul style="list-style-type: none"> • CCGPS ELA Units • 6-12 Academic Literacy in the Content Areas 	<ul style="list-style-type: none"> • STAR Testing • *EasyCBM • ITBS • Content Benchmarks • Student Learning Objectives • ACCESS for ELs • CRCT/Milestones • EOCT/EOC
Thomas County Central High School Grades 9 - 12	<ul style="list-style-type: none"> • CCGPS ELA Units • 6-12 Academic Literacy in the Content Areas 	<ul style="list-style-type: none"> • *EasyCBM • Content Benchmarks • Student Learning Objectives • ACCESS for ELs • EOCT/EOC

Thomas County District Narrative-2014

Need for a Striving Reading Project

Teachers have identified gaps in instructional materials that are needed to address the Common Core Georgia Performance Standards (CCGPS). Funding from the Striving Readers Literacy grant will fund print and digital resources, literacy related computer applications that promote student engagement, and ongoing professional learning to support teachers with the integration of technology into literacy instruction.

Additionally, the importance of early literacy (birth-3yr.) was emphasized by Georgia's Literacy Task. Funding from the Striving Readers Literacy grant will allow Thomas County to sponsor professional development, family literacy initiatives, and instructional outreach projects during the summer (How, p. 32).

Thomas County Management Plan-2014

Management Plan and Key Personnel

The Thomas County School District management plan and key personnel in supporting, implementing, and overseeing the grant will include both the system and school leaders. Dr. Bob Dechman, Director of Federal Programs and Assessment and Accountability at the district office will be the SRCL grant manager.

Thomas County Schools Superintendent has assigned the Associate Superintendent for Teaching and Learning to assist principals with the implementation of the system literacy plan. The Director of Federal Programs will coordinate with the Assistant Superintendent for Finance and Operations to provide fiscal oversight.

Involvement of Grant Recipients in the Development of Budgets and Alignment

As an additional level of project oversight, each school will formulate its own Striving Readers management team. The school management team will consist of the Associate Superintendent for Teaching and Learning (LEA), project manager (school-based), and the members of the literacy team. The management team will meet quarterly to monitor the progress of the project.

SRCL MANAGEMENT TEAM

Role/Responsibility	Name	Grant Tasks	Supervisor
Grant Manager	Dr. Bob Dechman, Director of Federal Programs, Assessment, and Accountability	Ensures implementation, monitors budget and expenditures, compiles and submits reports	Associate Superintendent for Teaching and Learning
Curriculum Director, Professional Learning Coordinator, grant facilitator	Mrs. Melanie Chavaux, Associate Superintendent for Teaching and Learning	Works with school literacy teams to plan and monitor grant implementation. Plans needed professional learning	Superintendent

Thomas County Management Plan-2014

Fiscal oversight and project monitoring	Mr. Joey Holland, Assistant Superintendent for Finance and Operations	Receive and process expenditures requests, maintains appropriate financial documentation	Superintendent
Project manager for Birth to 5, Pre-K and Kindergarten	Mrs. Jeanna Mayhall, Principal Hand in Hand Primary	School contact for implementation plans. Coordinators and monitors use of research-based instruction and RTI efforts	Associate Superintendent
Project Manager for Garrison Pilcher	Mrs. Sharonda O’Neal, Principal Garrison Pilcher Elementary		
Project Manager for Cross Creek	Mrs. Brecca Pope, Assistant Principal Cross Creek Elementary		
Project manager for TCMS	Mrs. Robin Cartright, Instructional Coordinator Thomas County Middle School		
Project manager for TCCHS	Dr. Jim Rehberg, Director of Gifted and Accelerated Instruction, Thomas County Central High School		
RTI coordinator	Ms. Carol Sprague	Assists with screeners and progress monitoring efforts	Associate Superintendent

In the spring of each school year principals will meet with their Literacy Team and district leadership to develop implementation plans.

Plan for Expanding Lessons Learned

Professional learning will be scheduled to ensure dissemination of lessons learned and the refinement of school-based implementation plans. Vertical alignment of instructional routines is reinforced when grade bands participate in common training activities. School and district literacy teams align procedures, analyze data, and reflect on improvement initiatives. Principals share lessons learned from instructional initiatives in monthly faculty meetings.

Thomas County Management Plan-2014

Assessment Protocol

The Associate Superintendent for Teaching and Learning will coordinate a uniform schedule for administering universal screeners three times a year. Formative and summative assessments as well as benchmarks are given at all grade levels. These results will be combined with state required assessments to inform professional learning plans.

Extending Professional Learning Practices to New Teachers

School Literacy Plans will guide professional development after the SRCL project ends. District and school leadership will ensure job-embedded professional learning continues as new teachers join with mentor teachers in school-based professional learning communities.

Sustaining Technology

Thomas County has an Education Special Purpose Local Option Sales Tax (E-SPLOST) for the period of 2013-2017. The plan for SPLOST3 focuses on modernizing technology in each school. Sustaining, expendable technology equipment purchased with SRCL funds will be accomplished using SPLOST3 funds. Online subscriptions and site licenses will be sustained using a combination of local and federal funds.

Thomas County Applicant Experience-2014

LEA Funded Initiatives

The Thomas County School District implements an integrated funding system to accomplish its instructional goals. The coordination of financial resources is an important aspect of annual improvement efforts. Funding secured through the Striving Readers (SRCL) grant will enhance the literacy program and enable our district to have positive impacts on student achievement.

With the implementation of the Common Core Georgia Performance Standards (CCGPS) and combining the program initiatives of CTAE (Career, Technical and Agricultural Education), Special Education, Georgia Preschool, RT3 (Race To The Top) and Striving Reader goals and activities will embed a shared vision for literacy instruction in the Thomas County School System.

Description of Initiative LEA has Implemented Internally With no Outside Funding

Instructional initiatives such as standards-based classrooms, Accelerated Reader, Response to Intervention (RTI) procedures, and Learning Focused strategies were implemented using local funding and have been sustained for more than five years. These initiatives along with strategies included in school literacy plans will enhance literacy instruction system-wide.

LEA's Capacity to Coordinate Resources and Sustain Implementation

District leadership has ensured that effective research-based practices are implemented and sustained in the schools. Thomas County continues to leverage funds from local, state, and federal programs to maximize student learning and to provide necessary professional learning.

Since 2012, Thomas County has implemented the only Race to the Top Relocation Bonus Grant awarded in Georgia, as well as a competitive Title II B Math Partnership Grant. With the

Thomas County Applicant Experience-2014

Relocation grant, Thomas County has been able to recruit and retain highly qualified teachers as well as industry experts from the business world to teach at the high school. The Math grant has allowed Thomas County to provide 2 years of college math courses to elementary and middle school teachers.

Thomas County has participated in the noncompetitive federal grant programs for many years. Successful monitoring has ensured that state revenues, local property tax and ESPLOST, and federal funds have been utilized to meet student needs based upon state and federal guidelines. There have been no audit findings regarding Federal Awards (below).

Audit Finding for Previous 3 Years

Fiscal Year	Financial Statement Findings	Federal Award Findings	Low Risk Auditee
2014	None	None	Yes
2013	None	None	Yes
2012	None	None	No ¹

¹ This designation was received because The Georgia Department of Audits and Accounts did not perform audit within six months of year end as per federal regulation, not because of audit findings.

Financial Oversight

The Federal Programs Director works closely with the Superintendent, Assistant Superintendent for Finance and Operations, and principals in planning and budgeting. Each party is mindful of state and federal guidelines prohibiting supplanting and works cooperatively to ensure compliance. Whenever principals make a request to purchase resources, program managers confirm that the purchase is supplemental. Procedures require school, district, and finance approval before a purchase is made. Use of SRCL funds will be guided by budgets submitted with each school's SRCL application. The finance department will use the Georgia

Thomas County Applicant Experience-2014

Department of Education's Generally Accepted Accounting and Financial Reporting Principles to account for SRCL funds.

FY14	Title of Projects/Initiatives	Funded Amount	Is there an audit?	Audit results for 3 years
LEA- Thomas County	Title I Title IC Title IIA Title IIB-MSP Title VIB McKinney Vento RT3-Relocation	<ul style="list-style-type: none"> • \$1,636,430 • \$103,251 • \$276,511 • \$185,170 • \$109,193 • \$43,153 • \$180,000 	No	There have been no federal award findings.
Schools				
Hand in Hand	Title I	• \$103,249	No	N/A
Garrison Pilcher	Title I	• \$378,225	No	N/A
Cross Creek	Title I	• \$300,670	No	N/A
Thomas County Middle	Title I Title IIB-MSP	<ul style="list-style-type: none"> • \$372,641 • \$92,477 	No	N/A
Thomas County Central High	RT3 Relocation grant	• \$180,000	No	N/A

School Narrative – HH 2014

History of Hand-In-Hand Birth to 5 and Kindergarten:

Hand-In-Hand is a unique school serving Thomas County School System’s youngest learners. Hand-In-Hand houses the county’s three-year old special education program in two reverse inclusion model classrooms, thirteen lottery-funded pre-k classrooms, and eighteen kindergarten classrooms. Of the eighteen kindergarten classes, five of these classes are reduced-class model classrooms and one self-contained classroom. The Thomas County School System has long demonstrated its commitment to the birth to five population by extending the preschool special education program to include children without disabilities from employee’s children and migrant families. The program provides typically developing role models for all of the developmental areas for students with special needs. Thomas County has been serving students in the lottery-funded program since the first year of Georgia pre-k’s inception twenty-one years ago. In addition to Hand-In-Hand, Thomas County offers several licensed day-cares, faith-based private centers, Head Start, and a city system for three-year olds with disabilities, lottery-funded pre-k, and kindergarten.

The Thomas County School System formed Hand-In-Hand Primary School nine years ago through the use of E-SPLOST funds to build a state-of-the-art facility for its youngest learners. The development of this new school allowed Thomas County Schools to move the existing pre-k and kindergarten students under one roof enabling a smoother transition from pre-k to kindergarten and providing a more developmentally appropriate environment for four-and five-year old students.

Student Ethnicity	School Percentage
White	53%
Black	36%
Asian	.004%
Hawaiian or Pacific Islander	0%
Two or more races	4%
Hispanic	6%

Hand-In-Hand’s staff is comprised of 47 certified teachers and resource staff. Of the 47 certified staff, Hand-In-Hand has one certified media specialist, one instructional technology coach, one guidance counselor, and one interventionist providing both remediation and enrichment for identified students. Hand-In-Hand has 42 non-certified paraprofessionals that are all highly qualified paraprofessionals through Georgia Professional Standards

Staff Ethnicity	School Percentage
White	81%
Black	17%
Asian	0%
Hawaiian or Pacific Islander	0%
Two or more races	0%
Hispanic	2%

School Narrative – HH 2014

Hand-In-Hand has been named a Title 1 Distinguished school for three of the nine years of existence. In addition, Hand-In-Hand received The Bronze Award for the highest percentage of students meeting and exceeding standards on GKAP, Georgia Kindergarten Assessment Profile. Hand-In-Hand has been recognized by local universities for its high quality instructional practices and its understanding of developmentally appropriate practices and requests placements for over 60 practicum students annually.

Leadership Team for Birth to 5 and Hand-In-Hand Kindergarten

The school leadership team is structured to serve as the school improvement team, literacy team, and professional learning team. The leadership team meets once per month to plan professional learning. The curriculum leadership team for Hand-In-Hand is titled the Better-Seeking Team or BST.

Members	Position
Jeanna Mayhall	Principal
Robin Shaver	Assistant Principal
Toni Odom	Instructional Technology Specialist
Delanna Clendenine	Interventionist
Diana Searcy	Three-Year Old Special Education Teacher
Chris Cox	Pre-K Teacher
Erin Wright	Pre-K Teacher
Elizabeth Johnson	Kindergarten Teacher
Catherine Thompson	Kindergarten Teacher

This team meets monthly to plan weekly collaborative meetings for each grade level. These weekly meetings are strictly to address professional learning. The leadership team develops the agendas and provides the training, solicits experts within the school to provide the training, or asks for district office, RESA personnel, webinars, or illuminate trainings on instructional needs identified through the school improvement plan. Particular teachers serving on the team are included in the school's literacy plan.

Hand-In-Hand has a school council comprised of the principal, two teachers, two business-parent partners, and two additional parent partners. The council meets at least four times per year and more often as requested. School literacy initiatives are often a focus for the school council meetings.

Thomas County has a strong Family Connection group that meets monthly. Within Family Connections, the Certified Literate Community Program, CLCP, has been formed and active for several years. Nancy Tillinghast, the director of the Thomas County Public Library System, is the chair of this committee. In addition to Family Connections, Hand-In-Hand provides a kindergarten teacher to serve on the Head Start transition team that meets annually in the spring. Also, Hand-In-Hand has five staff members that serve on Southwest Georgia Technical College's Early Childhood Care and Education Committee.

School Narrative – HH 2014

Past and Current Instructional Initiatives: Birth to Five and Kindergarten

Past

- FERST Foundation – 2008-2011
- Provided professional learning to faith based program
- Installation of Smart Board technology in classrooms
- Development of standardized classrooms using the School Keys
- Implementation of Let’s Play Learn by Sonday Learning System© for Tier 2 instruction in kindergarten

Current

- Hand-In-Hand Reads 100 Grand
- Professional learning in literacy through DECAL for pre-k staff
- Development of Instructional Quality Guides for three-year old reverse inclusion program
- GAYC Conference – Teachers of Three Year Olds
- Development of consistent RtI process including progress monitoring and intervention tools
- Differentiated small-group instruction
- Flexible grouping based on formative assessment data
- Development of CCGPS cross-curricular units
- Ensuring 2 ½ hours of literacy instruction daily for kindergarten students
- Implementation of SRA Imagine It
- Implementation of Writer’s Workshop
- Implementation of Peer Assisted Learning Strategies
- Implementation of Interventionist serving Tier 3 remediation and enrichment
- Gifted referrals and services for kindergarten
- Gifted endorsement for one teacher in each kindergarten learning community

Professional Learning Needs: Birth to Five and Kindergarten

Who	What
Parents	Provide literacy resources to high risk families
3 year old teachers	Vocabulary Training – discrete training for development of vocabulary for three-year olds
	DP-3 administration and using data to enhance instruction
Pre-K Teachers	Training on the use of PALS screener; implementation and interpretation of results to guide instruction
	Training on new pre-k standards – GELDS
	GAYC conference – reading training for 3 year old and pre-k staff
	Training on use of PPVT-4; implementation and interpretation of results to guide instruction
	Strategies for differentiation when Tier 2 and Tier 3 students are identified

School Narrative – HH 2014

Who	What
Kindergarten Teachers	Enrichment and differentiated instruction for gifted students
	GAYC and Georgia Reading and/or Kindergarten Conferences – reading training for kindergarten staff
	Strategies for differentiation when tier 2 and tier 3 students are identified
	DIBELs – Tier 2 and Tier 3 intervention strategies
	Teaching reading through the content areas

Need for a Striving Readers Project: Birth to 5 and Kindergarten

Due to the socioeconomic statuses of the majority of Hand-In-Hand students, many of our families struggle with meeting the basic needs of our students. Our current poverty rate for Hand-In-Hand is 69% with a district rate of 61%. Most of our students come to school having had limited opportunities to develop an enriched literacy background and are lacking fundamental skills necessary to be successful in the classroom.

Currently, Hand-In-Hand pre-k teachers have no concrete assessment data to guide Tier 2 and Tier 3 interventions due to limitation imposed by GA Pre-k. Pre-k teachers understand the RtI process and want to provide timely interventions to ensure student success in literacy but need the tools to guide this process. In addition, an effective benchmark spring assessment will allow the pre-k staff to give concise end-of-the-year data on each student rising to kindergarten for the kindergarten teacher. Hopefully, this data will allow a more seamless transition from pre-k to kindergarten in literacy instruction.

Thomas County kindergarten teachers need the Striving Readers grant to provide supplemental instructional resources for both remediation and enrichment of literacy. In addition, professional learning is needed to support teachers in understanding data and determining the next steps in remediation and enrichment.

Needs Assessment, Concerns, Root Cause Analysis – HH 2014

Description of Needs Assessment Process/Types of Surveys/Participants

To begin writing the Striving Readers ‘ grant, Thomas County system literacy teams examined the research and best practices throughout the Why, the What, and the How documents. Needs Assessment Surveys were created by using Survey Monkey. These surveys were taken by teachers and stakeholders.

The surveys included questions related to literacy infrastructure, needs assessment, professional learning, instructional resources, instructional practices, and literacy across the curriculum. The survey results were analyzed at the system and school levels.

In addition to grant-specific needs assessment, Thomas County schools are going through AdvancEd external review. All schools are in the process of preparing for an onsite evaluation. All stakeholders have been included in this process.

The following data is being used to determine needs in addition to the literacy surveys:

- Test Data—GKIDS, DIBELS Next data
- AdvancEd staff, student, and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs staff surveys
- Striving Reader Grant Surveys

Needs Assessment, Concerns, Root Cause Analysis – HH 2014

Building Block 1: Engaged Leadership	
Concern #1 Need for a shared literacy vision for Birth-5 which is owned by community members, school leadership, staff members, and parents.	
<p>Root Causes:</p> <ul style="list-style-type: none"> • Difficulty identifying children at risk Birth-3 • Due to limited funding, resources are unavailable for Birth-3 • Thomas County has an active family connection, but all stakeholders in the community are not actively engaged with the family connection’s meetings. • Thomas County has an active CLCP that is not reaching the Birth-3 population • Lack of parental education on development of language literacy for infants and toddlers • Due to pay scale for GA Pre-k teachers, it is difficult to sustain qualified and experienced pre-k staff • Not a community literacy plan for the Birth-3 population in our community 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Primary School Principal and Title 1 coordinator are active participants in the CLCP (Certified Literate Community Partnership) • Literacy Brochure provided to all incoming parents on how to develop language and literacy in the Birth-5 population. • Provide reverse inclusion services to identified 3 year olds with special needs • A plan is in place with CLCP to provide Literacy packets to all newborns in Thomas County • Strong Induction Program for all new pre-k teachers • The Thomas County Board of Education equalized the pay scale for pre-k teachers
Reference: “What” A-F, p. 5-6; “Why” 8. A-B, p. 156-157 “How” C, p. 32-33	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Professional Learning survey staff indicates economically disadvantaged students are not performing to expectations • Striving Reader Survey participants indicate 58.8% have knowledge of a school and community literacy leadership team • Community Stakeholders’ survey indicates 81.8% have knowledge of a plan for literacy • School Data indicates over the past 4 years that pre-k teacher retention is poor <ul style="list-style-type: none"> ▪ 2011---- 75% of pre-k teachers moved to older grades ▪ 2012---- 25% of pre-k teachers moved to older grades ▪ 2013 ---- 75% of pre-k teachers moved to older grades 	
Building Block #2 Continuity of Instruction	
Concern #2 Need for consistent literacy instructional focus across the curriculum	
<p>Root Causes:</p> <ul style="list-style-type: none"> • Our community needs to make a concerted effort to reach our Birth-3 population • Continuous turn over with pre-k 	<p>Current Practice:</p> <ul style="list-style-type: none"> • A plan is in place to provide parent education for our Birth-3 community • Weekly professional learning is provided to new pre-k teachers with

Needs Assessment, Concerns, Root Cause Analysis – HH 2014

<p>teachers has a negative impact on the quality of language and literacy in the classroom</p> <ul style="list-style-type: none"> • Literacy skills have a direct link to writing performance • Lack of Tier 1 consistent instructional writing strategies 	<p>veteran pre-k teachers</p> <ul style="list-style-type: none"> • Reading consultant works with kindergarten teachers to develop and write integrated language arts units • Continue to work with literacy leadership team to deconstruct CCGPS for a better understanding • Administer an entry screening for all incoming pre-k students to assess knowledge in developmental domains In addition, all new kindergarten students are screened to assess knowledge in early literacy. This information is used to track students • Implementation of performance based writing assessments with rubrics for consistent scoring
<p>Reference: “What” 2. A – C, p.7-8. “Why” 2. A, p. 41, 2. C, p.43-46 “How” 2. A, p. 29-31</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 19.4% of kindergarten students do not meet or exceed in reading • 22% of kindergarten students do not meet or exceed in writing • DIBELS End-Of-Year Composite Scores indicate 17% of our students are at high risk for reading failure • Professional Learning survey indicates staff views writing in the academic disciplines as the greatest need for professional learning 	
<p>Building Block 3: Ongoing Summative and Formative Assessments</p>	
<p>Concern #3: Need for consistent practices when analyzing and interpreting data.</p>	
<p>Root Causes:</p> <ul style="list-style-type: none"> • Analyzing the data and determining the next steps for individualization • Limitations placed on GA Pre-K guidelines for assessment • Lack of consistent enrichment activities • Insufficient professional learning focused on use of assessment data 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Use of DIBELS Next in Kindergarten <ul style="list-style-type: none"> ▪ Beginning, Middle, End Assessments ▪ Progress Monitoring • Performance Based Writing Assessments • High Frequency Sight Word Lists • Work Sampling for pre-k • Portfolios (kindergarten & pre-k) • Initial Get Ready to Read screener for incoming Kindergarten students
<p>Reference: “What” 3.A-E, p.8-9 “Why” 5.A2-4, p.99-101 “How” 3.A-E, p. 34-38</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Administrators’ Needs Assessment Survey indicates 66% of the staff uses a full range of formative and summative assessment regularly • Use of data to determine interventions for flexible groups and to inform instruction 	

Needs Assessment, Concerns, Root Cause Analysis – HH 2014

<p>within the classroom and grade levels</p> <ul style="list-style-type: none"> TKES self-assessment results indicate 70% of the teachers rated themselves as level 3 which is the expected level of proficiency in assessment of and for learning 	
<p>Building Block-4 Best Practices in Literacy Instruction</p>	
<p>Concern #4: Need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with GELDS and CCGPS.</p>	
<p>Root Causes:</p> <ul style="list-style-type: none"> Insufficient funds to supply resources to the Birth-3 population. No researched based screener for incoming pre-k students Weak school-readiness skills: background knowledge, exposure to language, availability of print in homes (due to poverty) Lack of ongoing professional development 	<p>Current Practice:</p> <ul style="list-style-type: none"> Provide a locally developed emergent reader about our school to every new student Aligned CCGPS teacher manual for all content areas including units, methods, and assessments GELDS and CCGPS are referenced in all lesson plans 2 ½ hours literacy block for kindergarten A Pre-k schedule reflects literacy requirements by DECAL DECAL Professional Learning for all pre-k staff annually Weekly 1 hour professional learning for all staff
<p>Reference: “What” 2. B-C, p. 7-8. E. 1-2, p.9 “Why” 4.B-D, p.77-88 “How”4. A-C, p.40-42</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> Only 14% of incoming pre-k students were identified at-risk by our locally developed screener 28% of kindergarten students were identified at risk by a researched based screener 	
<p>Building Block 5: System of Tiered Intervention (RtI) for All Students</p>	
<p>Concern #5 Need for closing the achievement gap in sub-groups.</p>	
<p>Root Causes:</p> <ul style="list-style-type: none"> Achievement gap is evident at school entry at age 4 Lower income families have fewer resources to provide quality enriching experiences to develop language Fidelity of interventions Limitation by GA pre-k on identification and monitoring of students 	<p>Current Practice:</p> <ul style="list-style-type: none"> School administration serves on the CLCP to provide educational resources to all families (4-books a year to pre-k students) Instruction interventionist provided this year targeting Tier 3 remediation and enrichment students RtI leaders are assigned to no more than 4 teachers to ensure the process is carried out with consistency

Needs Assessment, Concerns, Root Cause Analysis – HH 2014

	<ul style="list-style-type: none"> • RtI manuals for all teachers • RtI training is provided annually • Implementation of consistent Tier 2 and Tier 3 remediation
<p>Reference: “What” A-B, p.11-13 “Why” 6. A-I, p.125-140 “How” 6.A-H, p.123-140</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Driving the data down more specifically in reading 23.9% of our kindergarten students are below in reading CVC words (basic phonics) <ul style="list-style-type: none"> ▪ 17.5% of these students below grade level in reading CVC words are white student; 32% are black students; and 67% students with disabilities • 34% of kindergarten students are below expectations in reading high frequency sight words <ul style="list-style-type: none"> ▪ 17.5% of these students below grade level in reading sight words are white students; 39% black students; and 69% are students with disabilities • 32% of kindergarten students are below expectations in reading emergent text <ul style="list-style-type: none"> ▪ 28% of these students below grade level in reading emergent text; 37% are black; 67% are students with disabilities 	
<p>Building Block 6: Improved Instruction through Professional Learning</p>	
<p>Concern #6: Need for professional learning for literacy instruction including leaders, teachers, paraprofessionals, parents and community stakeholders.</p>	
<p>Root Causes:</p> <ul style="list-style-type: none"> • Lack of literacy knowledge within the community from Birth-3 • High poverty level • Lack of funding for kindergarten and special ed. paraprofessionals to receive professional development in literacy • Lack of funding for professional development for community stakeholders 	<p>Current Practice:</p> <ul style="list-style-type: none"> • DECAL training for pre-k staff • Weekly professional development provided by administration and teacher leaders for all staff • Provide release time for initiatives on our school improvement plan
<p>Reference: “What” 6.A-B, p.13 “Why” 7.A-F, p.140-151 “How” 6A-B, p. 48-49</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 19% of Thomas County resides over the age of 25 are illiterate • 27.6% are living below the poverty level • Median household income is \$31,471.00 • Community Stakeholder Survey 80% of respondents stated professional learning is available to some, but not all agencies serving children Birth-3 • Pre-k teacher retention negatively impacts student achievement 	

School Literacy Plan – HH 2014

Building Block 1. Engaged Leadership

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

Why is it important?

“Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.” (The Why, p. 156.)

The Literacy Task Force states “Leadership is the key component in all that we are seeking to do to improve education in Georgia.” (The Why, p. 157)

Literacy Mission: The literacy mission of the birth to 5 and kindergarten literacy tams is to ensure that all children are provided literacy-rich environments with a wealth of resources and varied teaching strategies to meet their individual literacy needs in ages birth to 5 so that all Thomas County children leave kindergarten as emergent readers with the literacy skills to become fluent readers during the first grade year. (Birth to 5 How Document, IV. A-C. p. 13-14)

What are we currently doing?

- School administrators currently participate in state-wide webinars, elluminate sessions, and face-to-face meetings to learn about transitions to CCGPS.
- School administrators study research-based guidelines, strategies, and resources on a regular basis to keep up to date with the Georgia Literacy Plan
- School administrators conduct frequent walk-throughs using the Teacher Keys Effectiveness System (TKES) and the Instructional Quality (IQ) Guides for pre-k in every classroom to ensure that best practices in the teaching of reading are being implemented and ensure that adequate resources are available for the teaching of reading.
- School administrators schedule teachers specials time (P.E., computer lab, outside time, trikes, etc.) in purposeful small-groups so that teachers can plan and collaborate together on a daily basis.
- School administrators require that teachers turn in a collaboration meeting schedule to ensure that all staff members are collaborating in small groups.

We will move forward by.....

Expanding:

- Ensure that all children are provided literacy-rich environments with a wealth of resources and varied teaching strategies to meet their individual literacy needs in ages birth to 5 so that all Thomas County children leave kindergarten as emergent readers with the literacy skills to become fluent readers during the first grade year.

Sustaining:

- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials, and previously learned strategies.
- Make hiring decisions collaboratively based upon literacy goals

(GLP – The How, A. p.20); (Birth to 5, The How, IV. A-C, p. 13-14)

School Literacy Plan – HH 2014

B. Action: Organize a Literacy Leadership Team

Why is it important?

Our Literacy Plan includes professional growth of our current Literacy Leadership Team as well the redelivery within our school to staff members. As stated on page 143 of The Why document, “A strong, highly-trained Literacy Leadership team comprises the core of this professional learning network.”

What are we currently doing?

- Strong Induction Program for all pre-k teachers
- Better -Seeking Team (professional learning) meetings held weekly for each grade level to address professional learning. This leadership group comprised of teacher leaders and school administrators identifies needs for improvement and ensures that training occurs.
- The leadership team develops agendas and provides trainings and solicits experts within the school to provide professional development

Jeanna Mayhall	Principal	Bachelor’s Degree in Special Education, Master’s Degree Birth to 5, Specialist Degree in Educational Leadership
Robin Shaver	Assistant Principal	Bachelor’s Degree in Early Childhood Education Master’s Degree in Early Childhood, Specialist Degree in Educational Leadership
Toni Odom	Instructional Technology Coach	Bachelor’s in Early Childhood Master’s in Early Childhood Instructional Technology Specialist Gifted Endorsement
Chris Cox	Pre-K Teacher	Bachelor’s in Early Childhood
Erin Wright	Pre-K Teacher	Bachelor’s in Early Childhood
Catherine Thompson	Kindergarten Teacher	Bachelor’s in Early Childhood Master’s in Reading Gifted Endorsement
Nicole Whelan	Kindergarten Teacher	Bachelor’s in Early Childhood Master’s in Reading Gifted Endorsement
Elizabeth Johnson	Kindergarten Teacher	Bachelor’s in Early Childhood Master’s in Early Childhood
Meredith Powell	Special Education Teacher	Bachelor’s in Early Childhood and Special Education
Lucy Thompson	Media Specialist	Bachelor’s & Master’s Early Childhood Certified in Instructional Technology
Angie Manning	Kindergarten Teacher	Bachelor’s in Early Childhood Gifted Endorsement

School Literacy Plan – HH 2014

Laura Ann Davis	Kindergarten Teacher	Bachelor's in Early Childhood
Marnee Stone	Kindergarten Teacher	Bachelor's in Early Childhood
Leigh Pollock	Kindergarten Teacher	Bachelor's in Early Childhood Master's in Early Childhood Gifted Endorsement
Alacia Herring	Kindergarten Teacher	Bachelor's in Early Childhood Master's in Instructional Technology
Delanna Clendenin	Gifted Teacher	Bachelor's in Early Childhood, Master's in Educational Leadership, Gifted Endorsement, Master Teacher

We will move forward by.....

Planning:

- Identify stakeholders and partners from government, business, educational, and medical communities as well as parents and private early childhood providers
- Plan targeted, sustained professional development
- Determine what additional data needs to be gathered in order to make informed decisions about the path forward

Implementing:

- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Ensure use of research-based practices aligned with GELDS, Head Start Development and Early Learning Framework, and Learning Standards for Georgia Pre-K
- Chart mapping of a community resources for families of young children

Expanding:

- Reassign staff as needed, matching staff strengths to the needs of children
- Enlist experienced teachers and trainers in modeling developmentally appropriate practices
- Provide opportunities for staff, caregivers, and families to visit successful high-quality programs

Sustaining:

- Retain strong teacher leaders and provide them with opportunities to model appropriate strategies and activities for peers and families
- Analyze program assessment data and determine programmatic improvements aligned to the standards

(Birth to 5, The How, I. A. p.1)

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Why is it important?

According to The Why document page 58, researchers found that the most effective elementary schools provided an average of 60 minutes a day of small ability- grouped instruction.

School Literacy Plan – HH 2014

What are we currently doing?

- Students at Hand-In-Hand receive 190 minutes of literacy instruction daily
- Instruction within the literacy block includes phonics instruction in whole and small-groups, guided practices, hands-on literacy activities, vocabulary acquisition and the integration of reading and writing with a focus on informational text
- Pre-k classroom schedules are set by DECAL and monitored by Instructional Quality IQ guides
- The administration at Hand-in-Hand has also developed IQ guides for the three-year old reverse inclusion classroom
 - Large group literacy activity
 - One or more planned story time per day
 - Differentiated groups daily
 - Weekly, a small group that includes the reading of a book and follow-up activity
- Each week all grade-level teachers collaborate in small groups during common planning times.

We will move forward by.....

Implementing:

- Monitor closely that teams meet for collaborative planning and examining student data/work during scheduled times
- Maximize use of scheduled times for collaborative meetings

Expanding:

- Maximize use of s scheduled instructional time by identifying effective strategies for differentiating instructional time.
- Develop an intervention manual that provides specific literacy interventions to address each literacy deficit
- Provide release time to conduct peer observations to analyze lessons

Sustaining:

- Maintain anecdotal notes and data portfolios to showcase student and content area successes
- Encourage teachers to share stories of success in the community, both online and through traditional outlets
- Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule

(GLP-The How, C. p.22-23) ; (GLP-The What, C. 6, p. 6)

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

Why is it important?

According to the Why document p.63-64, research has shown that high-quality preschool language and early literacy experiences are highly correlated with later academic success. Quality instruction at an early age may decrease incidents of reading difficulties.

School Literacy Plan – HH 2014

What are we currently doing?

- All pre-k and kindergarten teachers at Hand-In-Hand are self-contained and responsible for all curriculum areas
- Development of Kindergarten CCGPS notebooks with units integrated across the curriculum
- Continually updating Kindergarten CCGPS notebooks
- Literacy and Math are embedded within Science and Social Studies unit instruction.
- Embedded literacy in all content areas in pre-k
- Parent workshops with a focus on importance of literacy and how to create a literacy rich environments at home
- Weekly newsletters are sent home and posted on teacher websites on the school web page with literacy standards for the week included
- Hand-In-Hand administration posts frequently on Facebook and includes literacy components
- Teachers and paraprofessionals engage students during transition times to promote literacy and vocabulary development
 - Fluency alphabet carts are hanging in every restroom
 - Teachers sing nursery rhymes while walking in the hallways during transitions
 - Sight word fluency charts are hanging in every restroom
 - Teachers lead literacy games during transitions such as, “I spy letters”
 - Teachers at Hand-In-Hand practice developmentally appropriate literacy activities. Teachers understand that literacy activities should be presented in a variety of ways and throughout the day in all content areas to promote literacy in our early learners.

We will move forward by.....

Planning:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Plan for targeted, sustained professional learning for the staff especially pre-k and special education staff on literacy strategies and deep content knowledge

Implementing:

- Design and implement infrastructure to provide guidance and support for students and families
- Identify and prioritize a list of students to be targeted for intervention or support

Expanding:

- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services

Sustaining:

- Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g. Twitter, Facebook, Google+, etc.

(GLP- The How, p. 24-25)

School Literacy Plan – HH 2014

E. Action: Optimize literacy instruction across all content areas

Why is it important?

The development and integration of literacy is important across all content areas. According to the Why document p.50, the Common Core Georgia Performance Standards values reading skills and sophistication equally - what students are asked to read becomes a major determiner of their competency.

At Hand-In-Hand, teachers implement developmentally appropriate practices to nurture the growth of literacy with young learners. As stated the Why document p. 50, early literacy development visual, textual, and auditory texts form the primary basis of content literacy.

What are we currently doing?

- Compiling CCGPS curriculum guides with embedded literacy in all content areas
- Literacy standards are reinforced in the content areas through the use of non-fiction readers
- Developing a direct instructional process for teaching targeted academic terms when they introduce new terms and support students as they develop an initial understanding of the vocabulary
- Scheduled daily writing activities in all kindergarten classrooms

We will move forward by.....

Planning:

- Provide professional learning on writing instruction (narrative, opinion, and informational) annually
- Text complexity that is adjusted to the needs of individual students
- Revise the school-wide writing rubric that is aligned with the CCGPS clarifying expectations and goals for performance

Implementing:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS

Expanding:

- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic
- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency

Sustaining:

- Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom websites, local newspapers, classroom and school libraries, etc.)
- Use online resources to stay abreast of effective strategies for the development of disciplinary

School Literacy Plan – HH 2014

literacy within the content areas, e.g., join online professional associations, blogs, and newsletters

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)

(GLP-The How, p. 25-27) ; (GLP-The What, E. 1-4, p. 6)

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Why is it important?

At Hand-In-Hand, we strive to promote self-sustaining, and lifelong learners. According the Why document p. 32, “the Georgia Department of Educational has six evident goals that include 1.) an increase in high school graduation rate, decrease high school dropout rate, and increase post-secondary enrollment rate. 2.) Strengthen teacher quality, recruitment, and retention. 3.) Improve workforce readiness skills. 4.) Develop strong education leaders. 5.) Improve the SAT, ACT, and achievement scores of Georgia students. 6.) Make policies that ensure maximum academic and financial accountability.”

What are we currently doing?

- Thomas County School System meet regularly with Family Connections and CLCP to ensure that all community resources are utilized and the literacy mission of the school is publicized throughout the community
- School personnel are active members of :
 - Kiwanis
 - VOOM (Voices of our Members) through the Thomasville Chamber of Commerce
 - Certified Community Literate Partnership (CLCP)
 - Family Connections
- School personnel speak at community forums such as Kiwanis and Rotary highlighting our literacy program and enlisting the community as reading partners for our school
- Business partners volunteer frequently in the school as volunteer readers
- Implementation of the WATCH D.O.G. (Dads of Great Students) program through the National Center for Fathering. These dads frequently visit our school serving as volunteer readers

We will move forward by.....

Planning:

- Administrators will continue to serve actively on the CLCP and Family Connections
- School will identify at-risk birth to three students by sending home a parent survey to all Thomas County students to identify this population

Implementing:

- Appoint one teacher to serve on CLCP and Family Connections
- Schedule times for identified at-risk birth to three children to come to the school for screening and parent workshops

School Literacy Plan – HH 2014

Expanding:

- Actively support teachers in their efforts in schools
- Utilize social media to communicate and promote the goals of literacy throughout the community at large

Sustaining:

- Pursue additional funding sources for specialized literacy staff and materials
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities
- Continue to focus proactively on broad issues that may prevent students from learning

(GLP- The What, p. 7); (GLP-The How, p. 28)

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Why is it important?

“A strong highly-trained Literacy Leadership Team comprises the core of the is professional learning network” (The Why, p.143) According to the Georgia Literacy Task Force “, all teachers, media specialist, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills (The Why, p. 31)

What are we currently doing?

- Administrative team has used the school Keys to guide the school improvement process over the past nine years
- Selected teachers serve on leadership teams based on experience, educational background, and exemplary teaching practices
- GKIDs data is evaluated annually by the school leadership team to determine areas of weakness and to develop the school improvement plan initiatives
- Kindergarten Leadership Team meets regularly to work on CCGPS cross-curricular units, common assessments, rubrics for scoring student work, and the report card
- Teachers are provided release time to develop, review, and revise CCGPS work
- All staff participate in Better Seeking Teams (collaborative learning) meetings weekly.

We will move forward by.....

Expanding:

- Study formative student assessment results and use the results to continue to adjust instruction
- Assess effectiveness of team actions on student learning
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction

School Literacy Plan – HH 2014

Sustaining:

- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Showcase evidence of student learning success on the school or class websites and through awards or recognitions
- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs

(GLP- The What, A-C, p.7-8); (GLP-The How, p. 29)

B. Action: Support teachers in providing literacy instruction across the curriculum

Why is it important?

“In grades K-3, early literacy instruction provides instructional anchors that, when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language” The Why” p. 64. According to the Why document p. 26, educators are responsible for ensuring that students are capable of manifesting the definition of literacy specifically within the content areas. This includes reading comprehension and processing subject-specific texts in all areas.

What are we currently doing?

- Teacher leadership team is provided release days during each nine weeks to develop cross-curricular units
- Literacy is incorporated throughout the instructional day in kindergarten and pre-k.
- Videotaping and sharing of exemplary instructional lessons
- Georgia Pre-k provides webinars on a monthly basis to address literacy and teaching strategies
- All pre-k and kindergarten learning centers are required to include books and writing materials
- Revising writing rubrics to score performance based writing assessments
- Kindergarten classes go to the computer lab once per week for reading instruction using computer software
- Teachers use reading technology software on their 3 student stations to develop reading skills
- Science Lab classroom has been established for kindergarten student.
 - Teachers use the science classroom twice a month to enrich lessons taught in the regular classroom. The Science Lab is a vocabulary rich environment that includes writing and reading activities as a natural component

We will move forward by.....

Planning:

- Discuss ways to infuse literacy throughout the day including the use of technology
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area <http://www.myread.org/explicit.htm>
- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs)

School Literacy Plan – HH 2014

Implementing:

- Implement appropriate strategies to help ELs meet English language proficiency standards
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom
- Provide variety and choice in the types, media and genre of both reading and writing assignments

Expanding:

- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Discuss exemplary samples with students to model features of quality writing including anchor charts.
- Guide students to focus on their own improvement
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

Sustaining:

- Stay abreast of effective strategies for literacy instruction
- Differentiate assignments by offering student choice
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency
- Plan a literacy celebration for the entire school
- Provide parent workshops targeting the identified at-risk birth to three parents providing literacy-rich activities and screening for the children while parents are in the training

(GLP- The What, B. p. 7); (GLP-The How, p. 30-31)

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

Why is it important?

The Why document p. 66-67 lists 15 identified researched-based program elements that improve literacy achievement including, “A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.”

What are we currently doing?

- The school administrator is an active member of Family Connection Collaborative Team that meets monthly allowing for the opportunity to network and communicate the progress and needs of the school and birth to three population

School Literacy Plan – HH 2014

- The school administrator participates in VOOM, (Voices of our Members), through the local Chamber of Commerce
- Hand-In-Hand has an on-going reading project titled, “Hand-In-Hand Reads 100 Grand.” (purpose of this school initiative is for every child to have 5 books read to them per week- Teachers send home weekly reading logs to document books read)

We will move forward by.....

Planning:

- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts especially for the birth to three population
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students

Implementing:

- Design and implement infrastructure to provide guidance and support for students and families
- Design avenues to connect students to the proper service providers in the community
- Design avenues to connect identified birth –three children to the proper service providers in the community
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)

Expanding:

- Partner with community and faith-based groups to reach more students
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Pursue additional funding sources for specialized literacy staff and materials especially for the birth to three population
- Continue to focus proactively on broad issues that may prevent students from learning.

(GLP- The What, C. p. 7-8); (GLP-The How, p. 32-33)

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

School Literacy Plan – HH 2014

Why is it important?

Formative and Summative assessments are key components to ensure the highest rate of student success. The Why document p. 98 states “The assessments themselves indicate an area in which addition instruction is needed, not how to instruct.”

What are we currently doing?

- Assessing young children in admittance to the three-year old reverse inclusion program that have been referred for testing by parents, physicians, Babies Can’t Wait, therapists, etc.
- Pre-k teachers use the Work Sampling System as a formative assessment tool for gathering student portfolio data and imputing in the Work Sampling on-line system
 - Every 6 weeks, teachers conduct summative assessments and rate the student’s progress on the Work Sampling rating scale
 - Teachers use a Classroom Profile report as a running record of where each student is performing on the assessed pre-k content standards. The data is used to guide the instruction
- When students are identified as needing additional support, teacher begins the RtI process
- Hand-In-Hand kindergarten curriculum leaders have developed a matrix for collecting student data and common assessments for the kindergarten standards in all content areas
- Kindergarten teachers use DIBELs Next as a universal screener
 - Three benchmarks a year and progress monitoring along the way as needed
- Easy CBM sight word screener is used for pre- and post-benchmark assessment. Locally developed Sight Word Fluency Benchmark administered every 9 weeks
- Kindergarten teachers enter GKIDS student data on the state website following a school-wide schedule
- CCGPS is mapped by the leadership team and is used to determine which standards are assessed and reported each nine weeks via GKIDS
- Interventionist, administrators, and teachers are studying progress monitoring data to determine the effectiveness of interventions and adjusting the instructional plan for students based on this data

We will move forward by.....

Planning:

- Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment
- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording
- Implement a system to assess or screen birth-3 children in our community

Implementing:

- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Administer assessments and input and analyze data according to the established timeline

School Literacy Plan – HH 2014

Expanding:

- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one
- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Develop a format for identifying at-risk birth to three year olds and a method for screening these children

Sustaining:

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to purchase assessment and intervention materials aligned with students' needs
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)

(GLP- The What, A. p. 8); (GLP-The How, p. 34-35)

B. Action: Use universal screening and progress monitoring for formative assessment

Why is it important?

There are several pros and cons for the use of universal screeners with young learners but, not screening young children can pose a risk. Depending on the experiences and prior knowledge when starting school, screening data will vary. However, research indicates that the implementation of a universal screener is valuable. (The Why, p. 100-101)

What are we currently doing?

- The Department of Early Care and Learning, DECAL, does not allow screenings for pre-k students in the pre-k setting that have not been approved by the agency
- A locally developed pre-k screener is administered before the child enters the pre-k classroom to help group students heterogeneously and to give pre-k teachers valuable information of where the student is performing developmentally. Teachers can use this data to begin differentiated instruction
- Kindergarten uses DIBELs Next to progress monitor students
 - Three benchmarks a year and progress monitoring along the way as needed
- Parents with questions concerning his or her child's development are asked to complete the DP-3 as a screener to determine if additional testing is needed

We will move forward by.....

Planning:

- Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework

School Literacy Plan – HH 2014

- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
- Identify at-risk birth to three year olds and develop a plan for getting parents to bring these young children in for screening with the DP-3

Implementing:

- Administer assessments and input data according to the established timeline

Expanding:

- Analyze student data in teacher teams to develop and adjust instructional plans

Sustaining:

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priority

(GLP- The What, A. p. 8); (GLP-The How, p. 36)

C. Action: Use diagnostic assessment to analyze problems found in literacy screening

Why is it important?

The Georgia Literacy Plan emphasizes the importance of assessments. The Why document p. 95 states that it is necessary to examine both summative and formative assessment, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.

What are we currently doing?

- Kindergarten students identified as needing strategic or intensive support on DIBELS Next are provided small-groups and individual intervention time within the classroom
- Students identified as needing Tier 3 support receive small-group instruction using a specialized intervention program with the interventionist at least 3 times per week
- Teacher's lesson plans document differentiated instruction
- Kindergarten students are progressed monitored every three weeks to determine adequate progress

We will move forward by.....

Planning:

- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards
- Select interventions that include diagnostic assessments and multiple- entry points to avoid a

School Literacy Plan – HH 2014

one-size-fits-all approach

- Provide additional professional learning in the area of interpreting student data and providing appropriate differentiated instruction

Implementing:

- Use results of the diagnostics for student placement within an intervention and to adjust instruction
- Use technology to differentiate learning within content areas

Expanding:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology for communicating data to the district literacy leadership team in a timely manner

Sustaining:

- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

(GLP- The What, C. p. 8-9); (GLP-The How, p. 37)

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

Why is it important?

The Why document includes a breakdown of the differences between formative and summative assessments. The importance of knowing the difference between the two assessments will further enhance teacher knowledge of the breakdown of student achievement. Summative assessments assess the mastery of the content or skill, make summary judgments about learning or instruction and generally measures whether a learning target has been attained. (The Why, p. 97-98.)

What are we currently doing?

- Kindergarten community groups have a daily common planning time to work together on student data and interventions
- School leadership team meets several times during the spring and summer to analyze GKIDS and Work Sampling Data
- Data received through GKIDs and Work Sampling On-line determines the school initiatives that are placed within the School Improvement Plan
- DIBELs Next provides immediate feedback and quality data to differentiate classroom instruction and implement interventions
- Pre-k teachers collect assessment data in literacy through anecdotal notes, work samples, photographs, and matrices

School Literacy Plan – HH 2014

We will move forward by.....

Planning:

- Analyze assessment data to identify teachers who need support
- Identify common mid-course assessments that are used to measure progress toward standards.

Implementing:

- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students

Expanding:

- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Disaggregate data to ensure the progress of subgroups
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

- Based on analysis of summative assessment data:
 - Evaluate the effectiveness of programs and policies
 - Redefine school improvement goals
 - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

(GLP- The What, D. p. 9); (GLP-The How, p. 37-38)

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

Why is it important?

The National Center on Educational Excellence has created five recommendations for schools and districts seeking to maximize the use of data to improve teaching and learning. The first two are recommendations to address actions that teachers can take and the other three are concerned with developing infrastructure necessary to make the first two possible. (The Why p. 120)

What are we currently doing?

- Data is analyzed by the BST leadership team to formulate goals and initiatives for the school
- Weekly grade level professional meetings held to plan instruction and analyze data
- Administrators monitor DIBLES progress-monitoring data
- Lesson plans are checked during TKES walk-throughs by administrators to ensure that small-groups are flexible and skills are based upon assessment data.
- Student proximity to cut scores is used to ensure, reteach, and enrich students and helps determine the pace of instruction

School Literacy Plan – HH 2014

We will move forward by.....

Planning:

- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:

- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention
- Teach the data meeting protocol to the data team members

Expanding:

- Review protocols at beginning of meetings
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Sustaining:

- Continue to build collaborative data meetings into the monthly calendar
- Ensure that the data storage and retrieval system is effective and efficient

(GLP- The What, E. p.9); (GLP-The How, p.38-39)

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

Why is it important?

Research has shown that high-quality preschool language and early literacy experiences are highly correlated with later academic success (Neuman & Dickerson, 2002; Strickland & Ayers, 2006). The National Early Literacy Panel has identified four early literacy components that significant to academic success: Oral Language, Phonological Awareness, Alphabetic Knowledge, Print Awareness. (The Why, 63-64)

What are we currently doing?

- Scoring the DP-3 on children ages 30 months to age four identified by parents as being at-risk
- Three-year old reversed inclusion classrooms
 - required to have two planned story-times and large group literacy instruction daily
 - a local created Instructional Quality guide for planning, instruction, assessment, and the learning environment
 - learning environments contain writing tools as well a theme books
- Pre-k Classrooms
 - Developmentally-appropriate practices in place
 - teachers receive Georgia Pre-k training on literacy instruction yearly
 - daily phonemic awareness activities
 - teachers plan for each level of the phonemic awareness continuum
 - teachers document and carry out large group literacy activities

School Literacy Plan – HH 2014

- Kindergarten Classrooms
 - Students receive 190 minutes of literacy instruction per day
 - Large group phonics instruction includes letter naming, letter sounds, blending, and fluency
 - Large group instruction literacy lessons contains the SRA phonics instructional component
 - Benchmarking kindergarten students three times per year and every 3 weeks for students well-below or below benchmark using DIBELS Next

We will move forward by.....

Planning:

- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Plan and provide professional learning on differentiated instructional options for literacy assignments

Implementing:

- Provide professional learning on the tenets of explicit instruction: Modeling of how strategy is used
- Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs

Expanding:

- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Use videotaping of differentiated lessons to share with other educators
- Provide families access to resources that differentiate support for students

Sustaining:

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Continue to provide ongoing training to all staff in the use of the core program
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources

(GLP- The What, 4 A. p.9-10); (GLP-The How, p.40)

B. Action: Teachers work to develop and maintain interest and engagement as students' progress through school.

Why is it important?

“One of the most salient issues raised in the Reading Next is that of motivation.” (The Why p. 51)
For young learners the focus of this motivation is on the importance of intertwined literacy instruction into playful interactions and routines. (The Why p.54)

What are we currently doing?

- All practices are developmentally appropriate for 3,4, and 5 year old students
- All classrooms are set up in learning centers

School Literacy Plan – HH 2014

- Reading and writing materials are included in all learning centers
- Play is incorporated in the school day for all students
- Materials are rotated to ensure that students are engaged

We will move forward by.....

Planning:

- Leveraging the creative use of technology within the learning process to promote engagement and relevance
- Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives

Implementing:

- Teachers explore ways to use peer collaboration with and discuss within the context of PLCs

(GLP- The What, 4 D. p. 11); (GLP-The How, p.41)

C. Action: Ensure that students receive effective writing instruction across the curriculum

Why is it important?

According to the Why document p. 45, “Georgia advocates strong writing skills being in elementary and continuing through high school. All content areas have writing components and their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative.”

What are we currently doing?

- Writing centers in each classroom
- Writing materials are required in all learning centers
- Implementation of Writer’s Workshop
- Teacher collaboration concentrating on strategies to target specific writing needs

We will move forward by.....

Sustaining:

- Continue daily writing across the curriculum
- Provide annual professional learning in Writer’s Workshop for new teaching staff
- Continue professional learning annually analyzing and consistent scoring of writing

(GLP- The What, 4 B. p. 10); (GLP-The How, p.42)

School Literacy Plan – HH 2014

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

Why is it important?

“Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum. Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007).” (The Why, p. 123)

What are we currently doing?

- Hand-In-Hand began a systematic RtI process in 2008
- RtI manual with specific guidelines for each tier is in place
- An interventionist provides daily instruction to targeted tier 3 students
- Tier 1 instructional practices are evaluated by administrators using TKES
- System administrators meet together at least three times a year to analyze student benchmarking data
- Progress monitoring data is reviewed every 3 weeks by administrators and teachers
- Full implantation of TKES to evaluate the fidelity of instruction

We will move forward by.....

Planning:

- Budget for recurring costs of data collection, intervention materials, and technology used for implementation
- Develop protocols for identifying students and matching them to the appropriate intervention

Implementing:

- Analyze data for individuals to identify students in need of intervention according to established protocols
- Purchase, schedule, train providers and implement intervention
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing

Expanding:

- Develop standardized protocols for the collection of critical information to determine students’ literacy competence in various content areas and response to interventions

Sustaining:

- Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Personnel providing interventions
 - The ease with which students move between tiers
- Use technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention

School Literacy Plan – HH 2014

(GLP- The What, 5 A. p. 11); (GLP-The How, p.43)

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

Why is it important?

Effective practices in Tier 1 are crucial, on page 126 of The Why document it states, “Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson paces, collaborative word, demonstrations of learning, differentiation of instruction, and student feedback.”

What are we currently doing?

- Consistent expectations for pre-k classrooms for schedules, lesson planning, classroom environment, and collection of assessment data (Georgia pre-k IQ Guides)
- Consistent expectations for three-year old special education classrooms for schedules, lesson planning, classroom environment, and collection of assessment data (Thomas County developed IQ Guides for three-year old classrooms)
- Kindergarten curriculum guide notebooks for each content area
- Visible administrators who have a consistent schedule for walk-throughs using TKES
- Differentiated lesson plans with flexible grouping driven by student assessment data
- Common planning time daily for learning communities
- Weekly collaborative professional learning for pre-k and kindergarten grade levels
- Administrators are very active in the curriculum, instruction, and assessment decisions
- Administrators and teachers use data to determine next steps for professional learning

We will move forward by.....

Implementing:

- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
- Provide professional learning to support literacy, either face-to-face or online

Expanding:

- Establish protocols to teach and monitor teachers’ effective questioning and feedback skills
- Support teachers’ effective use of time through use of technology during each stage of the process
- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness

Sustaining:

- Encourage the use of technology to support proactive communication between students and teachers, parents and teachers
- Ensure that communication between teachers and administrators is ongoing and effective
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students’ needs

School Literacy Plan – HH 2014

(GLP- The What, B. p.11-12); (GLP-The How, p. 43-45)

C. Action: Implement Tier 2 needs-based interventions for targeted students

Why is it important?

“Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs to identified students.” (The Why p. 126)

What are we currently doing?

- Pre-k students are identified for needing Tier 2 interventions by informal teacher-made inventories
- Kindergarten teachers use DIBELS Next as well as informal inventories and classroom assessment data to determine students for Tier 2 interventions
- Hand-In-Hand RtI teams always includes parents
- RtI team determines the goals and interventions for student on an individual basis
- Tier 2 provides enrichment opportunities for students as needed

We will move forward by.....

Planning:

- Plan and provide professional learning for interventionists on appropriate use of supplemental and intervention materials

Implementing:

- Monitor effectiveness of standard intervention protocols in place for students based on universal screening, progress monitoring and benchmark data

Expanding:

- Provide sufficient resources including time, training cost, materials and implementation of interventions
- Use PALS as a benchmark and progress monitoring tool for pre-k
- Identify at-risk birth to three students in our community
- Provide a screening opportunity for identified at-risk birth to three students

Sustaining:

- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers
- Document data points to monitor student response to intervention
- Ensure that teachers consistently provide research-validated interventions designed to meet individual student’s needs

(GLP- The What, C. p. 12); (GLP-The How, p. 45-46)

School Literacy Plan – HH 2014

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

Why is it important?

Tier 3 interventions need to be in support for those who are having significant difficulty in the general education classrooms. The Why document states, “The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student’s response to the intervention and the transfer of learning to the general classroom.” (The Why p. 127) Hand-In-Hand has not separated the SST team for the RtI team. Tier 3 of the RtI team is the SST team.

What are we currently doing?

- RtI team analyzes the student progress, the number of interventions, and the amount of time that the interventions have been in place
- Administrators assist with monitoring interventions for fidelity
- RtI team determines if students need more intensive support from specialized personnel in Tier 3
- Interventions are put in place for a specified amount of time, progress monitoring data is collected, and the team sets the next meeting date to evaluate student progress
- Tier 3 interventionist include:
 - Special education teachers
 - Behavior interventionist
 - Speech Language Pathologist
 - Interventionist/gifted teacher

We will move forward by.....

Expanding:

- Teachers consistently provide research-validated interventions designed to meet individual student’s needs
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole. Thomas County elementary schools are currently disproportionate for black males qualifying for special education as mildly intellectually disabled

Sustaining:

- Continue to ensure that:
 - Students move in and out of Tier 2 and Tier 3 as data indicates on benchmarking and progress monitoring data
 - Teachers consistently administer interventions and collect data
 - At-risk toddlers are identified and assistance provided to families before the child’s school entry date

(GLP- The What, D. p. 12); (GLP-The How, p. 46-47)

School Literacy Plan – HH 2014

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way

Why is it important?

“For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs.” (The Why, p.134)

What are we currently doing?

- School schedules are developed to ensure least restrictive environment
- Students with special needs served in the regular classroom:
 - IEP and CCGPS drive the instruction of the students
 - Special education support from a certified staff is provided in the regular classroom
 - Provide small-group and one-on-one support as needed
 - Data is collected as frequently or more frequently when necessary
- Students with special needs served in resource setting:
 - IEP and CCGPS drive the instruction of the students
 - More intensive one-on-one support and interventions are provided
 - More frequently assessment and data collection is conducted and instruction is adjusted more frequently than other students
- Students identified as gifted:
 - Provide resource support twice a week by a certified teacher
 - Gifted teacher provides consultative support to the regular education teacher
- Students not gifted but, need enrichment
 - Gifted teacher provides resource support as determined by the child's RtI team and the gifted teacher
 - Gifted teacher provides consultative support to the regular education teacher

We will move forward by.....

Sustaining:

- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance
- Provide specific enrichment and remediation strategies/programs to our students

(GLP- The What, E. p. 12-13); (GLP-The How, p. 47)

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

Why is it important?

To ensure that best practices are in place The Why document reflects on the importance of pre-service courses. “Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures

School Literacy Plan – HH 2014

having a quality teacher in every classroom.” (The Why p. 150)

What are we currently doing?

- Georgia pre-k requires all new pre-k teachers to attend two days of the New Teacher Institute and one day of training on the Working-Sampling System (principals attend this training to keep current)
- New teachers are assigned a mentor teacher and handbook
- Hand-In-Hand staff is highly qualified through the Georgia Professional Standards Commission.
- Pre-k staff is also registered through the Professional Development Registry

We will move forward by.....

Expanding:

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

- Continue to monitor and support the integration of disciplinary literacy

(GLP- The What, A. p. 13); (GLP-The How, p. 48)

B. Action: Provide professional learning for in-service personnel

Why is it important?

On-going professional learning for all teachers at Hand-In-Hand is a high priority. According to the NSDC (2001, para.1), “staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.” (The Why, p.143-144)

What are we currently doing?

- Collaborative planning time daily for all community learning groups
 - Analyze data, plan exemplary lessons, reflect on practice
- Administrators conduct regular walk-throughs to ensure that collaborative planning is occurring
- School leadership team analyze student data and the Staff Perception Survey results to determine professional learning needs
- Webinars and illuminate sessions
- Book studies
- RESA training
- All certified teachers involved in professional learning one hour per week by grade level
- Support teachers, paraprofessionals involved in professional learning every week

We will move forward by.....

Implementing:

- Develop a list of sites for an online professional library that includes research-based books,

School Literacy Plan – HH 2014

journals, magazines, videos, etc. that teachers can readily access for professional growth

Expanding:

- Continue program-specific professional learning each year for new and experienced teachers
- Provide professional learning for required staff in the implantation of the DP-3 for children under the age of 3 and PALS for pre-k

Sustaining:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Ensure that new personnel receive vital professional learning from earlier years
- Revisit professional learning options to utilize experts within the school to develop and support colleagues

(GLP- The What, B. p. 13); (GLP-The How, p. 48-49)

Analysis and Identification of Student and Teacher Data- HH 2014

a. School level data, b. Disaggregation of data in subgroups, & c. Strengths/Weaknesses based on prescribed assessments:

Pre-K Work Sampling Data:

Language & Literacy			
	Proficient (%)		
	11-12	12-13	13-14
Overall: →	60.1	65.1	77.1
Ethnicity: ↓			
African American	48.7	69.5	70.4
White	67.1	78	83.2
Hispanic/Latino	44.4	63.6	71.4

- Data indicates a positive gain in each sub-group and an overall gain for three consecutive years for pre-k in language and literacy development
- Specifically, the white sub-group showed a gain of 21.7%, black sub-group a gain of 16.1%, and the Hispanic sub-group a gain of 27%

Kindergarten GKIDs Data:

Subject ELA	2009-2010 % meets/exceeds	2010-2011 % meets/exceeds	2011-2012 % meets/exceeds	2012-2013 % meets/exceeds	2013-2014 % meets/exceeds
Reading	83.5	83	79.7	80.4	81.6
Writing	76.3	67.1	63.8	77.7	78.0
Speaking & Listening	91	90.2	88.4	85.2	83.8
Language				84.5	83.4
ELA Overall	84.9	81.8	78.8	81.5	81.8

- CC GPS was implemented in 2011. Scores declined from 2010-2011 to 2011-2012 with the change in standards. For 2012-2013 and 2013-2014, there has been a slight increase in meeting and exceeding in reading and overall improvement in English/Language Arts

Analysis and Identification of Student and Teacher Data- HH 2014

- Speaking and Listening shows a decrease in meeting and exceeding for the past 5 years
- A significant decrease in meeting and exceeding in writing the first year of implementation of CC GPS in 2011 is evident but this area has seen the most significant improvement the past two years
- In 2013-2014, overall ELA CC GPS depicted meeting and exceeding the standards at the same rate as 2010-2011 before implementation of CC GPS

ELACCKRF2d: Produce initial, medial vowel, and final sounds

	Meets		
	11/12	12/13	13/14
Overall: →	64.1	75.2	65.7
Subgroup: ↓			
White	73.3	77	82.5
Black	49.5	70.4	61.3
SWD	37.8	38.1	31.3

- Overall there is a significant drop of 9.5% in reading C-V-C words from 2013 to 2014
- The white sub-group shows an increase of 5.5% with the other two sub-groups dropping 9.2% (black) and 6.8% (students with disabilities)

ELACCKRF3c: Read common high-frequency words by sight

	Meets			Exceeds		
	11/12	12/13	13/14	11/12	12/13	13/14
Overall: →	29.4	50.7	65.7	20.2	after 11/12 exceed Could not	
Subgroup : ↓						
White	31.1	54.9	82.5	23.8		
Black	25.8	45.6	61.3	14.4	0	
SWD	13.5	38.1	31.3	29.7	0	

- Overall a gain of 15% is shown for reading high-frequency sight words
- The white sub-group showed a gain of 27.6%
- The black sub-group showed a gain of 16%
- The students with disabilities decreased meeting this standard by 6.8%

Analysis and Identification of Student and Teacher Data- HH 2014

ELACCKRF4: Read emergent-reader text with understanding

	Meets		
	11/12	12/13	13/14
Overall: →		66.2	67.3
Subgroup: ↓	Standard different		
White		69	72.2
Black		62.4	62.8
SWD		26.2	33.3

- The wording and rubric for this standard changed significantly from 2012 to 2013 and an accurate comparison could not be determined between the two years
- A 1.1% gain in meeting this standard is shown from 2013 to 2014 which is not statistically significant
- A 3.2% gain in meeting this standard is shown for the white sub-group
- A .4% gain in meeting this standard is shown for the black sub-group which is not statistically significant
- A 10.1% gain in meeting this standard is shown for the students with disabilities sub-group which is statistically significant

d. Data for all teachers:

Certified Teacher Data:

Certified Teachers		39
Gender	Male	0
	Female	39
Ethnicity	White	36
	Black	1
	Hispanic	2
Certificate Level	T-4	23
	T-5	16
	T-6	0
Year's Experience	<3 years	12
	3-20 years	20
	>20 years	7

Analysis and Identification of Student and Teacher Data- HH 2014

e. Teacher retention data:

- 31% of certified teachers have <3 years' experience teaching
- 51% of certified staff have 3-20 years' experience at teaching
- 18% of certified teachers have >20 years' experience teaching
- 41% of certified staff have advanced degrees

	% Teacher Retention
2009-2010	94%
2010-2011	80%
2011-2012	98%
2012-2013	89%
2013-2014	90%

- Teacher retention has been negatively impacted by the change in the Georgia Department of Early Care and Learning (DECAL) pre-k Teaching & Experience rules on the state-wide salary schedule
- In year 1 of this change with DECAL T & E, eight of the twelve pre-k teachers left the pre-k program to teach older grades under the Georgia Department of Education to obtain pay security. Only one of these eight teachers retired
- In year 2 of this change, one additional pre-k classroom was added. Of the 13 pre-k teachers, 5 of these moved to older grades
- In year 3 of this change, the Thomas County School Board voted to equalize the pay with local funds for pre-k teachers. Pre-k teachers stated that they do not trust that this cannot be guaranteed and still feel uncertain with the pay scale. Four of the thirteen teachers applied and were moved to higher grades

f. Develops goals and objectives based on formative and summative assessments:

- Increase the number of kindergarten students meeting benchmarks on DIBELs in phoneme segmentation and nonsense word fluency from 53% to 83% over three years
- Increase the number of kindergarten students from 81.8% to 90% meeting and exceeding on GKIDS- ELA scores
- Increase the number of pre-k students on end-of-the-year Work-Sampling language arts scores from 75.2% to 90% over three years
- Provide progress monitoring tools to pre-k teachers for assessing reading progress
- Provide resources and training for pre-k and kindergarten teachers on how to address identified reading deficits on progress monitoring tools

Analysis and Identification of Student and Teacher Data- HH 2014

g. Includes additional district-prescribed data:

Kindergarten DIBELS Next End of Year Data 2012-2013 and 2013-2014:

DIBELS First-Sound Fluency:

	12/13	13/14
Benchmark	54%	57%
Below Benchmark	26%	26%
Well-Below Benchmark	20%	17%

- For first sound fluency, a 3% gain is depicted in “benchmark” and a 3% decrease is seen in “well-below” benchmark

DIBELS Nonsense Word Fluency:

	12/13	13/14
Benchmark	46%	52%
Below Benchmark	36%	31%
Well-Below Benchmark	18%	17%

- A 6% gain is depicted in “benchmark”, a 5% decrease is depicted for “below benchmark”, and a 1% decrease in “well-below” benchmark

DIBELS Next Composite Scores:

	12/13	13/14
Benchmark	53%	66%
Below Benchmark	27%	17%
Well-Below Benchmark	20%	17%

- A 13% overall increase on the composite score for DIBELS from 2013 to 2014
- A 10% decrease in “below benchmark” is depicted from 2013 to 2014 which is a positive decrease
- A 3% decrease in “well-below benchmark” is depicted from 2013 to 2014 which is a positive decrease

h. Teachers Participating in Professional Learning:

- All teachers participate in weekly professional learning as a grade-level led by teacher leaders and administrative staff who set the agendas and provide the training

Analysis and Identification of Student and Teacher Data- HH 2014

- All professional learning is driven by the school improvement plan that is written by the leadership team with input from all staff gathered during the spring weekly meetings and from staff survey data
- Pre-K teachers also participate in annual training required and provided by the Department of Early Care and Learning
- Kindergarten staff attend RESA training only if it aligns with the school improvement plan and funds are available for substitutes and travel
- Implementation of PALS and the PPVT will require intensive professional learning for the pre-k staff. This will be included in the Professional Learning Strategies section

Project Plan, Procedures, Goals, Objectives and Support- HH 2014

*The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Approved Consultant (AC), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T), School Psychologist (SP), School Counselor (SC)

Goal 1: Increase community support in the development of early literacy in ages birth to five.
 “What” - Building Blocks 6, page 8
 “Why” - page 157, Section 9

Objectives:

- Identify at-risk birth to three children in our district by sending home a survey to all system parents and provide identified families with resources for the development of literacy
- Work with local physicians to identify children ages birth to three at-risk for the development of literacy
- Work with Thomas County CLCP and middle and high school students to assist with getting books to low income families

Activities and Timeline:

- Reach out to the medical community to elicit their support in making early referrals for services for identified students (Fall, 2015)
- Develop a flyer for early literacy and child development in conjunction with Babies Can’t Wait to be placed in all health facilities (Fall, 2015)
- Develop a community resource package for parents of children who do not qualify for the three-year old program (Fall, 2015)
- With the assistance of the CLCP, develop a newborn program through Archbold Hospital where all newborns are provided a board book, a guide to developing language and literacy for infants and toddlers, information on services offered through the Thomas County Public Library System, and sign parents up for the public library (Spring, 2016)
- Elicit middle and high school students through community service outreach projects to provide children’s books to

Measure of Effectiveness:

- Analyze the screening and enrollment data (*SA and *T)
- Track identified at-risk children ages birth to three as they enter school to determine if early interventions were effective (*SA), (*SP)

Project Plan, Procedures, Goals, Objectives and Support- HH 2014

the infants and toddlers in community libraries in small communities throughout our school district (Fall, 2016)	
Funding Source: Striving Readers Grant, BEE Partners, CLCP, Middle and High School Students, Local Funds	

Goal 2: Increase parent knowledge and participation in the development of literacy for their birth to five child. “Why” -- page 131, 6.D. “What” – page 8, Building Block 5	
Objectives: <ul style="list-style-type: none"> • Partner with Southwest Georgia Technical College and the Thomas County Public Library System to provide trainings for parents on how to develop literacy and language in their infants and toddlers • Provide parent workshops and literacy activities as well as DP-3 screenings to identified at-risk birth to 3 students 	
Activities and Timeline: <ul style="list-style-type: none"> • Collaborate with SW Georgia Technical College to develop parent training (Spring, 2016) • Conduct parent training sessions (Fall, 2017) • Provide literacy resources for parents to implement in the home (Spring, 2016) 	Measure of Effectiveness: <ul style="list-style-type: none"> • Cognitive and communication scale scores on the DP-3 for incoming four year olds will increase over the next five year (*SP), (*LT) • Fewer students will fall into the delayed category on the DP-3 screener(*SP) • Increased participation rates in parent workshops (*SC), (*LT)
Funding Source: Striving Readers Grant, Local Funds, BEE Partners, CLCP	

Goal 3: Increase teachers’ ability to determine next steps for students needing Tier 2 and Tier 3 interventions.	
Objectives: <ul style="list-style-type: none"> • Purchase appropriate remediation and enrichment tools for pre-k and kindergarten student • Purchase technology hardware, software, and accessories to provide remediation and enrichment of literacy in individual and small-group instruction • Increase the number of students leaving Tier 2 and Tier 3 and returning to Tier 1 • Provide professional learning opportunities for staff to attend early childhood conferences that address literacy and reading instruction 	

Project Plan, Procedures, Goals, Objectives and Support- HH 2014

<p>Activities and Timeline:</p> <ul style="list-style-type: none"> • Use consistent progress monitoring tool: DIBELs Next for kindergarten and PALS for pre-k to benchmark, progress monitor, and adjust instruction (Fall, 2015) • Provide continued professional learning for RtI Tier 2 and Tier 3 interventions (Fall, 2015) • Increase availability of research-based resources for interventions: both face-to-face teaching tools and technology tools (Fall, 2015) 	<p>Measure of Effectiveness</p> <ul style="list-style-type: none"> • Number (percentage) of children served in Tier 1 increases (*T), (*LT) • Number (percentage) of children referred and qualifying for special education decreases (*T), (*LT), (SA)
<p>Funding Source: Title I, Title II, Striving Readers Grant, ESPLOST</p>	

<p>Goal 4: Increase student literacy achievement as measured through DIBELs Next, PALS, DP-3, and GKIDS. “What” – page 6, Building Block 3 “Why” – page 95, 5.A.</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Provide screeners for pre-k and kindergarten students • Provide extended texts and books with higher lexile scores through our media center to teachers and students needing to “move-on” • Provide literacy materials including books and props to enhance the pre-k, three-year old special needs, and special education resource classroom learning environments • Provide technology resources to develop literacy • Provide professional learning to all teachers and support teachers to ensure high-quality Tier 1 instruction for all students • Provide professional learning to all teachers in the implementation of the screeners--specifically PALS and DP-3 which will be new screeners for HnH 	
<p>Activities and Timeline:</p> <ul style="list-style-type: none"> • Benchmark students 3 times a year in kindergarten using DIBELs Next and progress monitor identified students as specified for each individual student (Current and on-going) • Benchmark pre-k students using PALS as required by the instrument (Fall, 2015) 	<p>Measure of Effectiveness:</p> <ul style="list-style-type: none"> • Increase of students meeting “benchmark” on DIBELs first-sound fluency, nonsense word fluency, and overall composite scores (*T), (*LT) • Increase of students scoring “meet” or “exceeds” on GKIDS (*T), (*LT) • Increase of students on target on End Of Year PALS for pre-k (*T), (*LT)

Project Plan, Procedures, Goals, Objectives and Support- HH 2014

<ul style="list-style-type: none">• Provide the DP-3 screener to identified at-risk birth to three students (Spring, 2016)• Purchases books related to CCGPS and extended texts for the media center (Fall, 2015)• Teachers receive training on new technologies to develop literacy (2015-2016 and on-going)• Provide professional learning to support teachers on phonemic awareness, phonics instruction, and the development of vocabulary (2015-2016 school year and on-going)• Provide professional learning to teachers and support teachers of three-year old students on developmentally appropriate practices for the development of literacy including systematic teaching of vocabulary to three-year olds (Fall 2015 and on-going)• Continue benchmarking sight word fluency in kindergarten (Current and on-going)	<ul style="list-style-type: none">• Media center records reflect an increase in students checking out books from the media center with higher lexile scores (*SA)• Professional learning agendas and sign-in sheets (*SA)• TKES data (*SA)
<p>Funding Source: Title I, Title II, Striving Readers Grant, Local Funds</p>	

Project Plan, Procedures, Goals, Objectives and Support- HH 2014

Hand-In-Hand Response to Intervention Model

Level Instructional Tier	Data should be part of an ongoing cycle of instructional improvement.	Instructional Strategies
Tier I Quality standards-based instruction provided to all students in all classrooms (Why, 126)		<ul style="list-style-type: none"> • Classroom instruction based on GELDS and CCGPS • Universal screening
Tier II Standard protocol interventions provided for targeted students (Why, 126)		<ul style="list-style-type: none"> • Differentiated instruction • Progress Monitoring • Implementation of interventions
Tier III Based on evidence-based protocols SST/Data teams monitor progress jointly (What, 12 and Why, 127)		<ul style="list-style-type: none"> • More intensive interventions • Smaller group size • Increased frequency • Highly Qualified Teacher
Tier IV Specially-designed learning to meet individual needs (Why, 127)		<ul style="list-style-type: none"> • Specialized programs • Intensive monitoring with adjustment of interventions • One-on-one instruction • Highly Qualified Teacher

Kindergarten Schedule

40 minutes	<u>Large-Group Opening Activity</u> <ul style="list-style-type: none">◆ SRA Instruction:<ul style="list-style-type: none">Phonics InstructionLetter NamesLetter SoundsBlendingWord FamiliesCreating Words (higher-order thinking skills)
20 minutes	<u>Large-Group</u> <ul style="list-style-type: none">• SRA Phonics instruction/reading focus
50 minutes	<u>Instructional Rotations: Literacy Focus</u> <ul style="list-style-type: none">• Small-group literacy center rotations with teacher and support teacher
40 minutes	<u>Specials</u>
50 minutes	<u>Instructional Rotations: Math</u> <ul style="list-style-type: none">• Large-group math mini-lesson• Small-group rotations with teacher and supports with math focus• Independent centers
30 minutes	<u>Lunch</u>
30 minutes	<u>Outside</u>
30 minutes	<u>Writer's Workshop</u> <ul style="list-style-type: none">• Large-group mini-lesson• Writing time with teacher and support conferencing with students• Large-group recap (on some days will include sharing pieces that have used skills taught in mini-lesson as well as author's chair)
10 minutes	<u>Large-Group: ICPS/Conscious Discipline Lesson</u>
20 minutes	<u>Large-Group Literacy</u> <ul style="list-style-type: none">• Story Time (Extended Text)
30 minutes	<u>Nap</u>
20 minutes	<u>Science or Social Studies (Literacy embedded)</u> <ul style="list-style-type: none">• Mini-lesson• Hands-on learning
30 minutes	<u>Closing:</u> <ul style="list-style-type: none">• Predictable Chart (Reading Fluency)• Journal Writing

IQ Guide for Tentative Daily Schedule for Pre-K

- 6.5 hour written daily schedule with times is posted inside the classroom
- Large-group Time/Opening Activity (15 minutes literacy)
- Daily Large Group Literacy Time (15 minutes literacy)
- Two Teacher-Planned Story Times (30 minutes literacy)
- Phonological Awareness Activities (15 minutes literacy)
- Small Group Time (20-30 minutes ---can but not always includes literacy)
- 60 minutes of uninterrupted play in centers (literacy embedded in each center)
- Music with Movement Activities
- Rest Time (maximum of one hour)
- Outdoor Play
- Closing Activity – (20-30 minutes – includes literacy)
- A schedule for children is posted at children’s eye level and is manipulated by children (This schedule MUST include words and pictures)

Assessment and Data Analysis Plan-HH 2014

a. Hand-In-Hand's Current Assessment Protocol:

Grade Level and Assessment	When	Who administers?
DP-3	As requested by parents	Parent and School Psychologist
Pre-K Entry Screener (locally-developed)	Prior to being placed in a classroom	Certified school staff
Kindergarten – Get Ready to Read	Prior to being placed in a classroom	Certified teachers
Pre-K and Kindergarten Hearing & Vision	Through RtI process	School nurse or medical professionals
Pre-K Georgia Prevent Blindness	January – February	Georgia Prevent Blindness Volunteers
Pre-K Work-Sampling On-Line	Ongoing throughout the year	All certified Georgia Pre-K teachers
Kindergarten DIBELS Next	Benchmark 3 x's per year Progress Monitor identified students as required for each student	Certified kindergarten teachers
Kindergarten GKIDs	Ongoing throughout the year	Certified kindergarten teachers
Kindergarten Sight Word Fluency	4 x's per year – October, January, March, May	Kindergarten staff

b. Comparison of current assessment protocol with the SRCL assessment plan:

Prior to 2014-2015, Hand-In-Hand used Early Screening Inventory-Revised before entry into pre-k and kindergarten. Teachers requested a screener that would give more literacy data. For 2014-2015, teachers developed an entry screener for pre-k and chose Get Ready to Read for kindergarten. Both of these were chosen due to low cost and the relevance of the information provided by the screeners. If we receive the Striving Reader's Grant, Hand-In-Hand will continue to use these screeners in the spring before placing students in a classroom due to the ease of administering and low-cost of the tools. If a child is identified by the pre-k locally developed screener as at-risk, the DP-3 will be administered at that time to get more information about the child's development. As soon as school begins, PALS will be used by pre-k teachers to benchmark pre-k students and DIBELS Next will be used for kindergarten as a benchmark and progress-monitoring tool.

Under the current DECAL guidelines, Georgia pre-k has not been allowed in the past to use screening instruments for assessment. Implementation of PALS will be completely new for pre-k. DIBELS Next is a research-based instrument for the development of literacy. This instrument will continue to be used.

Assessment and Data Analysis Plan-HH 2014

c. How new assessment will be implemented:

Grade Level and Assessment	When	Who administers?
Three-Year Olds Developmental Profile -3	Prior to being placed in the three-year old program	School psychologist and parents
Pre-K PALS	2 x's per year August April	Pre-K Staff

d. Current assessments that might be discontinued as a result of the SRCL:

- No assessment will be discontinued: Due to the ease of administering the locally-developed screener (takes 15 minutes to administer and we have to screen 280 students prior to school beginning), Hand-In-Hand will continue the local screener to assist with placing students in pre-k classrooms and used to identify students who may need an additional research-based screener (DP-3).

e. Professional learning that teachers will need to implement any new assessments:

- Administration of PALS and interpreting results.
- Administration of DP-3 and interpreting results (for specific staff that will administer if needed for additional information for identified students).

f. How data is presented to parents and stakeholders:

Scores on the locally-developed initial screener will be shared with parents at the initial screening appointment. If a child needs an additional DP-3 screener, scores on this screener will also be shared with parents at the screening appointment.

PALS scores will be shared with parents via a parent letter after completing the initial screenings. If students are identified as needing Tier 2 or Tier 3 interventions, PALS scores will be shared with parents through Response to Intervention (RtI) meetings.

DIBELS Next literacy data is presented initially to parents by the parent report generated by DIBELS Next. This report is sent home each 9 weeks with the kindergarten report card

All student assessment data is shared with parents in December and again in May at student-led conferences. All parents are provided two conferences per year. Students who are in the RtI process or who have an IEP are provided multiple parent conferences per year as determined by the child's individual team.

Assessment and Data Analysis Plan-HH 2014

Stakeholders are provided school results via the school council, school web-site, and parent-advisory meetings. In addition, presentations are made annually to our school board. School data is shared at the beginning of each school year at our Parent Orientation meetings.

g. How data will be used to develop instructional strategies as well as to determine materials and need:

All incoming pre-k students will be administered the locally-developed screener in the spring or summer before the child enters the pre-k classroom. Scores will be used to heterogeneously disperse pre-k students into the pre-k classrooms and used to identify children who may need an additional screening with the DP-3. During the first three weeks of school, all pre-k students will be administered the Phonological Awareness Literacy Screening (PALS). Teachers will use this data to determine if students are making progress as well as determine where each child is performing with literacy development. Teachers will use this information to determine differentiation and flexible grouping during small-group instruction. Pre-k students identified as having difficulty on literacy development on the benchmark will be progress-monitored by the classroom teacher every 3-4 weeks to determine progress. Professional learning will focus on the administration of PALS, interpreting the results, and intervention strategies for these students. Summative assessment data is compiled for pre-k students using the on-line portfolio Work Sampling System. The Work-Sampling student check-list is uploaded every six weeks by teachers. Teachers print a summative report titled the “Class Profile” as an additional tool to differentiate and form flexible groups based on student data. The Work-Sampling progress report is completed twice a year, December and May, and shared with parents in student-led conferences.

All kindergarten students will be benchmarked using DIBELs Next during the first three weeks of school. Teachers will use this information to determine differentiation and flexible grouping during small-group instruction. Large-group activities will be divided according to where students are performing with literacy. Kindergarten students identified as having difficulty on literacy development on the benchmark will be progress-monitored by the classroom teacher every 3-4 weeks to determine progress. Kindergarten DIBELs benchmark and progress-monitoring data will be analyzed during our weekly professional learning meetings with all kindergarten grade level teachers. Professional learning will focus on intervention strategies for these students. Teacher small-groups, individual instruction, and computer-based instructional programs will be used and documented on teacher lesson plans. Summative data is gathered for kindergarten students through the computer-based Georgia Kindergarten Inventory of Developing Skills (GKIDS). Teachers collect portfolio assessments and upload every nine weeks on the GA-DOE site. Teachers share this information every nine weeks with parents on the student report card as well as twice a year in student-led conferences. The summative GKIDS data is used by the school leadership team to develop initiatives for the school improvement plan.

Assessment and Data Analysis Plan-HH 2014

h. Who will perform the assessments and how will it be accomplished:

Assessment	Who will complete	How will it be accomplished
Locally-developed pre-k screener	Initially – SWAT team (administrators, certified teachers, counselor, district personnel)	Pre-K spring screening rodeo
DP-3	School Psychologist, special education teachers, parent	Pre-K spring rodeo if identified as at-risk on local screener
PALS	Pre-K teachers	3 times (August, December, May) Pre-K teachers will administer Instructional technology specialist will compile data
DIBELs Next	Kindergarten teachers	Using IPADs, classroom teachers will benchmark 3 x's per year (August, January, April) Progress monitor as required for individual students Results compiled via on-line "Amplify"

Resources, Strategies, Materials-HH 2014

Resources, Strategies, and Materials

a. A list of resources needed to implement the literacy plan including student engagement:

- Funds to develop “Literacy” brochures for newborn book program
- Funds to pay stipends to teachers to develop and provide literacy parent trainings for birth to three population
- PALS screener for pre-k
- DP-3 screener for incoming three-year olds with suspected special needs
- Funds for professional development for certified and non-certified staff including travel
- Technology hardware, resources, and accessories for literacy including intervention tools
- Expansion of media center to include books with higher lexile scores and non-fiction literature for the media center
- Expansion of literacy props for pre-k classrooms (puppets, flannel board stories, books and CDs, and other literacy materials)
- Ten electronic tablets for one-on-one interventions including cases, and charging stations
- Electronic software instructional programs with RTI tracking component
- Bilingual materials
- Researched based literacy instructional materials
- Family involvement activities targeting birth to 3
- Research-based intervention materials and/or software with necessary professional learning (to include all content areas)
- Headphones for listening center and tablets
- Touch Screen Computers
- Take-home libraries

b. Activities that support literacy intervention programs:

- Screeners will be used to target students who are “at-risk” on the initial benchmarks
- Differentiation and small-group instruction for students identified with screening tools as being “at-risk”
- Progress-monitoring using PALS in pre-K and DIBELS Next in kindergarten
- RtI to monitor and adjust instruction for at risk students
- Small-group and individualized instruction determined by the RtI team and/or classroom teacher for targeted students
- Strong core instruction for Tier 1 including phonics and phonemic awareness instruction
- Research-based computer software programs with RTI tracking component
- Research-based intervention materials
- Parent involvement program including assessment profiles, parent conferences, newsletters, and parent education about supporting literacy in the home

Resources, Strategies, Materials-HH 2014

- New teacher mentor program
- ESOL training on strategies for teaching academic content vocabulary

c. A list of shared resources available in the school:

- SmartBoards in every classroom
- Teacher-made instructional games and electronic activities on the school server for teachers to share
- One computer lab with 30 student stations
- Four student computer stations in each pre-k classroom
- Four student computer stations in each kindergarten classroom
- Special Education, Kindergarten, and Pre-k teachers each have one tablet
- Books for emergent readers
- One laptop for each pre-k teacher
- One laptop shared between 3-4 kindergarten classrooms
- Digital cameras

d. A general list of library resources or a description of the library as equipped:

- Media Center – 15,000 books and over 500 story props (books with CDs; books with puppets)
- Majority of books (over 95%) are fiction books
- Majority of books (over 95%) have lower lexile scores
- Teacher copies of professional learning resources such as books used for past book studies and resources to support curriculum
- Teacher resource area
- SmartBoard

e. A list of activities that support classroom practices:

- Administrators will use the Teacher Keys Effectiveness System (TKES) to evaluate classroom teaching practices
- TKES walk-through data will help determine professional learning needs within the school
- Weekly professional learning will continue for certified staff which will include professional learning for Tier 1 literacy instruction, Tier 2-4 intervention strategies, implementation of benchmark and screening tools, and interpretation of benchmark and screening data

Resources, Strategies, Materials-HH 2014

- Bi-monthly professional learning will be conducted for non-certified teachers on instructional strategies and the teaching and of literacy standards as well as use of technology to support instruction in the classroom
- Instructional technology tools for development of literacy
- Parent communication and outreach to our birth to three population
- Differentiated instruction
- Progress Monitoring
- Formative and summative assessment
- Research-based instructional strategies
- Use of integrated units with resources available on local share drive
- Collaborative grade-level planning time

f. Additional strategies needed to support student success:

- A RtI manual with a list of research interventions/activities for each identified reading skill, i.e. phonemic awareness strategies; phoneme segmentation strategies; onset and rime strategies, etc.
- Additional availability of research based interventions
- Higher lexile books for the media center
- Instructional technology tools that support literacy
- Progress monitoring tools for pre-k (DP-3; PALs)
- Professional learning

g. A general list of current classroom resources for each classroom in the school:

- Pre-K classrooms have 200+ story books
- Kindergarten classrooms have 50+ story books
- Pre-K classrooms have 4 student computer stations
- Kindergarten classrooms have 4 computer stations
- Pre-K classrooms have one electronic tablet for student use
- Kindergarten classrooms have one electronic tablet for student use
- SmartBoards in all pre-k and kindergarten classrooms
- Pre-k has Instructional Quality guides provided by DECAL for the classroom environment, planning, and assessment
- Kindergarten has curriculum guides which include curriculum maps, unit plans, materials list, media center materials, and assessments

Resources, Strategies, Materials-HH 2014

h. Clear alignment plan for SRCL and all other funding:

Birth to Three:

- Work with local physicians and the health department to ensure that all children are administered a developmental screening to ensure that children ages birth to five are meeting the appropriate literacy and language developmental milestones
- Work with local civic clubs and middle and high school students to assist with getting books to our low income families
- Effectively partner with Southwest Georgia Technical College and the Thomas County Public Library System to provide trainings for parents on how to develop literacy and language in their infants and toddlers
- Student led community service program for local middle and high school students to provide a Read Aloud program for children in our communities
- Parent training with resources for literacy at home

Birth to Three Funding:

- Partnership with Certified Literacy Community Program (CLCP) which has agreed to assist with the cost of providing literacy brochures and books for all newborns in Thomas County
- Funding to provide books for birth to three year old students in community libraries as part of the read aloud community service project

Pre-K and Kindergarten:

- Purchase remediation and enrichment tools for pre-k and kindergarten students
- Increase the number of students leaving Tier 2 and Tier 3 and returning to Tier 1
- Provide professional learning opportunities for staff to attend early childhood conferences that address literacy and reading instruction
- Provide screeners for pre-k and kindergarten students
- Provide CC GPS related books to all kindergarten classroom libraries
- Provide extended texts and books with higher lexile scores through our media center for early readers
- Provide literacy materials including books and props to enhance the pre-k, three-year old special needs, and special education resource classroom learning environments
- Provide electronic tablets for classrooms to assist with individualized instruction and staying current with technology to support literacy development
- Provide research-based computer software programs to develop literacy
- Provide professional learning to all teachers and support teachers to ensure high-quality Tier 1 instruction for all students

Resources, Strategies, Materials-HH 2014

Pre-K and Kindergarten Funding:

- Local funds, E-SPLOST funds, Title 1 Funds, Title II Funds, Title VIB funds, Special Education Funds, Professional Learning Funds, Striving Reader's Grant funding if received

Proposed technology purchases will support:

- Web-based and software programs that develop literacy by providing lessons, activities, interactive games, and tracking of student performance data and provision of interventions
- Prescription/diagnosis of student strengths and weaknesses
- One-on-one tutorials for students using computer stations as well as electronic tablets
- Apps for electronic tablets to develop literacy skills
- Touch Screen computers to develop independence for students with special needs to enhance literacy
- Professional Learning (on-line, face-to-face, webinars, illuminate sessions)

Professional Learning Strategies-HH 2014

a. Table of professional learning activities that staff have attended in the past year:

2013-2014 Professional Learning:

Pre-K and 3 year old Supports:	
Webinars: Creative Development Science Approaches to Play and Learning Cognitive Processes	4 hours
Diabetes Training	1 hour
Classroom Management: Conscious Discipline	1 hour
IQ Guide Learning Environment Review	1 hour
Stewards of Children Training	1 hour
DECAL: Returning Assistant Teacher Training	12 hours
Pre-K Teachers:	
RtI: Process and Forms Revisit Tiers and progress monitoring Procedural Manual	2 hour
Fee, Fie, Phonemic Awareness	1 hour
Small-Group Ideas	1 hour
Webinars: Creative Development Work-Sampling On-Line Approaches to Play and Learning Cognitive Processes	4 hours
DECAL: Veteran Teacher Training	20 hours
DECAL: Year 2 Teacher Training	12 hours
IQ Guide for Lesson Planning	1 hour
CPR Training	1 hour
Stewards of Children Training	1 hour
TKES Orientation	2 hours
Kindergarten Support Teachers:	
Reading Eggs – Technology Training	1 hour
Stewards of Children Training	1 hour
SLDS Resources: Math	1 hour
Understanding DIBELS data	1 hour
Make N Take for Literacy & Math	1 hour
Classroom Management: Conscious Discipline	1 hour
Let's Play Learn: Soday Learning System	1 hour
Diabetes Training	1 hour
Kindergarten Teachers:	
Reading Eggs – Technology Training	2 hours
Using Reading Eggs and DIBELS for data review and intervention planning	1 hour
Using the SLDS	1 hour

Professional Learning Strategies-HH 2014

Science Lab	1 hour
Reviewing writing samples for common scoring	1 hour
RtI: Procedural manual	1 hour
Kamii Book Study: Math	3 hours
ELA Writing Units	2 hours
DIBELS Math	1 hour
ELA Elluminate by DOE	1 hour
Math Elluminate by DOE	2 hours
TKES orientation	2 hours
ELA CCGPS Unit Writing (K leadership teachers) with Diane Stephens	3 days

b. Percent of staff attending professional learning:

Pre-K Supports: (Total # of pre-k support = 13)

>20 contact hours	100%
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Pre-K Teachers: (Total # of pre-k teachers = 13)

20-29 contact hours	8%
30-39 contact hours	46%
40-49 contact hours	38%
50 + contact hours	8%

Kindergarten Supports: (Total # of supports during 2012-2013 school year was 17)

5-9 contact hours	24%
10-15 contact hours	76%

Kindergarten Teachers:

20-29contact hours	59%
30-39 contact hours	35%
>40 contact hours	6%

c. Detailed list of ongoing professional learning

- DECAL required trainings for new teachers, new assistant teachers (supports), returning teachers, and returning assistant teachers (Pre-K)

Professional Learning Strategies-HH 2014

- DECAL monthly webinars – webinars developed by Georgia State University and DECAL
- All staff hired within the past 5 years: Conscious Discipline training – including book review, “There’s Gotta Be A Better Way”
- Teachers – weekly BST (collaborative professional learning) led by teacher leaders and administrative staff
- Supports – weekly BST (collaborative professional learning) led by teacher leaders and administrative staff
- TKES training – orientation and platform
- SmartBoard and technology training
- Elluminate released by DOE for ELA and math (Kindergarten)
- Book Study Reviews pertinent to ELA and Math
- Analysis of student writing: consistent scoring and using rubrics (Kindergarten)
- Revisions of literacy units for CCGPS (Kindergarten)
- Interpretation of DIBELs data and how to use DIBELs Next to differentiate and plan lessons (Kindergarten)
- Pre-K and kindergarten supports – strategies to develop literacy
- Teachers and Supports – Enriching and deepening the learning of high achievers
- Parent Title I Parent Workshops – Literacy
- School Council Meetings – Literacy training

d. Programmatic professional learning identified in the needs assessment:

- How to administer and interpret new screeners
- Interpreting assessment data and determining the next steps for reading instruction
- Matching interventions to student needs
- Training on electronic tools for developing literacy skills (SmartBoard, desk-top and tablet computer applications)
- Non-certified staff: Understanding the levels of developing phonemic awareness and fidelity of interventions

e. Process used to determine if professional development was adequate:

All teachers register for professional learning requiring release time through our Professional Development Registry. Teachers do not receive credit for taking the course(s) until they have logged into the registry and completed a post-training evaluation. The training evaluation is used to give teachers an opportunity to rate the effectiveness of the training. Teachers are also prompted to comment on the effectiveness of professional learning topics on the annual Staff Perception Survey.

Professional Learning Strategies-HH 2014

Teacher input on professional learning surveys and needs assessments focuses professional learning activities at Hand in Hand. Administrators are highly visible and conduct frequent walk-throughs and formal observations using the Teacher Keys Effectiveness System (TKES). Administrators use walk-throughs and observations to adjust weekly meeting topics for teaching staff. Growing professionally through job-embedded learning, enhancing knowledge through professional learning, actively supporting the school improvement plan, and serving as a teacher mentor are different standards embedded in the TKES evaluation system.

f.) Professional learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan; and g.) method of measuring effectiveness

<u>Type of Professional Learning:</u>	<u>Target Group:</u>	<u>Tie to Literacy:</u>	<u>Effectiveness:</u>
Technology Training---including use of tablets and Apps, SmartBoards, web-based instructional programs, and progress-monitoring tools	Teachers Supports Parents (web-based programs that can be used at home)	All programs will be used to 1) identify reading strengths or weaknesses; 2) adjust instruction 3) provide additional instruction in literacy	DIBELs Next data GKIDS – ELA data Pre-k work sampling data TKES formative assessment data
PALS Training	Pre-K teachers and supports	Assesses pre-phonological & literacy skills	Pre-k work sampling data and kindergarten DIBELS Next fall screener data
Curriculum training for kindergarten literacy (phonics and phonemic awareness) and vocabulary instruction	Kindergarten teachers and support teachers	Tier 2 and Tier 3 remediation programs for literacy	Number (percentage) of children served in Tier 1 increases
Vocabulary curriculum training for three-year old and pre-k teachers	Three-year old and pre-k teachers and support teachers	Development of vocabulary	Pre-K Work-Sampling Data – Fall SLO scores
Attend Best Practices, Reading, GAYC, and other professional conferences involving the development of birth to kindergarten literacy	Certified teachers and supports	Conferences must have a strong literacy component	TKES Walk-throughs and formative assessment data DIBELS Next EOY benchmark data PALS EOY benchmark data

Sustainability Plan—HH 2014

Sustainability	<ul style="list-style-type: none"> • Review expectation of SRCL Grant annually with staff • CLCP and local business partners –Thomas County Schools has a partnership program with local businesses titled, “Business Education Exchange (B.E.E.)” – B.E.E. Partners provide financial support for many initiatives • Review grant roles of staff members to ensure initiatives are implemented • Provide members of the CLCP and Family Connection with ongoing information about the need for and progress of literacy initiatives
Expanding and Extending Lessons Learned	<ul style="list-style-type: none"> • School Counselor and teacher leaders will provide parent training for at-risk birth to three • Identify at-risk birth to three children and provide support • Weekly professional learning in Better Seeking Team Meetings to stay abreast of latest research/strategies in literacy • Hold vertical alignment meetings between pre-k/ kindergarten school and first/second grade school • Continue using TKES pre-assessment and walk-through data to monitor fidelity of Tier 1 literacy instruction and Tier 2/Tier 3 interventions • Use benchmark and progress monitoring to update and strengthen literacy • Encourage teacher participation in continuing education
Extending the Assessment Protocol	<ul style="list-style-type: none"> • Begin to use the DP-3 on identified at-risk 2-4 year olds • Begin to use PALS as a pre-k benchmark and progress monitoring tool • Continue use of assessments to monitor literacy achievement: GKIDS, DIBELS Next, and formative assessments • Monitor continuation of assessment protocols required by RtI guidelines • Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of grant • Collaborate with SW GA RESA to provide support/training
Professional Learning	<ul style="list-style-type: none"> • Assign mentors to new teachers • Veteran teachers and the instructional technology coach will train new staff on new computer programs and intervention strategies • Training will be redelivered by the school leadership team including school administrators, the instructional

Sustainability Plan—HH 2014

	<p>technology coach, and exemplary veteran teachers</p> <ul style="list-style-type: none"> • On-going support will be provided by the instructional technology coach, and the administrators throughout the year • Training will be provided to all staff member to implement new interventions and/or curriculums • Participate in technology training for advancements and implementation of new resources • Continue scheduling professional learning meetings and days on school calendar • Continue videotaping exemplary lessons for profession learning
<p>Developing Community Partnerships/Other Funding Sources</p>	<ul style="list-style-type: none"> • Continue to host Bee Booster Literacy Nights to demonstrate the importance literacy in the home and at school • Continue a community partnership network (CLCP) that will enlighten community of current literacy initiatives • Enlist B.E.E. Partners to assist in funding literacy initiatives • Continue to involve stakeholders in informational meetings • Use Bee Boosters (Parent Organization) to raise funds
<p>Replacing Print Materials</p>	<ul style="list-style-type: none"> • Local funds, CLCP, Family Connections, and B.E.E. Partners will support the birth to three initiatives and replacing print materials
<p>Sustaining Technology</p>	<ul style="list-style-type: none"> • Budget annual renewal licenses from ESPLOST, local, and federal funds after the life of the grant • Instruction technology coach will meet with Technology Coordinator to develop a budget from ESPLOST and Title I funds for technology repairs after the life of the grant • Renew software and site technology licenses using local/federal funding if product is deemed effective

Budget Summary-HH 2014

Professional Learning:

In the Hand-In-Hand needs assessment, it was determined that there has been a lack of funding that past three years to send teachers to training or to bring in outside experts to train teachers. It was also determined that Hand-In-Hand teachers do not have access to quality software programs and do not know how to fully utilize the programs that are available to them as Tier 1, 2, and 3 instructional tools.

Stipends for teachers and support teachers (paraprofessionals) to attend 6 days of training per year to include technology/software training and literacy training for intervention strategies and core reading instruction 6 days per staff member(85) @ \$150.00/day \$76,500 per year	\$229,500.00
Professional learning money for teachers to attend outside conferences pertaining to reading instruction and the teaching of young children 20 staff members per year @ \$500.00 per conference (registration and travel) \$10,000.00 x 3 years	\$ 30,000.00
Total Professional Learning	\$259,500.00

Screening Tools:

The needs assessment identified the need for progress monitoring tools for pre-k and monetary support for continuing the use of DIBELS Next. Much of the cost in PALS and PPVT-4 is the initial cost of the manuals and training. Continued expense will be annual cost to replace the student recording sheets.

DIBELS Next \$8,000 per year for on-line fee	\$ 24,000.00
PALS benchmark and progress monitoring tool for pre-k \$ 1,500.00 year 1 25.00 training DVD 600.00 year 2 600.00 year 3	\$ 2,325.00
Total Screening Tools	\$ 26,325.00

Budget Summary-HH 2014

Technology Tools:

The needs assessment identified that classrooms only have access to one electronic tablet for benchmarking and progress monitoring DIBELs Next. Kindergarten teachers indicated a need for tablets for individual and small-group instruction. Multiple tablets for each classroom will enable students to have more time on Tier 2 and Tier 3 remediation and enrichment programs.

9 tablets for each classroom 324 tablets @ \$500.00	\$162,000.00
Applications for computer tablets	\$ 40,000.00
Tablet accessories (headphones, cases, stylus, chargers)	\$ 40,000.00
Tablet Charging Carts 5@ \$1,675.00	\$ 8,375.00
Software Programs to support literacy for Tiers 1, 2, and 3	\$ 25,000.00
70 Touch screen computers	\$ 70,000.00
Total Technology	\$345,375.00

Instructional Tools:

The needs assessment identified a lack of resources for teaching literacy to students especially resources to provide enrichment to our brightest learners. The media center is limited in the number of higher lexile books and chapter books. Limited funds have been made available to replace items and add additional literacy props to pre-k and kindergarten classrooms.

Extended texts and higher lexile books for media center (CCGPS aligned)	\$ 10,000.00
Literacy Props for pre-k and kindergarten classrooms (literacy props are required by DECAL for pre-k rooms and include books, CDs, puppets, felt story pieces, instructional literacy games etc.)	\$ 15,000.00
Total Instructional	\$ 25,000.00

Total Budget Request for Hand-In-Hand: \$656,200.00