School Profile

Created Sunday, March 09, 2014

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School Information

District Name:	Colquitt County
School or Center Name:	Colquitt County Schools Early Learning Initiative

Level of School

Early Learning (Birth to Five)

Principal

Name:	Lynn Clark
Position:	Director of Pre-K/Elementary Curriculum
Phone:	229-454-0157
Email:	lclark@colquitt.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Katie Cato
Position:	Pre-School/Pre-K Transition Coach
Phone:	229-890-6279
Email:	kcato@colquitt.k12.ga.us

Grades represented in the building

 example pre-k to 6

Pre-school - Pre-K

Number of Teachers in School

35

FTE Enrollment

715

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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Updated Tuesday, April 08, 2014

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

SRCL General Information Packet-Cohort 3

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 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

incurred after the start date of the grant.

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. **Employee Relationships**

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

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)

Dr. Samuel DePaul
Typed Name of Fiscal Agency Head and Position Title

4/8/14
_____

Date

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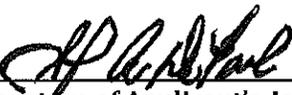
Signature of Applicant's Authorized Agency Head (required)

Dr. Samuel DePaul
Typed Name of Applicant's Authorized Agency Head and Position Title

4/8/14
_____

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)

		Colquitt County School System Audit Findings			
Year	**Project Title**	**Is There an Audit?**	**Finding Number**	**Indicator**	**Audit Results - Findings**
2009	Title IA	Yes			None
2009	Title IA - School Improvement	Yes			None
2009	Title IC	Yes			None
2009	Title II A	Yes			None
2009	Title III A Immigrant	Yes			None
2009	Title III A LEP	Yes			None
2009	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2009	Title VI-B	Yes			None
2009	McKinney Vento	Yes			None
2009	Professional Learning	Yes			None
2009	High School Graduation Coach	Yes			None
2009	Middle School Graduation Coach	Yes			None
2010	Title IA	Yes	1	1.4	Overarching Requirement LEA Monitoring of Schools and Programs
2010	Title IA	Yes	2	2.3	Overarching Requirement CLIP 7 Title 1A-ARRA
2010	Title IA	Yes	3	3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.16	Overarching Requirement - Parental Involvement
2010	Title IA	Yes	10	4.19	Overarching Requirement - Parental Involvement
2010	Title I A Grants-ARRA	Yes	11	5.1, 5.2, 5.3, 5.4, 5.5	Overarching Requirement - ARRA Indicators on School
2010	Title I A Grants-ARRA	Yes	16	6.1	Overarching Requirement - Public School Choice
2010	Title I A Grants-ARRA	Yes	17	7.3, 7.5	Overarching Requirement - Supplemental Educational Services
2010	Title I A Grants-ARRA	Yes	19	8.1, 8.4, 8.6	Overarching Requirement - Schoolwide Programs
2010	Title I A Grants-ARRA	Yes	22	11.1, 11.2, 11.3	Fiduciary Responsibility - Comparability of Services
2010	Title I A Grants-ARRA	Yes	25	12.12	Fiduciary Responsibility - Allocations and Carryover
2010	Title I A Grants-ARRA	Yes	26	14.3, 14.4, 14.6	Fiduciary Responsibility - Equipment and Real Property
2010	Title I A Grants-ARRA	Yes	31	17.1	Fiduciary Responsibility - Attendance Area Determination
2010	Title I A Distinguished Schools Award	Yes			None
2010	Title II-A Improving Teacher Quality	Yes	32	22.1, 22.4	Title II Part A Teacher Quality - Title II-A
2010		Yes	34	23.3	Private Schools
2010	Title I A School Improvement	Yes			None
	Title I-C Migrant Education	Yes			None

2010	Title II-D Enhancing Education Thru Technology	Yes			None
2010	Title II-D Engaging AP Students Thru Handheld Computers				
2010	Title III-A LEP	Yes			None
2010	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2010	Title VI-B	Yes			None
2010	McKinney Vento	Yes			None
2010	Title II-A Advanced Placement Grant	Yes			None
2010	Professional Learning	Yes			None
2010	State Fiscal Stabilization Funds	Yes			None
2011	Title I A Academic Achievement	Yes			None
2011	Title I A Distinguished Schools Award	Yes			None
2011	Title I A Grants-ARRA	Yes			None
2011	Title I A School Improvement	Yes			None
2011	Title I A School Improvement Grant ARRA	Yes			None
2011	Title IC Migrant	Yes			None
2011	Title II A Improving Teacher Quality	Yes			None
2011	Title II-A Advanced Placement Grant	Yes			None
2011	Title II-D Enhancing Education Thru Technology	Yes			None
2011	Title III A LEP	Yes			None
2011		Yes			None
2011	Title VI-B Rural and Low Income Schools	Yes			None
2011	McKinney Vento	Yes			None
2011	Professional Learning	Yes			None
2011	State Fiscal Stabilization Funds	Yes			None
2012	Title IA	Yes	1	1.1	LEA Monitoring of Schools and Programs
2012	Title IA	Yes	2	5.4, 5.5	Public School Choice
2012	Title IA	Yes	3	6.7, 6.10	Supplemental Educational Services
2012	Title IA	Yes	4	9.3	Audits
2012	Title IA	Yes	5	14.1, 14.2, 14.3, 14.4, 14.5, 14.6	Expenditure Of Funds (Allowable and within Period Availability
2012	Title IA	Yes	6	15.2	Supplement Not Supplant
2012	Title IA	Yes	7	16.1, 16.2, 16.3	Comparability Of Services
2012	Title IA	Yes	8	17.1, 17.3, 17.4	Equipment and Real Property
2012	Title IA	Yes	9	23.6	Title VI, Part B - Periodic Certification on File

2012	Title IA	Yes	1	2.2	Comprehensive LEA Improvement Plan and RT3 Approved Scope of Work
2013	Title IA	Yes	2	3.4, 3.7	Parental Involvement
2013	Title IA	Yes	3	4.4, 4.5, 4.6	School Improvement 1003(a)
2013	Title IA	Yes	4	7.13, 7.21	Georgia's ESEA Flexibility Waiver and Flexible Learning Program
2013	Title IA	Yes	5	9.1, 9.2, 9.3, 9.4, 9.5, 9.6	Targeted Assistance Programs
2013	Title IA	Yes	6	15.9	Expenditure Of Funds (Allowable and within Period Availability
2013	Title II A Improving Teacher Quality	Yes	7	26.2, 26.10, 26.12, 26.13, 26.15, 26.20, 26.27	Title II Part A Needs assessment

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: <u>Dr. Samuel DePaul</u>

Position/Title of Fiscal Agent's Contact Person: <u>District Superintendent</u>

Address: <u>P. O. Box 2708</u>

City: <u>Moultrie</u>   Zip: <u>31776</u>

Telephone: <u>(229) 890-6194</u>   Fax: <u>(229) 890-6180</u>

E-mail: <u>sdepaul@colquitt.k12.ga.us</u>

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

Dr. Samuel DePaul
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

<u>4/8/14</u>
_____
Date (required)

District Narrative

Brief History of the System

Colquitt County (CC) is a rural agricultural community of 46,000 nestled in the heart of South Georgia. The Colquitt County School System (CCSS) began in 1873 with "Each Day – Excellence in Every Way" being the foundation for all decisions. Though that sentiment is still evident today, Colquitt County's generational poverty and rapidly increasing Hispanic population are both challenges to and opportunities for excellence. Almost 35% of our school-age children live in poverty as compared to a 19% state average. Dramatic changes in the system's ethnic makeup are evident in the chart below.
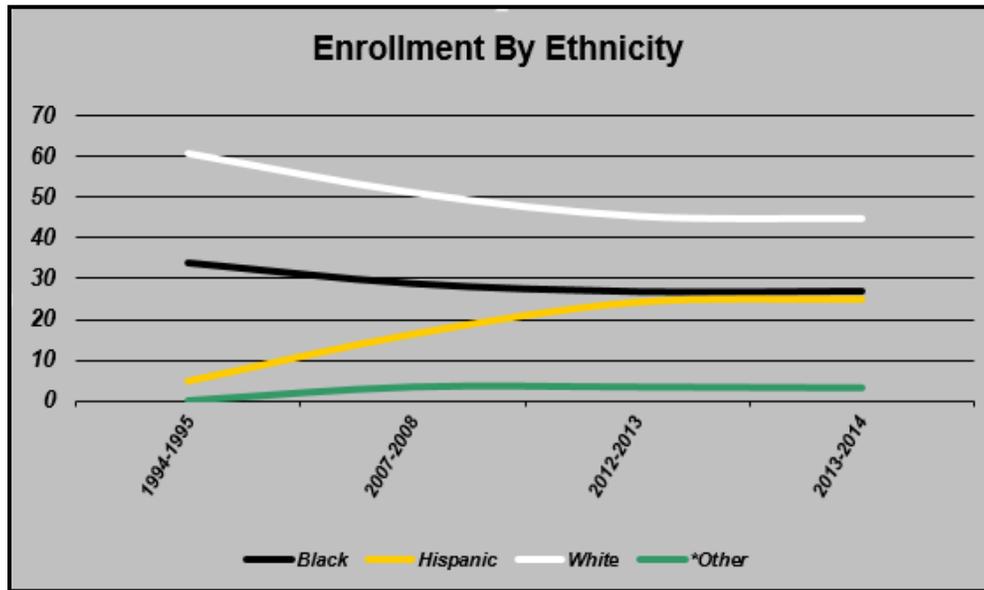
System Demographics (Grades P-12)

	TOTAL STUDENTS	BLACK	HISPANIC	WHITE	OTHER
CC High	1696	26%	21%	49%	4%
Achievement Center	108	48%	19%	29%	4%
Gray Junior	1269	27%	21%	49%	3%
Williams Middle	1370	27%	25%	44%	4%
Cox	564	43%	45%	10%	2%
Doerun	316	26%	14%	58%	2%
Funston	389	14%	52%	33%	2%
Hamilton	285	2%	6%	86%	6%
Norman Park	598	7%	40%	51%	2%
Odom	672	10%	51%	36%	3%
Okapilco	520	35%	21%	41%	3%
Stringfellow	375	75%	17%	5%	3%
Sunset	686	33%	17%	44%	5%
Wright	615	27%	9%	61%	2%
GEAR (Gifted 3-5)	188	7%	12%	73%	9%
SYSTEM	9651	27%	25%	45%	3%

Special Populations:

- Special Education – 11.6%
- ESOL – 11.43%
- Migrant – 6.73%

- Gifted – 15.5%
- PreK – 29 Classrooms (630 slots)
- Pre-School (Migrant/Sp Ed) – 65 students

74% of students were eligible for free/reduced meals in 2012-13, but now all PK-9th grade students eat free through the Community Eligibility Provision. All schools are Title I eligible.

Current Priorities

CCSS is committed to the daily pursuit of excellence in student achievement while working with parents and the community to serve the needs of all children in a positive and safe environment. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Development of ELA/Math units aligned to CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Participation in Georgia's Formative Instructional Practice modules
- Closing achievement gaps of subgroups
- Increase in graduation rate
- Restructuring of the gifted education program

Strategic Planning

Beginning July, 2012, CCSS embarked upon a renewed mission involving all stakeholders in a formal strategic planning process. University of Georgia's Fanning Institute organized an unbiased approach to the system's strategic planning process. Approximately 200 community members and school leaders met to discuss goals and objectives of the system. Input was then solicited from student representatives, parents, teachers, and other stakeholders to create a draft strategic plan. The formal plan was adopted in March, 2013. The strategic plan is a living document which is reviewed and revised frequently.

Strategic Planning Goals	
Future Ready Students	Provide all students with a rigorous and relevant course of instruction grounded with real world applications.
21st Century Professionals	Attract and retain highly effective, enthusiastic staff with skills to lead, teach, assess, and support learning needs of all students.
Leadership for Innovation and Collaboration	Engage parents, staff, community, EL parents, and others to partner with the school system.
21st Century Systems	Provide technology necessary to support 21st century student learning and instruction.
Budgeting, Planning and Funding	Provide facilities, technology, safety, and other pertinent matters necessary to support 21st century student learning and ensure transparency in all aspects of the budgeting /planning processes.

Current Management Structure

The chart below shows the current management structure of the system with asterisks indicating individual changes in leadership (principal, assistant, or district) this school year.

CCSS Superintendent	
Principals	
Elementary	**Secondary**
• Cox ** • Doerun • Funston • Hamilton * • Norman Park * • Odom * • Okapilco • Stringfellow * • Sunset * • R.B. Wright	• Williams Middle * • Gray Junior High ** • Colquitt County High ***
Assistant Superintendent of Instruction and Learning Services* • Middle/Secondary Curriculum • Pre-K /Elementary Curriculum • Information Services • Gifted Education * • CTAE Director* • Federal Programs Director* • Homeless Liaison	
Assistant Superintendent of Human Resources • Network Services • Alternate Education *	
Assistant Superintendent of Business Services • Employee Benefits • Comptroller* • Payroll • School Nutrition • Transportation • School Nurse Coordinator	
Director of Facilities/Construction	
Director of Special Education	
Coordinator School/Community Relations	

Past Instructional Initiatives

CCSS is initiative-rich with efforts to meet the needs of all sub-groups. Charting of past and present initiatives revealed an exorbitant hodge-podge of initiatives.

Initiative	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
ELA													
America's Choice/Georgia's Choice	X	X	X	X	X	X	X						
Rigby Leveled Readers	X	X	X	X	X								
Language Adoption (TE Only)			X										
Standards Based Classrooms/GPS				X	X	X	X						
Saxon Phonics	X	X											
Fountas/Pinnell Phonics								X	X				
Melissa Forney Writing Training								X					
Dr. Cupp Readers	X	X	X	X					X	X	X	X	X
Literacy Coaches (# of coaches)	10	10	10	10	10	10	10	10	10			1	1
Commitment to AP/ISS at schools													X
Local Reading Assessment Toolkit							X	X	X	X	X	X	X
Treasures Program Adoption								X	X	X	X	X	X
Scholastic Reading 180 (Gr 8-9)								X	X	X	X		
Best Practices for Reading Instruction										X	X	X	X
Sonday System		X	X						X	X	X	X	X
Fast ForWord (4 schools/hospital)											X	X	X
Laying the Foundation (Gifted 6-12)											X	X	X
ASSESSMENTS	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
GRASP											X		
DIBELS Next												X	X
Implementation of CCGPS												X	X
OAS							X	X	X				
STAR/AR/AM	X	X	X	X	X	X	X	X	X	X	X		
ESOL	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
SIOP					X	X	X	X	X	X	X	X	X
WIDA Standards						X	X	X	X	X	X	X	X
ESOL Endorsement						X	X	X	X	X	X	X	X
Academic Content Vocabulary											X	X	X
Thinking Maps											X	X	X
Virginia Rojas Instructional Equity												X	X
Rosetta Stone										X			
General	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Math Coaches									3	3	3	1	1
Ruby Payne Poverty Study					X	X	X						
Differentiation Study				X	X	X	X	X	X	X	X	X	X
Ken O'Conner Grading Study									X	X	X	X	X
Math Endorsement									X	X	X		
Gifted Endorsement											X	X	X
Co-Teaching and Inclusion					X	X	X	X	X	X	X	X	X
21st Century Classrooms	X	X	X										
Bring Your Own Technology												X	X
Thinkgate (Grades 10-12)										X	X	X	X
SLDS										X	X	X	X
PK-12 Graduation Focus				X	X								
Social Studies Unit Development											X		

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Science Unit Development										▓			
CCGPS Rollout for ELA/Math											▓	▓	▓
PD 360							▓		▓		▓	▓	
Educational Impact													▓
Formative Instructional Practices												▓	▓
TKES/LKES													▓

Literacy Curriculum

CCSS's literacy curriculum is driven by the CCGPS. State suggested units, with local revisions, are currently being used in reading and writing. McMillan McGraw-Hill's Treasures Program was adopted, but materials are not aligned with CCGPS; hence, there are recognized gaps in scope and sequence for instruction.

Literacy Assessments Used District-wide

2013-14 Required Universal Reading Screenings (DIBELS Next – Grades 1-5)		
Beginning of Year	**Middle of Year**	**End of Year**
PK	Work Sampling Online (Period 1 and Period 2)	
K GKIDS Baseline	*GKIDS (quarterly)*	GKIDS, Fry Words, Phonological Awareness
1 Letter/Name and Letter/Sound Correspondence, Fry Words, Phonological Awareness	Oral Reading Fluency (ORF) Fry Words	ORF Fry Words
2 ORF, Fry Words		
3-5 ORF Comprehension (DAZE)	ORF DAZE	ORF DAZE

Students scoring below benchmark level on universal screeners are tested on Phonological Awareness, Phonics Inventory, Decoding Inventory, and Fry Word inventory (depending upon grade level and abilities). Instructional plans are then determined based upon diagnosed needs. Treasures' Running Records are used to move students from level to level in guided reading instruction.

Need for a Striving Reader Project

The following concerns were evidenced in the compilation of needs assessment data at the district level:

- Lack of explicit, systematic, CCGPS-aligned resources for reading, writing, language, and speaking/listening (beginning in Pre-K)
- Lack of cross-curricular continuity in literacy instruction
- Lack of fidelity in the use of Response to Intervention tools
- Absence of robust professional development
- Weakness in utilization of test data to drive instruction

The need for Striving Reader funding in CCSS is dire. As stated in the Why document (page 26), "Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement." Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistency of instructional initiatives, stagnant test scores, TKES/LKES, and ever-dwindling general fund reserves, timing is extremely critical. Staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist the community with our mission for excellence.

District Management Plan and Key Personnel

The decision to apply for Round 2 of Cohort 3 Birth to Five Georgia's Striving Reader Literacy Grant was made after notification of receipt of K-5 funding. As a result of the extensive work done on the prior grant application, the school and system leaders are fully aware of their responsibilities with grant implementation. The system is committed to fidelity in the grant implementation process.

The implementation, monitoring, and reporting of goals and objectives in the grant will be ultimately managed at a district level, running through the Pre-K Office. Principals, Assistant Principals, and Pre-K Site Directors will be responsible for monitoring implementation at the school levels.

Department	Individuals Responsible	Tasks for Grant Implementation
Central Office	Dr. Samuel DePaul, Superintendent	Oversight of Project
	Dr. Todd Cason, Asst. Superintendent for Curriculum and Learning	
Pre-K Office	Lynn Clark, Pre-K Director	Grant Administrators – oversee implementation/reporting of project
	Katie Cato, Preschool Resource Coordinator	Coordination of district-wide initiatives (assessment, instruction, interventions, materials, professional development)
	Joan Ball, Pre-K Secretary/Bookkeeper	
Business Service	Brad Gregory, Comptroller Becky Rychener, Purchasing Bookkeeper Faye Wood, Payroll	Budget approval Payments Reports
Federal Programs	James Harrell, Director Jennifer Weaver, Bookkeeper	Consolidated application assistance Coordination for federal funding
Technology	Emily Nichols, Director	Support for technology
Special Education	Etta Faggioni, Director	Support for special education
Migrant Education	Dr. Maureen Yearta, Director	Support for migrant education
School Administrators	Principals, Assistant Principals (one of whom is the Pre-K Site Director)	Day to day monitoring of grant implementation Participation in all trainings

Involvement of Grant Recipients

Timeline	Purpose of Meeting	Attendees
February 19, 2014	Preview of Cohort 3 Awards – Discussion of future grant possibilities	District and School Leaders
February 21, 2014	Phone Discussion with Julie Morrill Later Discussion with System Leaders MADE DECISION to apply for round 2	Julie Morrill, via telephone Lynn Clark, Pre-K Director Katie Cato, Pre-School Resource Coor.
February 26, 2014	Collaborative Meeting - education for preschool children and parents thru YMCA	Lynn Hamm, YMCA Lynn Clark Katie Cato
February 28, 2014	Email to all Kindergarten teachers - collection of student data	Lynn Clark Kindergarten Teachers School Administrators

February 28, 2014	Communication with Bright from the Start - collection of student data	Lynn Clark Dr. Bentley Ponder Betty Carrithers
March 3, 2014	Email to Pre-K staff – teacher data collection	Lynn Clark Pre-K Staff Members
March 5, 2014	Meeting with Special Education Director to discuss needs with Child Find and services to preschool special needs children	Etta Faggioni, Director of Sp Ed Lynn Clark Katie Cato
March 11, 2014	Early Childhood Collaborative Meeting Regular Quarterly Meeting/Discussion of Grant Application	Katie Cato Stakeholders Lynn Clark
March 12, 2014	Meeting with Pre-K Site Coordinators Collaboration about Needs Assessment	Lynn Clark Pre-K Site Directors Katie Cato
March 27, 2014	Review of Grant Application	All Stakeholders
Early Childhood Collaborative Meetings will continue on a quarterly basis. May 2014, September 2014, January 2015, May 2015, …		
Meetings with Pre-K Site Directors will occur throughout the school year – at least once every 2 months.		
Meetings with Pre-K/Preschool teachers will continue on a quarterly basis. April 2014, August 2014, November 2014, March 2014		
All stakeholders will be involved in the budget and performance plan process. Preliminary work will begin in July, 2014 with all stakeholders joining in September, 2014.		

The detailed literacy plan will guide the work of Colquitt County's Early Learning Initiative for the next five years. Instructional staff members have agreed to participate in ongoing professional learning activities. Administrators have committed to learning with their staff and to providing subsequent monitoring of professional learning. Community outreach for preschool children and parents will be aggressive.

Experience of the Applicant

The Colquitt County School System (CCSS) has extensive experience with regards to successful implementation of large-scale initiatives. The district oversees an annual budget of approximately $75 million including federal, state, and local funds.

The table below identifies recent large-scale initiatives of the Colquitt County School System.

Initiative	School Level(s) Impacted	FY13 Funds
Title IA – Academic Achievement/School Improvement	Elem., Mid., Jr. High, High	$3,479,358
Title IC – Migrant Education	Elem., Mid., Jr. High, High	$772,092
Title IIA – Teacher Quality	Elem., Mid., Jr. High, High	$576,117
Title IIIA – Limited English Proficient	Elem., Mid., Jr. High, High	$203,050
Title VI-B – Rural and Low Income	Elem., Mid., Jr. High, High	$211,880
CTAE Program	Jr. High, High	$661,945
Carl Perkins IV Grants	Jr. High, High	$112,822
Homeless Grant	Elem., Mid., Jr. High, High	$35,500
Pre-School Handicapped State Grant	PreK	$124,023
Bright From the Start PreK Program	PreK	$2,274,270
S.T.A.R. – Student Transition and Recovery Program	Mid., Jr. High, High	$89,000
School Nurses at every school site	Elem., Mid., Jr. High, High	$437,691
BRAVO & TOY– Certified and Classified teacher/employee of the year programs	Elem., Mid., Jr. High, High	$7,600
Hospital Homebound Program	Elem., Mid., Jr. High, High	$69,424
SAAF – Strong African American Families Project	Elem., Mid., Jr. High, High	
Elementary Art Program (through Colquitt County Arts Center)	Elementary	$32,000
Archway Project (University of Georgia)	Jr. High, High	$10,000
JROTC	Jr. High, High	$102,921
Telehealth Grant	Elem., Mid., Jr. High, High	$225,000
Community Eligibility Provision (CEP) School Lunch Program	Elem., Mid., Jr. High	
iPads for Classroom use	Mid., Jr. High	$25,000

The following tables indicate audit findings over the past five years. All findings have been corrected, and all audits are clear. Most findings were minute, stemming from lack of clear communication of federal expectations.

					Colquitt County School System Audit Findings
Year	Project Title	Is There an Audit?	Finding Number	Indicator	Audit Results - Findings
2009	Title IA	Yes			None
2009	Title IA - School Improvement	Yes			None
2009	Title IC	Yes			None
2009	Title II A	Yes			None
2009	Title III A Immigrant	Yes			None
2009	Title III A LEP	Yes			None
2009	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2009	Title VI-B	Yes			None
2009	McKinney Vento	Yes			None
2009	Professional Learning	Yes			None
2009	High School Graduation Coach	Yes			None
2009	Middle School Graduation Coach	Yes			None
2010	Title IA	Yes	1	1.4	Overarching Requirement LEA Monitoring of Schools and Programs
2010	Title IA	Yes	2	2.3	Overarching Requirement CLIP 7 Title 1A-ARRA
2010	Title IA	Yes	3	3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.16	Overarching Requirement - Parental Involvement
2010	Title IA	Yes	10	4.19	Overarching Requirement - Parental Involvement
2010	Title I A Grants-ARRA	Yes	11	5.1, 5.2, 5.3, 5.4, 5.5	Overarching Requirement - ARRA Indicators on School
2010	Title I A Grants-ARRA	Yes	16	6.1	Overarching Requirement - Public School Choice
2010	Title I A Grants-ARRA	Yes	17	7.3, 7.5	Overarching Requirement - Supplemental Educational Services
2010	Title I A Grants-ARRA	Yes	19	8.1, 8.4, 8.6	Overarching Requirement - Schoolwide Programs
2010	Title I A Grants-ARRA	Yes	22	11.1, 11.2, 11.3	Fiduciary Responsibility - Comparability of Services
2010	Title I A Grants-ARRA	Yes	25	12.12	Fiduciary Responsibility - Allocations and Carryover
2010	Title I A Grants-ARRA	Yes	26	14.3, 14.4, 14.6	Fiduciary Responsibility - Equipment and Real Property
2010	Title I A Grants-ARRA	Yes	31	17.1	Fiduciary Responsibility - Attendance Area Determination
2010	Title I A Distinguished Schools Award	Yes			None
2010	Title II-A Improving Teacher Quality	Yes	32	22.1, 22.4	Title II Part A Teacher Quality - Title II-A
2010		Yes	34	23.3	Private Schools
2010	Title I A School Improvement	Yes			None

	Title I-C Migrant Education	Yes			None
2010	Title II-D Enhancing Education Thru Technology	Yes			None
2010	Title II-D Engaging AP Students Thru Handheld Computers				
2010	Title III-A LEP	Yes			None
2010	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2010	Title VI-B	Yes			None
2010	McKinney Vento	Yes			None
2010	Title II-A Advanced Placement Grant	Yes			None
2010	Professional Learning	Yes			None
2010	State Fiscal Stabilization Funds	Yes			None
2011	Title I A Academic Achievement	Yes			None
2011	Title I A Distinguished Schools Award	Yes			None
2011	Title I A Grants-ARRA	Yes			None
2011	Title I A School Improvement	Yes			None
2011	Title I A School Improvement Grant ARRA	Yes			None
2011	Title IC Migrant	Yes			None
2011	Title II A Improving Teacher Quality	Yes			None
2011	Title II-A Advanced Placement Grant	Yes			None
2011	Title II-D Enhancing Education Thru Technology	Yes			None
2011	Title III A LEP	Yes			None
2011		Yes			None
2011	Title VI-B Rural and Low Income Schools	Yes			None
2011	McKinney Vento	Yes			None
2011	Professional Learning	Yes			None
2011	State Fiscal Stabilization Funds	Yes			None
2012	Title IA	Yes	1	1.1	LEA Monitoring of Schools and Programs
2012	Title IA	Yes	2	5.4, 5.5	Public School Choice
2012	Title IA	Yes	3	6.7, 6.10	Supplemental Educational Services
2012	Title IA	Yes	4	9.3	Audits
2012	Title IA	Yes	5	14.1, 14.2, 14.3, 14.4, 14.5, 14.6	Expenditure Of Funds (Allowable and within Period Availability
2012	Title IA	Yes	6	15.2	Supplement Not Supplant
2012	Title IA	Yes	7	16.1, 16.2, 16.3	Comparability Of Services

2012	Title IA	Yes	8	17.1, 17.3, 17.4	Equipment and Real Property
2012	Title IA	Yes	9	23.6	Title VI, Part B - Periodic Certification on File
2012	Title IA	Yes	1	2.2	Comprehensive LEA Improvement Plan and RT3 Approved Scope of Work
2013	Title IA	Yes	2	3.4, 3.7	Parental Involvement
2013	Title IA	Yes	3	4.4, 4.5, 4.6	School Improvement 1003(a)
2013	Title IA	Yes	4	7.13, 7.21	Georgia's ESEA Flexibility Waiver and Flexible Learning Program
2013	Title IA	Yes	5	9.1, 9.2, 9.3, 9.4, 9.5, 9.6	Targeted Assistance Programs
2013	Title IA	Yes	6	15.9	Expenditure Of Funds (Allowable and within Period Availability
2013	Title II A Improving Teacher Quality	Yes	7	26.2, 26.10, 26.12, 26.13, 26.15, 26.20, 26.27	Title II Part A Needs assessment

CCSS places much effort into budget planning. The Superintendent and Comptroller lead meetings regularly, beginning in November, to prepare for the subsequent budget year. Transparent meetings involve district administrators, school administrators, and board members. The superintendent shares progress with all faculties during the process. The budget is stringently analyzed each year in attempt to identify areas that can be reduced or cut, thus making the most of our local, state, and federal revenues.

Spending controls are followed to ensure that all purchases and payments fall within budgeted parameters set forth by the budget committee. All local, state, and federal funds are monitored by the business office under direction of the comptroller. A purchase order system is used by schools to request funding. Purchase orders require site-based administrator signatures. Once received by the business office, these requests are properly coded to the correct funding source, and the determination is made by the comptroller if funds are available. Annual audits are performed to confirm that all funds have been expended as directed, and CCSS has received no audit findings on school system financial statements in the previous five years.

CCSS is committed to excellence in academic achievement. All decisions made with regard to program initiatives and sustainability center on what is best for students. In 2010, CCSS received over $1 million in ARRA funds. A good portion of this was used to hire additional certified teaching staff. Even after these funds were depleted, the school system continued to fund these positions. In its continued efforts to do what is best for all students, CCSS has maintained a variety of programs despite the lack of full funding for these initiatives. Examples which lack full funding include system-wide Technology Specialists, School Nurses, JROTC, Bright from the Start Pre-K Program, Counselors, Social Workers, and Hospital-Homebound. These programs along with many others are vital contributors to the academic, emotional, and social growth of our students.

The following list consists of initiatives implemented internally without outside funding support:
- IPads – Over a two year budget cycle, K-9 classroom teachers received iPads for instructional use using general fund dollars. These are used instructionally by teachers and students.
- BRAVO Recognition Ceremony - for classified employees

- Teacher of the Year Recognition Ceremony – for certified staff from school sites.
- Elementary Art Program – In conjunction with Colquitt County Arts Center, a comprehensive art program is provided for all elementary school students. Paraprofessionals have been trained to redeliver art lessons at individual schools.
- Collaboration with YMCA – Splash Safety Program for all second grade students. All second graders are transported to the YMCA for a six-week "in pool" water safety class.
- Collaboration with Archway Project - The Archway Partnership with the University of Georgia undertakes various projects to target specific areas of improvement needed within our community (infrastructure, SPLOST initiative, activities to improve graduation rate).

With protocols in place for sound financial management, grant funds will enhance educational opportunities for years to come.   Funding to bridge the gap from birth to school age is much needed.

Early Learning Programs Narrative

History of Programs

The beginning of a formal early learning initiative in Colquitt County can be traced back to 1993 when only one classroom of fifteen students was served in the school system, and a couple of caregivers served additional students in home settings. This configuration was a needs-based pilot preschool program that quickly blossomed. In 1995 Colquitt County welcomed a universal Georgia lottery-funded Pre-Kindergarten program serving a total of 240 students in sixteen classrooms. Over the years, the number of classrooms and the number of students within each classroom have grown considerably. The lottery-funded Georgia Pre-K program now serves 29 classrooms with capacity for 638 students. Classrooms are spread among ten elementary schools in the system. Pre-K students are served on a first-come, first-served basis with registration beginning in March before each school year. There are no private lottery-funded programs in Colquitt County.

In addition to the large Pre-K program, Colquitt County Program for Exceptional Children serves preschool children, ages three to five. While some children transition from Babies Can't Wait, others are referred by parents, caregivers, and medical providers. Students qualifying for the special education program may be served in home, daycare, Head Start, or other school settings. Services are based upon the individual needs of the child, ranging from a couple of segments a week to full-time school day service.

In addition, pre-school services are provided for three to five year old migrant children who are not enrolled in a Pre-K program. The objective of the migrant preschool program is to prepare the young children for school. The services are funded by the migrant education program and are aligned to the state and federal migrant education goal of school readiness. The aim is to teach young migrant children basic language and math skills that are prerequisites for success in kindergarten. The instructional focus includes teaching the English language. Parental education is also provided to help parents become actively involved in their students' learning.

Migrant preschool children may be served in the school setting or in their homes. These services originated with one class of three-year olds at Odom Elementary and expanded to include a second classroom at Funston Elementary the following year. Each classroom has up to twenty migrant children, and an outreach specialist serves at least ten migrant children in home settings. Colquitt County's migrant preschool education program has been a model within Georgia and other states.

Early Learning Demographics

Preschool students served within our school system mirror ethnic and socioeconomic percentages of the entire student population.

	TOTAL SLOTS	BLACK	HISPANIC	WHITE	OTHER
Cox	68	38%	51%	9%	2%
Doerun	44	23%	9%	67%	1%
Funston	90	6%	68%	23%	3%
Hamilton	44	5%	10%	78%	7%
Norman Park	88	2%	42%	51%	5%
Odom	92	2%	67%	29%	2%
Okapilco	86	34%	25%	38%	3%
Stringfellow	49	85%	11%	2%	2%
Sunset	66	18%	18%	59%	5%
Wright	88	32%	10%	54%	4%
SYSTEM	715	25%	31%	41%	3%

Administrative and Teacher Leadership Team

The Pre-K program in Colquitt County Schools is staffed at the district level with a Pre-K/Elementary Curriculum director and Pre-K secretary. In addition, the system employs both a resource coordinator who assists with preschool parent education and preschool special needs referrals and a behavior intervention specialist who provides direct support for Pre-K-12th grade classrooms. A part-time director of migrant services provides supervision and support for all migrant services including preschool. Each school has an administrator whose job responsibility includes service as the site director for the school's Pre-K classrooms. Communication is frequent between district support staff, site directors, teachers, paraprofessionals, and social workers. System-wide meetings are held with all Pre-K teachers on a quarterly basis, and a timeline of important activities is constantly available for everyone serving preschool/Pre-K students. Pre-K teachers serve on leadership teams within their schools.

The Colquitt County Early Childhood Collaborative (ECC) is coordinated through the Preschool/Pre-K office. The Pre-K director began coordinating meetings in 2008 to strengthen collaboration among early childhood educational providers, including private and public preschool/Pre-K providers, Head Start, and Babies Can't Wait. In 2010, through the BFTS Pre-K Transition Coach Grant, the ECC grew to include all sectors of the early childhood community, further promoting awareness of the needs and resources associated with this population. Currently 30 agencies, including the CC school system, are part of the ECC. Among these more than 85 individuals receive invitations and updates via the ECC email list serve.

Preschool/Pre-K RTI protocol is based on the four-tiered Baby Pyramid of Interventions and BftS guidelines. While this protocol aligns with K-12 RTI, the timeline is shorter and the progress monitoring documents are designed specifically for preschool/Pre-K. A Preschool SST Committee consisting of a speech and language pathologist, behavioral intervention specialist, and referral coordinator reviews each referral packet to ensure that all required documents are included, hearing and vision are clear, research-based interventions are used with fidelity, and progress monitoring data supports the need for full psychological and/or speech evaluation.

Past Instructional Initiatives

Since its beginning, Pre-K's interactive and child-centered classrooms have used the instructional design provided by High Scope. Based upon Bright from the Start guidelines, content standards were used for program expectations.   Full implementation of Work Sampling Online was completed in 2012-13. All staff members attended annual best practice training as required by Bright from the Start along with local training initiatives for phonological awareness and math development.

Current Instructional Initiatives

In August of 2013 all Pre-K teachers were trained in the new Georgia Early Learning Development Standards (GELDS), and all classrooms have fully implemented the new standards. GELDS are seamlessly aligned with Common Core Georgia Performance Standards. In addition, staff members participate in school site-based training including Georgia's Formative Instructional Practice modules and training necessary for the implementation of Georgia's Teacher Keys Effectiveness System.

Curriculum materials for the migrant classrooms are a modified version of Pre-K's plan. While the migrant teachers have not been involved in the formal Bright from the Start training, they have participated in migrant education workshops, school-based training, and all system Pre-K training.

Professional Learning Needs

Based upon the needs assessment and analysis of additional data, the need for professional learning is evident for teachers, paraprofessionals, and administrators. The development of pre-literacy skills including oral language, vocabulary, phonological awareness, and print concepts is a targeted area of study. In addition, training on the effective use of data to drive instruction is needed.

Need for a Striving Readers Project

Colquitt County is a recipient of Cohort 3 Striving Reader funds for grades K-5, so the Birth to 5 Striving Reader would provide more opportunities to bridge gaps before children begin Kindergarten. Considering the generational poverty issues that Colquitt County faces, early intervention is the key to success. The following specific needs have been identified:
- Need to strengthen Early Childhood Collaborative efforts
- Continuity among all preschool/Pre-K programs with Kindergarten
- Additional parent education/involvement opportunities/resources
- Continuous professional learning for all staff members on the development of literacy skills
- Curriculum resources aligned to GELDS and Common Core Georgia Performance Standards
- Balanced assessment and comprehensive Response to Intervention plan

Receiving grant funding will help make the goal of every child being college or career ready at the end of high school become a reality.

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Types or Styles of Surveys/Participants

In October, 2013 Colquitt County Schools (CCS) applied for the K-5 portion of the Striving Reader Literacy Grant with initial hopes to expand to Birth-5 and possibly Grades 6-7 the following year. The K-5 Needs Assessment Survey was taken by all K-5 staff via Survey Monkey – leaders, classroom teachers, special education staff, Media Specialist, Music, PE, Counselor, and paraprofessionals. A follow-up survey was then created, drilling down to more literacy specifics.

The following concerns consistently emerged from the K-5 surveys:
- Need for a shared literacy vision owned by school leadership, staff members, students, parents, and community
- Need for consistent literacy instructional focus across the curriculum
- Need for a comprehensive balanced assessment system
- Need for quality, research-based materials, resources, and literacy instruction that are systematic, explicit, and aligned with CCGPS
- Need for systematic response to intervention protocol, resources, implementation, and monitoring
- Need for professional learning for literacy instruction including leaders, teachers, and paraprofessionals.

When Round 2 of Cohort 3 competition for Birth to 5 opened, a meeting was held with elementary stakeholders, prior needs were reviewed, and the decision was made to seek Birth to 5 funding. Ninety Pre-K teachers, paraprofessionals, pre-school teachers, leaders, and stakeholders completed the Needs Assessment via Survey Monkey. Results mirrored findings from K-5 surveys.

The following data was used to determine needs in addition to the literacy surveys:
- Staff, student, and parent surveys conducted for AdvancEd review
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs surveys
- SLDS Data
- CCRPI Data
- Test Data – WSO, CLASS, Migrant Pre-Posttests, and GKIDS

Concerns/ Root Causes/ Current Actions/Research-Based Practices/Data Analysis Notes

The following concerns were consistently evidenced in survey results and aligned with K-5 data:

Building Block 1 - Engaged Leadership	
Concern: Current collaborative efforts for literacy development lack focus, direction, and clear communication to all stakeholders.	
Root Causes • Lack of an Early Literacy Leadership Team with a common vision and goals towards early literacy (The How, p.1) • Lack of focused, sustained professional development for ALL stakeholders on age-appropriate language and literacy practices in GELDS (The How, p.2) • Lack of community awareness/involvement in ways to support early learning in literacy	**Current Practice:** • Literacy initiatives are discussed at Early Childhood Collaborative (ECC) meetings. • Meeting invitations and updates are shared through the Early Childhood Collaborative list-serve, and partners distribute information at meetings.
Reference to "What" Document (Building Block 1) **"Why" p. 31** – "All stakeholders…are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy."	
Data Analysis Notes: Survey results reveal an opportunity for growth in involving our community members in literacy initiatives. 34.8% who responded indicated that a plan for shared leadership for literacy was in the emergent stage.	

Building Block 2 - Continuity of Care and Instruction	
Concern: Continuity of care and instruction is not maximized due to gaps within the interconnected network of stakeholders including childcare providers, schools, families, and community partners.	
Root Causes • Calendar of ECC meetings lacks regularity • Lack of a transition team within the ECC • Underrepresentation of childcare and early learning providers at collaborative meetings • Lack of early literacy media campaign • Sporadic delivery of literacy workshops • Sporadic distribution of literacy resources	**Current Practice:** • ECC is led by the CCS Preschool Resource/Transition Coordinator. • Transition activities/resources are distributed to childcare and early education providers. • CCS personnel participate in the Head Start transition collaborative. • Pre-K/Preschool office offers a series of early literacy workshops and collaborates with partners to deliver these workshops. • READY Colquitt County brochure maps the community resources for B-5 population. • Early literacy programs/ initiatives are shared with ECC at meetings and through email.
Reference to "What" Document (Building Block 2) **"Why" p. 21** – "Since its inception, one of the goals of GA's PK Program and BftS has been to change ….perceptions of child care….Research clearly supports that the first years of a child's life are critically important in laying the foundation for future academic success, including success in literacy."	
Data Analysis Notes: 28.4% of respondents do not think an early childhood coalition has been convened. We must diligently reach out to all stakeholders and help them recognize their value in the group. 19.1% of the respondents feel that a plan to ensure smooth transitions from one school or agency to another is not addressed. We must create a stronger bridge between our private centers, Early Head Start, and Head Start. Interestingly, 76.4% of respondents feel that our plan to connect families to schools and childcare entities is operational or fully operational.	

Building Block 3 - Ongoing Summative and Formative Assessments

Concern: Preschool and Pre-K programs lack a comprehensive balanced assessment system.	
Root Causes - Lack of cross-sectional active Early Literacy Team - Lack of universal screeners to determine "at risk" students - Lack of protocol for diagnostic assessments to inform instruction - Ineffective use of formative and summative data - Inadequate progress monitoring tools - Lack of professional development on data interpretation and matched interventions	**Current Practice:** - WSO is used in all Pre-K classrooms, but is not utilized to its fullest intent. - Locally created progress monitoring tools are used to help diagnose and monitor progress in areas of weakness. - WSO data is used for parent reporting in conferences.
Reference to "What" Document (Building Block 3) **"Why" – p. 96** "Data must be easily accessible for it to drive decision making. A data team must work together."	
Data Analysis Notes: The survey results appear to be positively inflated with 66% responding that data is being used to determine effectiveness of program. Efforts are growing, but means to evaluate the effectiveness of instruction and intensity of interventions are inconsistent.	

Building Block 4 - Best Practices in Literacy Instruction

Concern: A need exists for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with GELDS.	
Root Causes: - No research-based scope and sequence for literacy instruction - Lack of adopted research-based curriculum materials aligned with GELDS - Lack of consistent monitoring of current practices in literacy instruction - Weak school-readiness skills in many students – background knowledge, exposure to language, availability of print in homes	**Current Practice:** - First 12 Weeks Lesson Plans done by BftS are used in all classrooms. - Locally developed support materials are used to supplement classroom instruction. - Teachers are using GELDS and WSO assessment indicators in classrooms. - All Pre-K staff members attend required BftS Best Practice trainings.
Reference to "What" Document (Building Block 4) **"Why", p. 31** "A rigorous, standards-based curriculum and specialized academic and/or enrichment programs are the foundations for students' literacy successes in career and life skills."	
Data Analysis Notes: Less than 50% of survey respondents rated adequate professional learning and evidence of research-based instruction as fully operational. GKIDS baseline data reveals a gap between WSO performance and mastery of kindergarten readiness skills. Colquitt County lags behind Georgia on GKIDS summative data as well. Preschool is prime time for literacy foundations to be built.	

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

Concern 5: While a functional RTI protocol is in place, the system lacks adequate intervention materials and progress monitoring tools.

Root Causes	Current Practice:
• Inadequate and inconsistent professional learning for interventionists • Research-based materials frequently not used with fidelity • Lack of "user-friendly" SST forms • Inconsistency for Pre-K RTI coordination among schools • Lack of readily available support personnel to assist teachers with RTI	• Schools have a site-based student support team that serves grades K-5. • Documentation is reviewed by the Preschool SST Review Committee when a child is referred for psychological and/or speech evaluation. • Teachers work creatively to find time/materials for Tier 2/Tier 3 interventions. • Parents are involved in the RTI process.
Reference to "What" Document (Building Block 5) **"Why" p. 123** – "Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing intervention methods that efficiently and effectively offer students opportunities to be successful."	

Data Analysis Notes: Data indicates concerns with all tiers of RTI across PK-5. Only 50% of Birth to 5 respondents indicated that protocols for RTI are fully operational.

Building Block 6 - Improved Instruction through Professional Learning

Concern: Professional learning for all leaders, teachers, and paraprofessionals is needed in the area of literacy instruction.

Root Causes	Current Practice:
• Reduction of calendar year • Redirection of professional learning funds • Pre-K Staff turnover • Absence of intensive local support plan for new staff members • Lack of ongoing support for all professional learning	• BftS provides fifteen hours of quality professional learning annually for Pre-K staff. • The system has a professional learning plan which is the focus for all training. • Schools have individual site plans aligned to the system's goals.
Reference to "What" Document (Building Block 6) **"Why" p. 141** – "Effective professional learning is linked to higher student achievement. Research indicates that for every $500 directed toward professional learning…resulted in student gains."	

Data Analysis Notes: The need for quality professional learning in the area of literacy development was clearly indicated by survey results. 15.9% indicate fully operational for community partners, and only 29.2% indicate fully operational for in-service personnel.

Analysis and Identification of Student and Teacher Data

Colquitt County has a considerable amount of general information on preschool students, but very little diagnostic data that can be disaggregated by sub-groups and no universal screener data that can be effectively used in the Response to Intervention process.

The following graphics provide a quick glance of general data about preschool children and families in Colquitt County.

Source: U. S. Census Bureau- State & County Facts (2012)
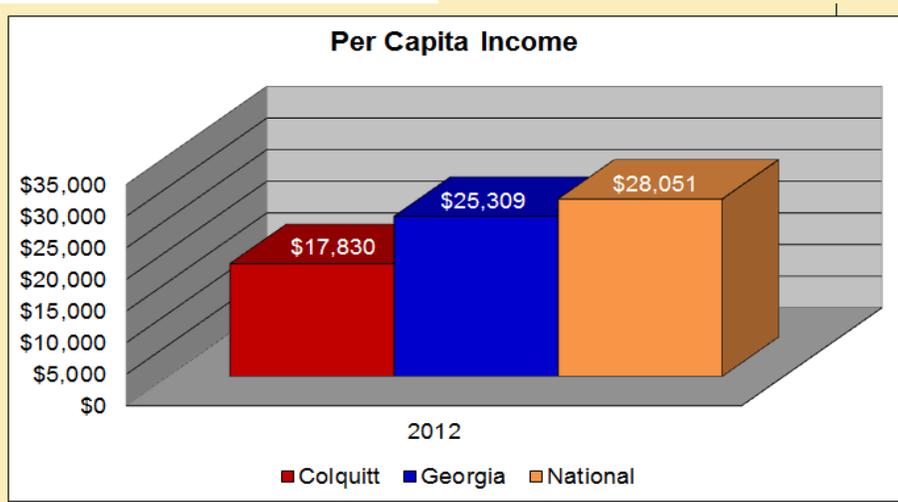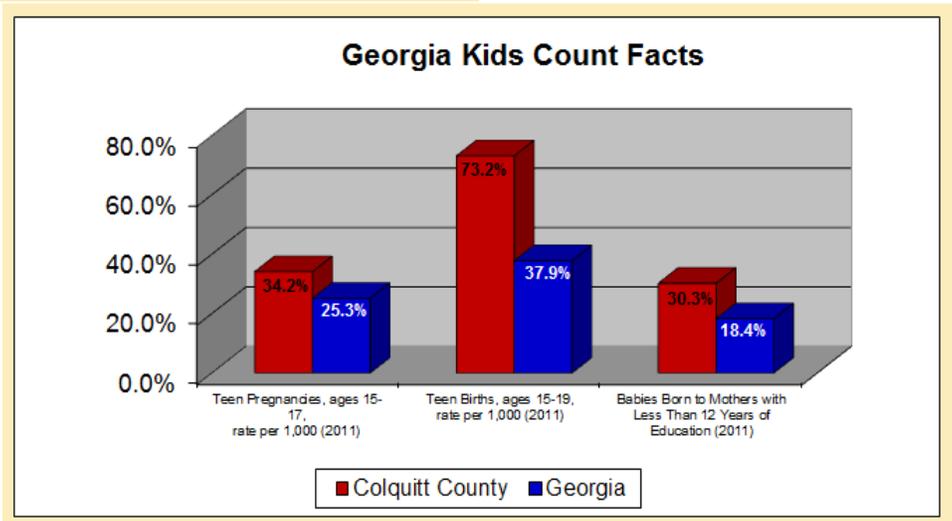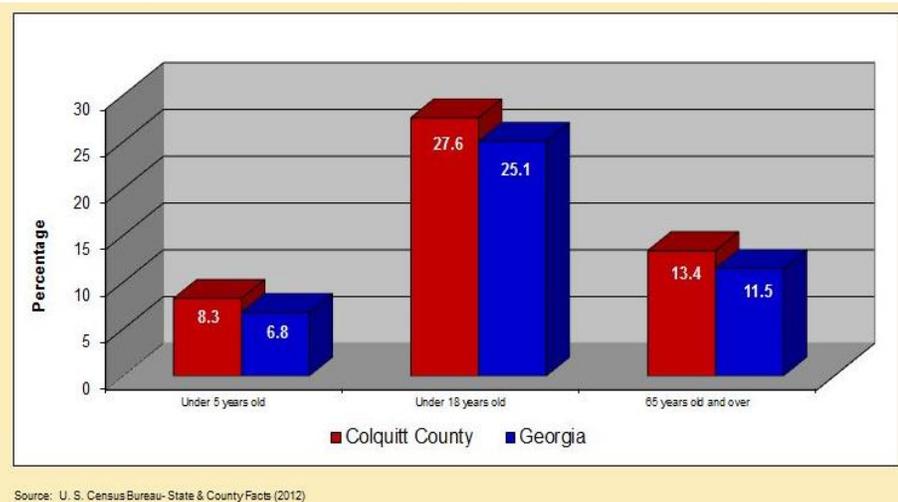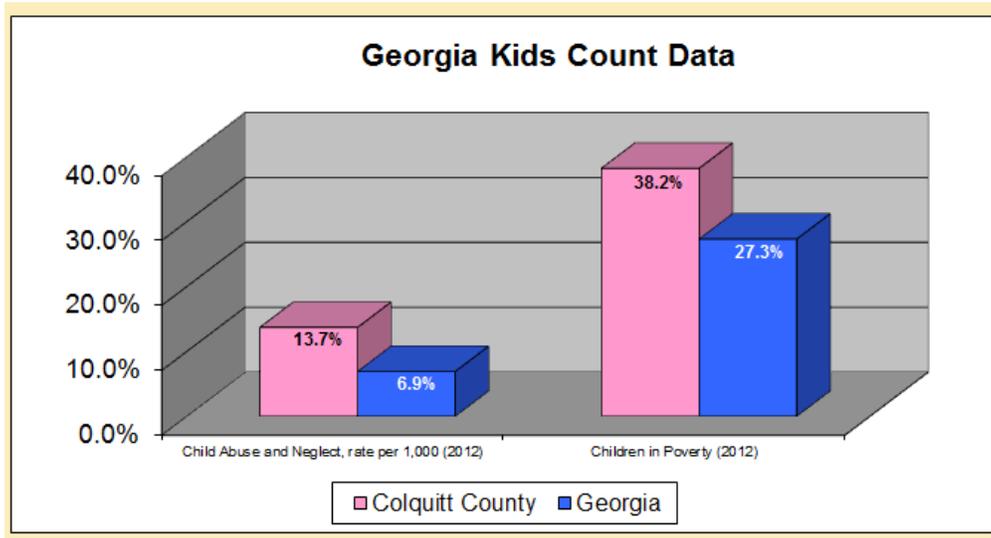
Data indicates that Colquitt County has many children who are born into generational poverty with parents being very young. The school system must take the lead before students arrive at school. Early intervention, involving the entire community, is key to preparing future-ready students.

Assessment Data

Colquitt County has private daycare providers, church preschools, YMCA early learning, Culbertson Headstart, Babies Can't Wait, Special Needs Preschool Program, and a large lottery funded Pre-K program (in school system). More than 90% of students are touched by a structured setting before they go to kindergarten. However, data is only available for students served in the school system.

Migrant Preschool Data

The success rate of the migrant preschool program is astounding. Early intervention is key in closing the gaps with Hispanic learners.
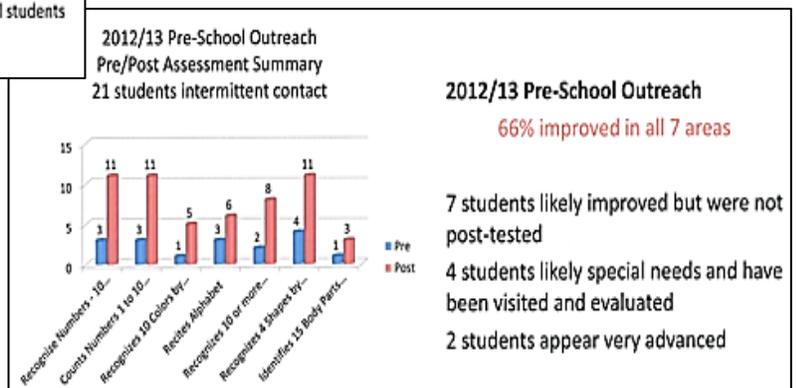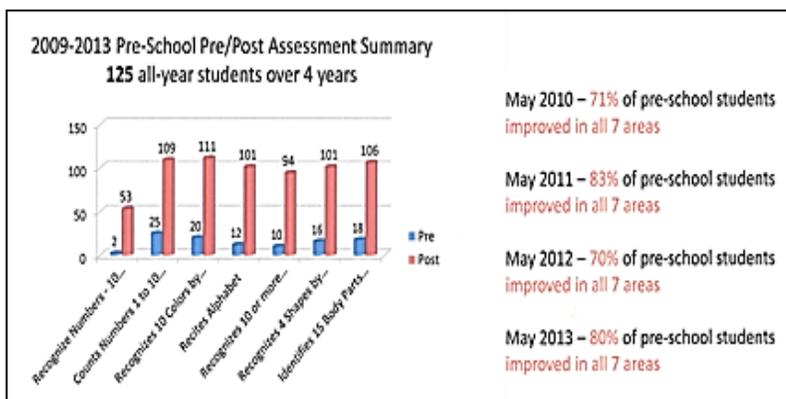
Work Sampling Online (WSO) Data

All Pre-K classrooms follow Bright from the Start guidelines. Implementation of Work Sampling Online began in 2011. Historical data presented is unavailable by disaggregated groups.

Historical Period 2 WSO Ratings for the Language and Literacy Domain *Chart indicates percentage of children rated as "in process" or* *"proficient" on at least 80% of the WSO Language and Literacy Indicators.*		
School Year	Colquitt Co BOE	All Georgia Pre-K
2011-12	94.2%	91.8%
2012-13	95.3%	93.2%

2013-14 Period 1 District WSO Ratings for Language and Literacy Domain				
Ethnicity	In Process	Proficient	Total for County "In Process"	Total for County "Proficient"
Asian	50%	50%		
Black, African American	47.2%	44%		
Hispanic/Latino	73.5%	20.4%	*54.9%*	*38.7%*
White	50.9%	41.2%		
Other	50.5%	38%		

Analysis of WSO data indicates that the Hispanic/Latino population is the weakest group in language and literacy. Considering the fact that many Hispanic students come from homes where little English is spoken, the discrepancy is understandable. Based upon K-5 data, the gap closes quickly as students become more proficient in English. Development of oral language and vocabulary is a need for all groups.

Georgia Kindergarten Inventory of Developing Skills (GKIDS) Data
(All charts indicate percentage of students meeting or exceeding standards.)

2010-11 Summary of District GKIDS Data for English Language Arts		
	State	*Colquitt County*
ELA Total	**81.4**	**75.4**
Reading	82.5	77.3
Writing	70.9	62
Listening/Speaking/Viewing	86.9	81.4

2011-12 Summary of District GKIDS Data for English Language Arts		
	State	*Colquitt County*
ELA Total	**81.5**	**77.2**
Reading	82.5	77.6
Writing	71.6	67.8
Listening/Speaking/Viewing	86.8	83.6

2012-13 Summary of District GKIDS Data for English Language Arts							
NOTE: This is the first year of implementation of Common Core Georgia Performance Standards. Indicators on the test were changed to align to standards.							
	State	*Colquitt County*	*Asian*	*Black*	*Hispanic*	*White*	*Other*
ELA Total	**76.7**	**70.6**					
Reading	79.1	71.7	41	65	66	79	80
Writing	68	59.7	42	53	57	66	61
Speaking/Viewing	81.7	79.9	33	74	75	87	17
Language	75.2	71.8	33	65	64	81	86

2013-14 Summary of District GKIDS Baseline Data for English Language Arts						
(Administered in the first ten days of Kindergarten)						
CCGPS Standard	**Element**	**ND**	**EM**	**PR**	**ME**	**EX**
ELACCKRF1	Follow words from left to right, top to bottom, and page by page	32%		33%	35%	
ELACCKRF1	Recognizes and names upper and lowercase letters of the alphabet	10%	28%	44%	18%	
ELACCKRF2	Recognizes and produces rhyming words	41%		38%	21%	
ELACCKRF3	Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sounds for consonants	39%		51%	10%	
ELACCKL1	Accurately prints name	16%	17%	48%	19%	

ND – Not Developed, EM – Emerging, PR – Progressing, ME – Meets, EX - Exceeds

Identified Strengths and Weaknesses

With the implementation of CCGPS, 2013-14 ELA scores present new baseline data. Analysis indicates that kindergarten children lag behind the state in all areas with the greatest deficits in writing and reading. Interesting to note is the growth for the Hispanic population. Scores on current year's baseline data indicate that notable gaps exist between Pre-K and Kindergarten. The continuity of instruction must be strengthened.

Preschool/Pre-K Teacher Data

Certification of Teachers	
ECE	33 teachers
Sp Ed	7 teachers (4 dual)

Highest Educational College Degrees	
BS	82%
M Ed	18%
EdS	2 teachers (degrees in 2 areas)

Teaching Endorsements	
Gifted	1
Reading	2
ESOL	4

Experience of All Pre-K Classroom Staff		
	Teachers	**Paraprofessionals**
0-1 yrs	31%	31%
2-5 yrs	42%	42%
6-10 yrs	14%	11%
11-15 yrs	13%	14%
16-25 yrs	-	2%

Statewide budget cuts within the Pre-K program have provided a challenge for retention of staff members. With salary caps eliminating compensation for training and experience, many staff members begin their careers in Pre-K and soon move to other grades. Few teachers, other than those in special education (exempt from salary caps), have more than four years of college.

All paraprofessionals have at least two years of college, a technical college certificate, or a Georgia paraprofessional license. Three paraprofessionals have their teaching certificates and anxiously await classrooms of their own.

Classroom Assessment Scoring System (CLASS) Data

Bright from the Start has been using the CLASS observation tool to measure classroom interactions with students since 2010. Data is used to determine professional learning needs at a state level. Feedback is given from the visit, but the feedback is not evaluative in any way. Data below indicates consistent strength in the following areas: classroom climate, behavior management, and productivity. The need for specific focus on concept development, quality of feedback, and language modeling is evident.

Dimension	Rating	2010-11	2011-12	2012-13	2013-14
# of Observations		28	8	6	5
Positive Climate	Low	4%			
	Mid	32%	50%	50%	
	High	64%	50%	50%	100%
Negative Climate (reverse scored)	Low				
	Mid				
	High	100%	100%	100%	100%
Teacher Sensitivity	Low				
	Mid	61%	75%	67%	60%
	High	39%	25%	33%	40%
Regard for Student Perspectives	Low	4%			
	Mid	57%	88%	83%	80%
	High	39%	12%	17%	20%
Behavior Management	Low				
	Mid	39%	75%	17%	20%
	High	61%	25%	83%	80%
Productivity	Low				
	Mid	39%	38%	50%	20%
	High	61%	62%	50%	80%
Instructional Learning Formats	Low				
	Mid	82%	63%	83%	20%
	High	18%	37%	17%	80%
Concept Development	Low	93%	75%	100%	80%
	Mid	7%	25%		20%
	High				
Quality of Feedback	Low	96%	75%	67%	40%
	Mid	4%	25%	33%	60%
	High				
Language Modeling	Low	57%	25%	33%	20%
	Mid	43%	75%	67%	80%
	High				

Participation in Professional Learning

All Pre-K staff members participate in required Bright from the Start training each year. Current training topics have included GELDS, WSO, and new teacher training. In addition, local Pre-K training has been provided on phonological awareness, reading readiness, and math readiness annually. All staff members participate in site-based professional learning where this year's focus has been Formative Instructional Practice, the Teacher Keys Evaluation System process, instructional use of iPads, and CPR/First Aid.

Goals and Objectives Based on Available Data

Goals	Objectives
Provide professional learning for staff and stakeholders on development of literacy skills	• Provide training on best practices in literacy • Train parents and stakeholders to support student learning
Develop a comprehensive balanced assessment system that informs the Response to Intervention process	• Implement grant required assessments • Use data to drive instruction
Provide quality, research-based materials, resources, and professional learning for literacy instruction	• Research, purchase, and implement research based literacy curriculum with fidelity

Building Block 1. Engaged Leadership

A. Action: Create shared leadership and plan for organizing, implementing, and sustaining an effective approach to literacy

The community's commitment to investing in early literacy is fundamental to prepare our youth to be future-ready students.   "Responsibility for children's readiness lies not with the children, but with the adults who care for them and the systems that support them." (*A Vision for Public Education in Georgia*) Furthermore, the Georgia Literacy Task Force believes that "ALL Georgia educators and citizens are responsible for ensuring that Georgia students successfully meet the literacy demands of global communities." (Why, p.32) Leaders within the school system and the early childhood community must be actively involved in developing goals and implementing a plan towards the vision for early literacy in Colquitt County.

Please note the following acronyms are used throughout this literacy plan:
- **CCSS** (Colquitt County School System)
- **ELLT** (Early Literacy Leadership Team)- Cross-sectional *school system-based* leadership team
- **ECC** (Early Childhood Collaborative)- *Community-based* coalition

Current Leadership:
Colquitt County Schools recognizes the importance of birth to five initiatives, as evidenced by the Early Childhood Collaborative (ECC) being part of the district strategic plan. Currently, the Colquitt County ECC is coordinated through the Preschool/Pre-K office.   The list of partners is updated regularly to reflect personnel changes, new agencies or programs, and identification of additional stakeholders. Leaders from the school system and community have shown great support for this collaborative and have participated in the meetings over the past four years. Early literacy projects have been planned, with several coming to fruition (See Building Block 2E), and the infrastructure to implement or continue these initiatives is in place.

The ECC has been a tremendous asset for the early learning community.   While literacy is a major component of the collaborative, the school system lacked a leadership team whose sole focus was early literacy.   As a result of the Striving Reader grant application process, cross-sectional representatives from each elementary school were selected to form the Early Literacy Leadership Team (ELLT).

The Colquitt County Early Literacy Leadership Team(ELLT)

Administrators
Lynn Clark- Pre-K Program Director
Krista Harrell- Hamilton Principal
Teresa Willis- Cox Pre-K Site Director
Ricky Reynolds- Funston Pre-K /Migrant Preschool Site Director
Dr. Maureen Yearta- Migrant Program Director
Dr. Fritzie Sheumaker- Colquitt County Ferst Foundation Director/ Community Action Team

Teachers
Leah Gaines- Sunset Pre-K teacher
Kathryn Simpson- Okapilco Pre-K teacher
Donna Horne- RB Wright Pre-K SPED teacher
Jennifer Partain- Odom Migrant Preschool teacher
Jean Lowery- Doerun Pre-K para
Jackie Barnes- Norman Park Pre-K para
Taylor Baggett- Stringfellow Kindergarten teacher

<u>Support Staff</u>
Katie Cato- Preschool Resource/Transition Coordinator
Liz Murphy-Funston/RB Wright Elementary School Social Worker
Sharon Conner- Intervention Specialist (System-wide)
Regina Campbell- Preschool Psychologist (System-wide)

The ELLT collected data from Pre-K and preschool staff and ECC partners to determine areas of strength and weakness in our current approach to literacy (What, p.5, How, p.1). On March 3, 2014, the Needs Assessment was emailed to the ECC stakeholders via Survey Monkey. Additional data was collected from partners at the ECC meeting on March 11th. The leadership team also had a follow-up meeting with Pre-K teachers on March 24th to discuss SRCLG and collect additional data and information. Additionally, plans are in place to individually survey ECC childcare and early education partners by phone or in person to gather the following information: number of children B-5 served, availability of literacy materials in agencies, use of early literacy or developmental screenings and assessments, current professional development practices, and interest in participating in professional development provided by the school system.

The ELLT reviewed all of the data and feedback as well as the research in The Why to draft the following vision and literacy goals (How, p.1):

Vision: The Colquitt County Early Learning Initiative will provide a range of services and supports that promote early learning and foster later school success in the K-12 education system.

Goals:
- Fully develop plan for Early Childhood Collaborative to organize, implement, and sustain an effective approach to literacy
- Build continuity among all Preschool/Pre-K programs and Kindergarten
- Increase access to quality parent education/involvement opportunities/resources
- Increase professional learning for all staff members on the development of literacy
- Acquire curriculum resources aligned to GELDS and Common Core Georgia Performance Standards
- Develop comprehensive, balanced assessment plan and Response to Intervention protocols

While developing these goals, the team brainstormed how fiscal accountability and responsibility can be shared by stakeholders and made a plan to address professional development needed to accomplish the vision and reach goals. The team also discussed the need for ongoing data collection and analysis for feedback to improve the program. Tasks were delegated among team members, and the team agreed to meet quarterly and email updates to stakeholders monthly.

Recent Initiatives:
A Community Action Team (CAT) with the focus on early childhood literacy was formed in 2006 to spearhead the efforts to bring Ferst Foundation to Colquitt County. CCSS committed leadership that drove the CAT's Ferst Foundation campaign. Community leaders rallied to support this initiative through monetary donations and publicity. From birth, children were eligible to be signed up to receive one free book by mail every month until age 5. Despite tremendous community support, after six years Ferst Foundation could not be sustained in Colquitt County due to the economy. Through the ELLT and SRCLG, the mission of the CAT can continue to champion quality early literacy initiatives in Colquitt County.

In order to promote awareness of early childhood services, the R.E.A.D.Y. Colquitt County (**R**esources and **E**xperiences **A**vailable in **D**evelopmental **Y**ears) brochure was developed in 2012 through work sessions with the ECC and funding from Pre-K Transition Coach grant. The brochure maps out the early childhood resources available and provides age-appropriate school readiness and literacy tips for parents. (How, p. 1) This existing resource will provide a template for the ELLT to build upon to promote community awareness. Additionally, an early literacy resource website will be created and shared through links on agency websites and advertisements around the community.

Expanding:
The ELLT aims to strengthen relationships between education services and early childcare providers by offering support and literacy resources including professional learning opportunities and parent workshops, being mindful of scheduling conflicts and other barriers. With the recent implementation of the Georgia Early Learning and Development Standards (GELDS), there is a need to educate the community stakeholders and build continuity of understanding of these standards. The ELLT will provide training opportunities focused on the GELDS, including the research supporting these standards and the early literacy goals set by the team.

Through regular data collection, the ELLT will work with stakeholders to refine goals and adjust professional development practices to address areas of weakness reflected in data analysis. Efforts will be made to encourage childcare providers to participate in professional development by offering incentives such as children's books and literacy resources. Additionally, we hope to provide early literacy training to childcare providers and workers through the existing Childcare Symposium that is offered through the UGA extension office.

Sustaining:
The ELLT will identify individuals who possess not only strong understanding of the foundations of literacy and standards in place, but also strong interpersonal skills and ability to mentor teachers, childcare providers, parents, and other community partners. These mentors will help identify additional individuals in each setting who will promote professional development in early literacy.
Creating this pipeline of leaders will provide sustainability for the continuation of the work.

Summary of Our Plan
- **Plan the ECC and Early Literacy Leadership team meeting calendars**
- **Refer to the research in the state literacy plan**
- **Promote awareness and ownership of literacy goals among ALL stakeholders**
- **Plan ongoing data collection and analysis**
- **Plan GELDS training for ALL stakeholders**
- **Strengthen relationships and collaboration with childcare/early education providers**
- **Include ALL stakeholders in early literacy professional development**
- **Update and continue distribution of READY Colquitt County brochure**
- **Establish an early learning resource website for Colquitt County**
- **Refine literacy goals and improve program based on data analysis**
- **Identify and foster leadership qualities in personnel and stakeholders and facilitate opportunities for modeling**

(What, p.4); (How, p.1-2)

Building Block 2: Continuity of Care and Instruction for All Young Students

A. Action: Convene an Early Childhood Coalition within the community where professionals from various organizations and other stakeholders affecting young children may meet to learn from and support one another.

"Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members." (Why, p.26) The Colquitt County School System recognizes that our community's support is crucial for successful early literacy initiatives, and collaboration with community partners has been a priority for several years.

Current Collaborative Efforts:
In 2008, the Colquitt County Pre-K director began coordinating meetings to promote smooth transitions and strengthen collaboration among early childhood educational providers, including private and public preschool/Pre-K providers, Head Start, and Babies Can't Wait. In 2010, through the BFTS Pre-K Transition Coach Grant, the Colquitt County Early Childhood Collaborative (ECC) was established to include not only the educational sector, but also healthcare, social service, and childcare providers. The goal was to bring everyone involved to the table quarterly to discuss issues and share information, thus promoting community awareness of the needs and resources associated with the birth to five population. Currently 30 agencies, including CCSS, are part of the ECC. Among the 30 agencies, more than 85 individuals receive invitations and updates via the ECC email list serve.

Agencies represented in existing ECC include School System (Administrators, Pre-K and preschool staff, school social workers, psychologists, SLPs), Southwest GA Community Action Council Head Start, Telamon Migrant Head Start/Early Head Start, church preschools, childcare providers, Babies Can't Wait, private therapy services, public library, Colquitt Regional Medical Center, advocacy groups, Family Connection, social service agencies, UGA Extension, Moultrie Technical College early childhood program, and United Way. ECC meetings are held quarterly, and partners are able to update the group about resources, available services, and current initiatives. The Preschool Resource/Transition coordinator leads meetings and sends follow-up emails with meeting notes in order to update those partners who are unable to attend. ECC Meetings take place quarterly and are typically held on Tuesdays at 1:00 at the Board of Education central office.

Planning:
The Needs Assessment was sent to the ECC partners via Survey Monkey, and a meeting was scheduled for March 11, 2014, in which follow-up data was collected. With the exception of the school teachers and administrators surveyed, many partners communicated that they did not know how to answer most of the questions, thus indicating a lack of stakeholder understanding of the standards and practices relating to early literacy.

The Early Literacy Leadership Team has identified individual Early Childhood Collaborative partners to work on specific aspects or the early literacy needs. Examples of these roles include:
- Pre-K Director- Professional Learning
- Speech/Language Pathologist- Development of oral language and vocabulary
- School Psychologist- Consultation about suspected developmental delays
- School Social Worker- Crisis management; parent communication and education
- Director of Public Health- Incorporating simple literacy screenings /resources into WIC appointments

- Preschool Resource/Transition Coordinator- Community Outreach- providing books and resources in homes and centers; transition activities

The recent introduction of the Georgia Early Learning and Development Standards (GELDS), which includes the entire birth-five population, presents a great opportunity to get all providers, stakeholders, and parents "on the same page" concerning the learning and development of children. On the GELDS website, one of the six purposes for the development of these standards is to "create a 'universal language' for all stakeholders to use regarding the learning and development of children" (BftS:GELDS).   CC Pre-K fully adopted these standards in 13-14, so all Pre-K teachers participated in GELDS training. We plan to provide opportunities for ECC partners to learn about GELDS at upcoming collaborative meetings.

Recent/Current Initiatives:
Because the ECC is coordinated by the Preschool Resource/Transition Coordinator and the Pre-K director, the Colquitt County Pre-K/Preschool office has become a "hub" for information and resources for the birth-5 early learning/literacy within the school system and the community.   Efforts are made to maintain current contact list of community resources, thus referring families and partners to appropriate programs.

At the March 11th ECC meeting, partners identified the following Birth-5 early learning/literacy initiatives that have recently been in place or are currently active in Colquitt County:
- Books for Babies- Board book and literacy packet provided to newborns at Colquitt Regional Medical Center- See 2E (No longer Operational)
- Ferst Foundation (No longer Operational)
- United Way Born Learning Trail and distribution of Born Learning developmental resource guides for parents
- Parent Workshops on early literacy and school readiness- conducted by Pre-K/Preschool staff at a variety of settings including elementary schools, migrant Saturday school, local churches, YMCA childcare, the Hope House (Pregnancy Care Center), and the public library.
- Prime Time™ Family Reading Program at the Public Library (Through a grant)
- YMCA Early Learning Readiness for Informal Family, Friend, and Neighbor Caregivers (Through the Goizueta Grant)- Models age-appropriate early learning practices for parents/caregivers of Hispanic children age birth to five.

Expanding:
With SRCLG funding for books and printed materials, plans can be made for Books For Babies to resume operation. Partnering with local leaders and civic organizations for this project will promote sustainability by gradually transferring funding responsibility to these groups. Collaborating with civic groups will also provide manpower for assembling packets. Suggestions for expanding this project include partnering with local physician's offices and the Health Department to create literacy packets to be distributed at well child check-ups and WIC appointments.   SRCLG planning resulted in several conversations with community partners and identification of other possibilities for collaboration and funding. For instance, United Way is currently considering an outreach grant that would fund early literacy initiatives such as working with physicians to incorporate literacy screenings into well-child visits. Additionally, the development of a website devoted to community resources and programs available for the birth-5 population would benefit families and the community partners who work with these families. Links to local websites as well as other great resources such as PBS Parents could be included.

Summary of Our Plan

- **Plan ECC quarterly meeting calendar for 14-15 school year**
- **Send regular updates/meeting invitations to ECC partners via email**
- **Identify individuals/committees among ECC partners to work on specific aspects of the early literacy needs**
- **Plan professional development on GELDS for ALL stakeholders**
- **Continue to update and maintain ECC contact list and email list serve**
- **Continue to maintain a directory of birth-5 community resources at the Pre-K/Preschool office for family and partner referrals, as needed**
- **Promote community awareness of and access to current literacy initiatives**
- **Resume operation of Books for Babies through collaboration with Colquitt Regional Medical Center and civic groups**
- **Research other funding opportunities and potential partnerships for literacy initiatives**
- **Expand upon Books for Babies and literacy initiatives such as the YMCA Goizueta program**
- **Develop and expand Birth-5 resource website as the program grows**

(What, p.4); (How, p.3-4)

B. Action: Ensure smooth transitions from one school/agency to another

According to "The Why" page 93, BftS defines transition as "a process that prepares all partners- students, families, schools, and communities- to develop the knowledge, skills and relationships that help students move from one educational setting to another."

Planning:
The Early Literacy Leadership Team will organize a transition team whose primary focus will be to learn what activities are already in place and to research and implement a protocol that will improve continuity of service for children. Transition team members may include the preschool resource/transition coordinator, Pre-K Director, an elementary principal, Kindergarten teachers, and Pre-K teachers. In addition to coordinating Pre-K and Kindergarten transition activities, this team will work with Head Start, church preschools, and childcare providers to plan school visits and parent workshops that explain structure and expectations of the next learning environment. Plans will also include extending invitations to childcare and early education providers to participate in local trainings in an effort to build continuity in instruction from one learning environment to the next.

Current Transition Protocols:
Recognizing the importance of transition, CCSS employs the following protocols to prepare children for the next learning environment:

Age 3 Transition

CCSS receives periodic reports from Babies Can't Wait listing children who are projected to transition within one year. The transition begins at age 30 months with BCW contacting the Special Needs Preschool Referral Coordinator to schedule a meeting including the BCW service coordinator, parents, and Special Needs Preschool Program staff. The referral and evaluation process, along with transition options are explained to parents. If parents choose for BCW to refer child to the school system, a hearing/vision screening is coordinated, and all other required documents are collected. Once hearing/vision are cleared and documents are obtained, the preschool psychologist and SLP begin evaluation. All five areas of development (cognitive, communication, social/emotional, physical/motor, and adaptive behavior) are evaluated. Eligibility/placement must be determined on or before the child's third birthday.

<div align="center">Transition to Pre-K</div>

In order to prepare families for Pre-K registration, Colquitt County Pre-K coordinates a publicity blitz several months before registration through newspaper ads, mass emails, signs at local agencies and physician's offices, and information distribution through all ten elementary schools. Collaboration with private preschools and childcare centers is also a very important aspect of the transition to Pre-K.

<div align="center">Transition to Kindergarten</div>

- From the Pre-K classroom- In the latter half of the school year, transition activities become daily routine and special activities are planned to prepare children for Kindergarten. Each spring Pre-K and Kindergarten teachers work together at each school to offer parents a Kindergarten Readiness program. Expectations are explained, and families receive simple literacy materials for summer activities.
- From Head Start- Each year, CCSS sends representatives to participate in the Culbertson Head Start Transition Meeting. The local Head Start prepares packets on each upcoming Kindergartener containing general information about the child, screening results, and work samples for the Kindergarten teacher. The Pre-K office assists with distributing these packets to the appropriate schools. Additionally, CCSS presents a Kindergarten Readiness workshop for parents at Head Start. This workshop is similar to the one used for Pre-K families, with the addition of information about registering for school. Head Start students tour elementary schools as part of their transition process.

<div align="center">Other Steps that Foster Smooth Transitions</div>

CCSS Program for Exceptional Children advertises the Child Find program that seeks to identify, refer, and if necessary, evaluate children ages 0-21 who have special needs. With the help of the ECC, awareness of early intervention services such as BCW, Special Needs Preschool Program, and local therapy providers has increased significantly. However, every year there are children who could have transitioned to Pre-K or Kindergarten more smoothly, but apparently "fell through the cracks" without proper supports in place. The school system is committed to community outreach that helps identify children who have been isolated or not exposed to early learning opportunities, and is continually searching for innovative ways to reach these at-risk children.

The R.E.A.D.Y. brochure includes some very basic reminders for parents of newborns, toddlers, and preschoolers relating to transition. These brochures are available throughout the community. In addition to Kindergarten Readiness workshops, CC Pre-K offers a series of workshops, entitled *Ready for Success*, that teach parents and caregivers how to incorporate early literacy into everyday activities and promote readiness for each phase and each learning environment.

Expanding:
CC Pre-K hopes to expand transition activities by strengthening collaboration with community partners. The ELLT would like to develop protocols geared toward the birth-3 population that promote awareness of local preschool programs. By encouraging birth-three providers to participate in early literacy trainings aligned with GELDS, quality transition activities can reach our youngest children. Expanding the R.E.A.D.Y. Colquitt County guide to include a thorough list of age-appropriate transition activities and resources would also help promote awareness.

A community effort, led by the ELLT to identify at-risk children ages three and four, and implementing interventions immediately will be a crucial step to closing the gaps that hinder readiness. One possibility is to offer a summer transition program for children who will transition to Pre-K and Kindergarten in the upcoming school year. The daily schedule for this program would support rituals and routines associated

with the learning environment and be heavily enriched with literacy activities. DECAL is one possible funding source as it offers the six-week Pre-K Summer Transition Program to ensure that children get a jump-start for Kindergarten.

<div align="center">

Summary of Our Plan
</div>

- **Coordinate a transition team to research and plan activities, improve continuity of service, and foster smooth transitions for birth-5 population**
- **Continue to implement and refine current transition protocols**
- **Update and continue distribution of READY Colquitt County brochure**
- **Continue delivering readiness workshops, expanding to reach more families and caregivers**
- **Develop birth-3 transition protocols that promote awareness of local preschool opportunities**
- **Develop a summer transition program for at-risk upcoming Pre-K and Kindergarten students**

(What, p.5); (How, p.5)

C. Action: Connect Families to Schools and Childcare Entities

"Since its inception, one of the goals of Georgia's Pre-K program and Bright from the Start has been to change parents', child care providers', the public's, and policy makers' perception of childcare from one of "baby sitting" to one of early education" (Why, page 21). The ELLT and CC Pre-K recognize that a crucial aspect of connecting parents to childcare and early education programs should be helping them understand "that the first years of a child's life are critically important in laying the foundation for future academic success" (Why, p. 21) and that, when choosing a program, they should consider not only that their child's physical needs are met, but also their early literacy needs are met.

Current Practice:
CCSS informs parents about Pre-K and Kindergarten registration through newspaper ads, flyers, and reaching out to partner agencies who serve children and their families to share this information. Detailed information about requirements for school registration in both English and Spanish is included in all publicity efforts, and personnel are prepared to answer questions about this process. Through the ECC, the Pre-K office also makes families aware of Head Start registration and church preschool registrations.

Expanding:
The ELLT understands that more emphasis must be placed on creating opportunities for parents to learn about the expectations of the next learning environment. The team must consider how to strategically place resources and schedule activities in the community for families to have optimal opportunity to learn from them. Furthermore, community partners must assume responsibility to be actively involved in educating parents about the importance of early learning. Community service/healthcare providers who have frequent direct contact with parents and children are logical partners for connecting parents to appropriate childcare/early education providers and promoting early literacy opportunities within the home and in centers. For example, a great way to promote use of the R.E.A.D.Y. Colquitt County brochure might be to collaborate with the WIC coordinator at the Health Department to distribute this resource with a brief explanation at initial WIC appointments.

Sustaining:
The ECC will play a vital role to keep SRCLG initiatives alive through continued communication and collaboration. Partnerships with community agencies to host/fund parent activities will promote sustainability.

Summary of Our Plan
- **Continue efforts to promote upcoming registrations through various forms of media**
- **Encourage community partners to assume responsibility for the early literacy needs of the children and families with whom they work**
- **Collaborate with community partners to distribute information about childcare/early learning centers**

(What, p.6); (How, p.6)

D. Action: Connect Communities to Schools

The definition of literacy by the Georgia Literacy Task Force includes the following goal: "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (Why, p. 31). Colquitt County Pre-K understands that engaging our out-of-school agencies and organizations to promote our students' literacy will benefit not only our students, but our community at large.

Current Practice:
The ECC contact list and email list-serve allow easy correspondence between community partners and schools. There is also a school/community relations coordinator who assists with press releases on behalf of the Pre-K program and the ECC.

Because all Georgia Pre-K classes in Colquitt County are housed within the public schools, a solid infrastructure is in place for transitions to Kindergarten. Student information is easily shared and joint professional development can be coordinated.

Expanding:
It will be very important to enlist community support to accomplish the goals set forth by the ELLT. In addition to working closely with the ECC, team members will have to reach out to civic organizations and local leaders who can possibly contribute money and/or volunteers towards initiatives. The team will commit to speaking engagements to explain the program and solicit help.

Summary of Our Plan
- **Utilize the ECC contact list/email list-serve to communicate between communities and schools**
- **Utilize the school/community relations coordinator for publicity**
- **Continue sharing Pre-K information with Kindergarten**
- **Reach out to civic groups and local leaders to explain vision and literacy goals of the Early Literacy Leadership Team and solicit help reaching these goals**

(What, p.6-7); (How, p.6-7)

E. Action: Improve access for families to resources for the enhancement of early literacy in their homes

The Why makes the correlation between problems with oral language in the preschool years and later reading problems. The Why explains "Unfortunately, many children come to preschool and kindergarten having had fairly limited conversations with adults in their home of the kind that promote language development" (Why, p. 62). Evidence suggests that many Colquitt County students do not have literacy support in their homes and begin school lacking this foundation. Analysis of Colquitt County data indicates that there is a large occurrence of children born into generational poverty to very young parents, many whom have less than 12 years education. These families must be provided resources, training, and support to increase literacy opportunities in the home.

Planning:
The ELLT will work with the ECC partners to identify barriers that may prevent families from participating in literacy trainings. The team acknowledges that transportation is a major issue in this community. There is not a well-developed public transportation system, and many families live several miles from town in rural communities. Trainings must be strategically located within communities, and efforts should be made to "piggy-back" on existing events, such as church family nights and PTO meetings. Partnering with local employers to take literacy workshops and resources onsite to parents is an excellent way to address barriers as well. Additionally, offering trainings or resources in both English and Spanish is imperative. Furthermore, effective publicity that considers language, cultural, and physical barriers is a vital component to planning a successful training.

Implementing:
CC Pre-K recognizes the impact parents can have on children's literacy development and has created several parent workshops to support early literacy, with emphasis on meaningful conversations and reading aloud with children. Workshop titles include *Getting Ready to Read*, *Connecting Reading to Writing*, and *Ready for Success*.

CC Pre-K understands the challenges associated with publicizing workshops and literacy events. Grassroots methods such as fliers, personal phone invites, and door-to-door visits are commonly used. Often parents' work schedules make participation in workshops difficult. Taking literacy resources and workshops directly to parents' places of employment eliminates this logistical barrier. CC Pre-K/Preschool has partnered with National Beef, a local major employer, to offer a workshop called "Helping Your Child be Ready to Read" during the afternoon shift change. National Beef graciously hosted, providing space and refreshments, and made participation convenient for employees. This model for delivering workshops was very effective, thus encouraging us to seek out other employers to form similar partnerships.

Expanding:
Literacy resources and initiatives must have a larger presence in Colquitt County to reach ALL children and families. The team must "think outside of the box" and strategically locate resources for parents and children. Through the SRCLG, there is a great opportunity to partner with stakeholders to create "early learning and literacy nooks" in waiting areas at doctors' offices, Health Department, DFCS, and other local service agencies. Expanding the presence of parent workshops will begin with a commitment of regularly scheduled literacy workshops at National Beef. Partnerships with local employers can facilitate the launch of other literacy projects, such as onsite parent lending libraries, book giveaways, and information about child development and community resources. SRCLG would also provide resources for parents that are modeled in the workshops.

Sustaining:
The Early Literacy Leadership Team sees parents as a valuable human resource for promoting early literacy. Many of the parents with whom we work possess leadership qualities and would be excellent candidates to become co-facilitators for parent workshops. They in turn, can redeliver early literacy information to friends, neighbors, coworkers, etc. Partnering with these parents to create a train-the-trainer program will empower our families and promote sustainability beyond the life of the SRCLG.

Summary of Our Plan
- **Identify barriers that prevent families from participating in family literacy events**
- **Ensure that translators are available for literacy activities and workshops for Hispanic families**
- **Research other grants and funding sources to provide books and literacy resources for families**
- **Partner with local employers to provide onsite early literacy training for parents**
- **Collaborate with community organizations to incorporate family literacy activities into existing community events**
- **Resume distribution of "Books For Babies" literacy packets for newborns at Colquitt Regional Medical Center**
- **Create a train-the-trainer with parents as co-facilitators to assist in providing early literacy training for families**

(What, p.6); (How, p.7-8)

Building Block 3. Ongoing Formative and Summative Assessments

A. Action: Establish an infrastructure for the use of screening and diagnostic assessments

The Why, p.100 describes Bright From the Start's "two-fold screening approach" that 1)requires hearing and vision screenings for participation in Pre-K and Head Start and 2)incorporates assessments to "support the identification of young children's strengths and progress." When developing an assessment plan, CC Pre-K understands the importance of determining appropriate screening and diagnostic instruments, establishing clear and feasible protocols for staff, providing training for interpreting data, and following-up with parents to connect them with resources that address concerns raised by the screening (What, page 6). The Why document includes an assessment plan that will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies" (Why, p. 96).

Planning:
The CC Pre-K/Preschool program recognizes that we have much room for growth and improvement in our use of screening and diagnostic assessments. Currently our infrastructure is inadequate, lacking consistency among our 31 classrooms and ten school sites; thus failing to provide teachers with materials and support needed for effective data collection and interpretation. The most obvious issue is the absence of a universal screener in the current protocol. Currently the only data collected on every Pre-K student is through the WSO program required by BftS. The full implementation of required universal screeners will help teachers determine at-risk students more accurately. Through grant funding, diagnostic assessments, instruction/interventions, and progress monitoring will flow seamlessly and better meet the needs of ALL students.

It is also important to note that CC Pre-K recognizes that our curriculum resources need to be aligned with GELDS. Through the SRCLG assessment and data analysis plan, we will gain information to guide curriculum decisions. SRCLG funds would create an opportunity to purchase these curriculum resources.

Plans are in place to form site-based Preschool/Pre-K RTI teams to assist teachers. A manual containing thorough instruction for data collection/analysis and an RTI guide including detailed, exemplar documentation (See Building Block 5), with ongoing training, will be developed through the first year of SRCLG.

The need for a comprehensive balanced assessment protocol is an identified weakness CCSS. With the acquisition of the SRCLG, the PALS and PPVT will be fully implemented along with CLASS observations.

Current Screening/Assessment Practices:

Hearing and Vision Screenings

The school system understands the impact that hearing and vision problems can have on learning, and considers screenings and follow-up of the utmost importance. "Hearing and vision loss are often described as 'invisible handicaps,' causing problems that are not easily detected but can be devastating to children as they develop language." (Why, p.100) Colquitt County School Health works closely with Pre-K and preschool students to ensure that hearing and vision screenings have been performed within one year and follow-up is in place, when indicated (How p.9, What p.6). In Recommendation 7, DECAL includes that it will "promote and develop community based access for vision and hearing screening and appropriate follow-up," underscoring the importance of our commitment to these efforts (Why, p.36).

School nurses make certain that an Ear, Eye, and Dental form (EED) is on file for all students. Additionally, all special education referrals require a passed hearing/vision screening or clearance from a specialist within one year. Nurses and school social workers work closely with parents and medical providers to ensure the necessary follow-up. Direct communication with primary doctors to initiate audiology referrals and reminding parents about appointments is often required, and the process may take months. School social workers and nurses often arrange transportation, assist with Medicaid issues such as lapsed coverage, or secure funds or resources to help pay for services not covered.

Additional Hearing and Vision Resources

Because the preschool/Pre-K population is very diverse in its maturity level and ability to comprehend/cooperate with screenings, the school nurse coordinator has specialized pediatric screening instruments that do not require children to comprehend/interpret directives, including an OAE (Otoacouatic Emissions) machine, photo vision screeners, and a tympanometer. The nurse collaborates with specialists to ensure proper use of instruments and to make providers aware of screening practices. Prevent Blindness provides mass vision screenings for all Pre-K students, and Sight for Students is available to cover vision exams for children who do not have insurance coverage. Colquitt Regional Medical Center Speech Pathology Department has also expressed interest in partnering with the school system and the ECC to ensure that hearing needs do not go unidentified and unmet. Colquitt Regional is currently negotiating to hire an audiologist who specializes in central auditory processing. The addition of this resource would allow for more children in Colquitt County to have access to comprehensive audiology services.

Developmental Screenings/Assessments

CC Pre-K/Preschool works closely with the school psychologists and SLP's to research and determine which developmental assessments are appropriate for our students (How p.9). Furthermore, assessments performed by private practitioners, therapists, or Early Intervention are carefully reviewed and considered. The Ages and Stages Questionnaire is readily available online and in doctor's offices, and is used to screen developmental milestones and help parents know if early intervention may be needed. Babies Can't Wait uses the Battelle Developmental Inventory as an assessment instrument to determine eligibility for early intervention services. Results from the ASQ and Battelle are reviewed by the Special Needs Preschool psychologist when a child is referred to transition to the school system from BCW.

Once in school, a variety of screeners and assessments are used *as needed* if there is a concern that a child may be at-risk or delayed; however, there is not a universal screener that is used for every preschool and

Pre-K child within the CCSS. Currently, the Pre-K and preschool programs use the following screeners and assessments:

- **WSO**- Ongoing assessment in which Pre-K teachers rate children's proficiency for 69 indicators in 7 learning domains **(Required by BFTS)**
- **Migrant Preschool Pre and Post-Test**- Locally developed simple screener assessing early academic skills before and after the class. **(Required Locally)**
- **Pre-K Progress Monitoring Checklist**- Locally developed instrument for teachers to rate students in the five developmental areas.   Generally, it is used as documentation for RTI and not required for all students, though some teachers use it in conjunction with WSO. **(Required for RTI only)**
- **Developmental Profile 3rd edition (DP3)-** Used to screen the "whole child" and rule out delays in other developmental areas when speech/language concerns are primary **(Required for Referral for Speech/Language Evaluation)**
- **Bracken School Readiness**- Commonly administered to Pre-K children to assess basic skills such as colors, alphabet, and numbers. **(As Needed)**.
- **Conners Early Childhood**- Assesses all developmental areas. May be used to guide RTI or part of the battery of tests for a psychological evaluation **(As Needed)**
- **Clinical Evaluation of Language Fundamentals (CELF-4)-** Language screener administered by SLP **(Required for RTI)**
- **Caroline Bowen Quick-Screen**- Articulation screener administered by SLP **(Required for RTI)**
- **Preschool Language Scale -4 (PLS-4)**- Used by SLP to screen preschool/Pre-K students who are unable to comprehend the CELF-4 **(As Needed for RTI)**

Currently, through the RTI model, teachers seek guidance from several resource personnel including the Pre-K site/program directors, SST coordinator, special education teachers, SLP, school psychologist, counselor, and intervention specialist, to determine which screenings and assessments are appropriate to gain more information about a child on a case by case basis.

An important part of the current screening and assessment process is involving the parent through conferences and interviews (How, p.9). Pre-K developed the ***Getting to Know Your Pre-K Child*** tool to facilitate discussion with families about a child's prior preschool experiences, medical issues, strengths, and concerns about the child in the school and home setting. The Pre-K director encourages the teachers to use this tool for **ALL** children early in the school year to gain understanding of the child, including how he functions outside of the school setting. Parents are vital partners as many assessments require parent report or completion of rating scales. Findings are shared with families, and strategies are suggested to support children both at school and home.

In an effort to ensure continuity of service, CC Pre-K aims to identify children who have received support services such as speech and other therapies prior to beginning Pre-K. Parents are asked about prior services during Pre-K registration so records can be obtained and reviewed by school service providers. These efforts help to prevent lapse in service during the transition to Pre-K.

With the implementation of a protocol and timeline that includes universal screenings and diagnostic assessments, professional learning must be carefully developed. The Why explains that assessments only identify weak areas and do not tell us how to teach. "The 'how to instruct' must be embedded in sound professional learning opportunities and training" (Why, p.98). Teachers must "make necessary adjustments in the delivery of services to meet the needs of all children" (How, p.9). Regular professional development and creating a "peer-to-peer support" system for teachers will ensure that teachers have the support they need to implement the protocol.

Summary of Our Plan

- **Research screeners, diagnostic assessments, and progress monitoring tools to accompany assessments**
- **Develop screening and assessment protocol and timeline**
- **Train administration, Blitz team, and teachers on assessments**
- **Implement universal screener(s) to determine at-risk students**
- **Plan regular professional development on interpreting data and planning instruction**
- **Plan joint Pre-K and Kindergarten trainings for sharing assessment data**
- **Regular communication of data to parents and stakeholders**
- **Consider contracted services of Preschool Intervention Specialist(s) to assist with PL and work directly with teachers on targeted instruction/interventions**
- **Collaborative review of data at classroom, site, and system levels**

(What, p.6); (How, p.9-10)

B. Action: Use formative assessments to inform instruction and meet the needs of children and students.

The Why emphasizes that formative assessments should be used to drive and affect instructional strategies in the classroom. The strategies used by the teacher should be adjusted according to the results of the formative assessments. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback" (Why, p. 98). "Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement" (Why, p. 97).

CC Pre-K does not employ any common formative assessments other than the required Work Sampling Online (WSO) system. Data is collected in the form of matrices, work samples, pictures, and anecdotal notes which are used to rate the child's proficiency. Pre-K program visits indicate a clear need for teachers to have professional learning on using data gained in WSO to guide instruction. Plans will be made to support teachers in more effectively using the WSO class profile information.

Teachers are responsible for incorporating formative assessments into daily lessons to determine students' understanding of the standards. Many teachers use a "ticket out the door" model that requires children to perform a task that demonstrates understanding before moving onto the next activity. For instance, after a large group lesson on rhyming words, a child might be asked to say a word that rhymes with "cat" before choosing a center for work time.

Expanding:
In order to fully understand the value of assessment, teachers need to have a deep knowledge of the standards, how to develop the concepts, and what acceptable means of assessing standards look like. Pre-K and Preschool teachers are participating in site-based PK-5 studies using Formative Instructional Practices module. Deconstructing and fully understanding GELDS is essential.

Summary of Our Plan

- **Strengthen the use of WSO to guide instruction**
- **Provide training on differentiation based upon formative data**
- **Provide training on formative instructional practices**
- **Provide in-depth training on GELDS**

(What, p.7); (How, p.10-11)

C. Action: Use summative assessments to determine effectiveness of instructional program

The Why document includes an assessment plan that will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies" (Why, p. 96). Colquitt County Pre-K recognizes a need to effectively use data from summative assessments in order to provide the best instruction for our students.

Implementing:
CC Pre-K currently uses the WSO program twice a year (in December and May) to assess students' proficiency in 69 indicators within seven learning domains. Analysis of the last two school years' WSO data indicates that Colquitt County Pre-K students perform above the state average in the language and literacy domains, however, there is a discrepancy with baseline GKIDS data in Kindergarten. Through a follow-up survey to the Needs Assessment, Pre-K and Kindergarten teachers shared a common concern that student assessment data lacks continuity from Pre-K to Kindergarten. WSO data is difficult for Kindergarten teachers to interpret, and there is no formal procedure for sharing and explaining this data. Joint professional development between Pre-K and Kindergarten teachers will build continuity and strengthen understanding of standards and expectations.

Summary of Our Plan
- **Implement required SRCLG assessments**
- **Evaluate end-of-year assessment results**
- **Use data to adjust instruction**
- **Plan vertical collaborative meetings for Pre-K and Kindergarten teachers**

 (What, p.7); (How, p.11-12)

D. Action: Use literacy screenings to assess readiness of individual children for reading and writing

The Why document emphasizes the importance of screening basic literacy skills "multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it" (Why, p. 101).   CC Pre-K does not currently utilize any normed screenings to assess students' literacy skills. Given that many children in Colquitt County come from are literacy and language poor homes, there is an urgency to identify weaknesses and begin interventions immediately to "make up for lost time" and accelerate learning.

Planning:
As part of the SRCLG application process, the Early Literacy Leadership Team has begun researching the required literacy screeners (PALS-Pre-K and PPVT-4). Early planning sessions reveal the need to contract with a group of retired Pre-K teachers to assist with grant required testing in the first couple of years. Testing would be completed in a timely fashion with results being immediately shared with teachers. Teachers must receive training in the interpretation of the data in order to use it effectively to guide instruction. The testing responsibility would shift to the K-5 Blitz assessment teams, thus providing sustainability.

Summary of Our Plan
- **Research and purchase required universal screeners**
- **Plan screening/assessment calendar and procedures for data analysis**
- **Assemble and train "blitz team" to administer screenings**
- **Plan professional learning for differentiation based on screening data**

- **Gradually release responsibilities from "blitz team" to Pre-K staff and K-5 assessment team**

(What, p.7); (How, p.12)

Building Block 4. Best Practices in Literacy Instruction

A. Action: Ensure that instructional design and implementation are clearly and consistently aligned with GELDS

The Why, page 22 describes studies commissioned by BftS "to underscore the need for further literacy intervention in Georgia's early education community." Findings showed "that many environments serving children birth to five are lacking in quality in basic literacy practice." CC Pre-K recognizes room for growth in this area. Analysis of CLASS data reveals that CC Pre-K classrooms lack focus on language modeling, concept development, and quality of feedback. Furthermore, CC Pre-K has not adopted research-based curricular materials that are aligned to GELDS.

Implementing:
BftS clearly outlines expectations and materials for best practices in the Pre-K Operating Guidelines. CC Pre-K is required to have a system for lesson plans review by an administrator with feedback being given using the Instructional Quality Guide for Planning and Instruction (IQ Guides). Teachers are required to reference the GELDS explicitly for each planned activity. Posted daily schedules and lesson plans must also be aligned to reflect the same clock times. As an optional resource, BftS has created exemplar lesson plans for the first 12 weeks of school, entitled *Off to a Good Start*. Currently all Pre-K classrooms utilize these lesson plans.

CC Pre-K recognizes that children enter school with a broad range of skills, background knowledge, and exposure to print and language in their homes. Analysis of WSO and GKIDS data reveals weak readiness skills for many of our students. Differentiation of instruction is crucial to ensure that each and every child's needs are addressed. "By taking into consideration the individual needs and strengths of all students, teachers build a foundation for the implementation of appropriate strategies that lead to academic success" (Why, p.41) Required WSO trainings emphasize creating small groups based on analysis of student assessment data, including literacy and language indicators.

Expanding:
SRCLG provides an opportunity to adopt much-needed curricular materials for Pre-K classrooms. Building upon *Off to a Good Start* to create exemplar lesson plans for the entire school year will help ensure that literacy instruction is systematic, explicit, and aligned to GELDS.

Summary of Our Plan
- **Provide training to supplement BftS trainings on GELDS for ALL Preschool/Pre-K staff, including childcare and early learning providers**
- **Provide training for ALL staff in age-level appropriate practices for differentiation based on assessment**
- **Research and purchase curricular resources aligned to GELDS**
- **Provide exemplar lesson plans in addition to *Off to a Good Start* that reflect GELDS to Pre-K/preschool staff and early learning providers**
- **Ensure that standards are foundation of lesson plans using the IQ guides**

(What, p.7); (How, p.13)

B. Action: Ensure that research-based instruction is standard practice in the development of phonological awareness, concepts of print, alphabet knowledge, writing, and oral language.

Literacy Task Force Belief Statement- "ALL students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs" (Why, p.31) As a GA Pre-K program, CC Pre-K is required to follow IQ Guides for Daily Schedule and Planning Instruction. The development of language skills is paramount in all Pre-K activities. The CLASS observations will provide extensive feedback for adult interactions with students.

Implementing:
Based on needs determined by student data and CLASS observations, BftS develops and requires training for all Pre-K staff through GA State's Best Practices Institute. CC Pre-K also provides local professional learning opportunities on research-based reading readiness instruction, including phonological awareness, concepts of print, alphabet knowledge, writing and oral language (What, p.8). Future trainings will also include childcare and early learning providers.

Expanding:
SRCLG funding will provide opportunities to ensure that research-based instructional strategies for developing oral language skills are implemented in birth-five classrooms. CC Pre-K/Preschool plans to purchase assessments that will provide data indicating the effectiveness of our current literacy instruction practices. If gaps are identified, one possibility for SRCLG funds may be to utilize services of specialists such as SLPs to model best practices for oral language development for Pre-K/preschool classrooms, childcare/early learning providers, and parents.

<u>Summary of Our Plan</u>
- **Plan/develop professional learning on research-based instructional strategies for oral-language development and pre-literacy skills for ALL Pre-K/Preschool staff and childcare/early learning providers.**
- **Collaborate with SLP's to identify research-based instructional strategies for oral language development in children birth-5**
- **Continue research-based Reading Readiness trainings for Pre-k/preschool staff, and encourage ALL childcare/early learning providers to participate**
- **Utilize assessment data to determine effectiveness of instruction**
- **Contract with specialists to give lessons in Pre-K classrooms that model best practices in literacy instruction (i.e. SLP to model lesson on oral language development)**

(What, p.8); (How, p.13)

C. Action: Ensure high expectations, developmentally appropriate practice and a focus on student interest for all learners are consistently evident.

The Why states that "teachers must be aware that early literacy is an active, complex, long-term developmental and cognitive process." Colquitt County Pre-K sees the opportunity to lay the foundation for student success through best practice and high expectations. "Early, high quality instruction can prevent reading difficulties" (Why, p.65).

Each year, the BftS Pre-K consultant randomly chooses a sampling of classrooms to assess using CLASS. As part of the SRCLG application process, CC Pre-K must make plans to locally purchase and conduct the CLASS observation in every Pre-K and preschool classroom. Because BftS consultants currently conduct CLASS observations, school system personnel only have knowledge of the data interpretation aspect. Research and professional learning must occur to effectively incorporate the CLASS into the Assessment/Data Analysis Plan.

Summary of Our Plan
• **Research and choose curricular resources aligned to GELDS, including developmentally appropriate methods and pacing**   • **Include administrators in professional learning to support teachers and ensure a consistent focus on student interests**   • **Develop/utilize tools for administrators to collect data and monitor fidelity of implementation of developmentally-appropriate, research-based instructional practices**   • **Utilize assessment data to determine areas in need of additional professional development**   **(What, p.8); (How, p.14)**

Building Block 5. System of Tiered Intervention (RTI)

A. Action: Establish a system of tiered-intervention based on screening and guided by progress monitoring

"Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success" (Why, p. 126).

While our current preschool/Pre-K RTI system is functional, the absence of an infrastructure for the full implementation of screening and diagnostic assessments (Building Block 3A) hinders this process. CC Pre-K understands that when working with the birth-five population, one must consider that weaknesses identified through universal literacy screenings may be a result of an underlying developmental delay. Developmental screenings and assessments are important components of both the assessment protocol and the RTI process, as these two building blocks go hand in hand.

What is Currently in Place:
Preschool/Pre-K RTI protocol is based on the four-tiered Baby Pyramid of Interventions and BftS guidelines. While this protocol aligns with K-12 RTI, the timeline is shorter and the progress monitoring documents are designed specifically for preschool/Pre-K. A Preschool SST Committee consisting of an SLP, Preschool Intervention Specialist, and Referral Coordinator reviews each referral packet to ensure that all required documents are included, hearing and vision are cleared, research-based interventions are used with fidelity, and progress monitoring data supports the need for full psychological and/or speech evaluation.

Teachers document progress monitoring using a locally developed *Pre-K Progress Monitoring Checklist*. This comprehensive checklist is divided into the five developmental domains (cognitive, communication, social/emotional, adaptive behavior, and physical/motor) and includes specific developmental skills within each area. The structure of this tool and ease of use are among its strengths. The primary limitation is that it is not thorough enough, particularly in the communication and social/emotional areas.

When three and four year old children are referred to the Special Needs Preschool program by parents, physicians, early education providers, or other stakeholders, the protocol is followed, but modified a bit to account for the multiple settings and unique situations in which we find these children. There are children who attend Head Start, church preschools, or childcare programs as well as those who do not

participate in any programs or services outside the home. Our team meets with the parents of new referrals to determine how best to meet their child's needs through the RTI process. The itinerant preschool teacher and speech pathologists have a presence in multiple preschool and childcare settings to advise teachers on appropriate interventions and work directly with referred children in areas of concern. Progress monitoring data is collected regularly through parent/teacher report and using the *Preschool Progress Monitoring Checklist* (modified from Pre-K checklist to include development for age 3). Documentation of private therapy or other support services is also used to guide RTI and progress monitoring, if applicable. The Preschool SST committee reviews all referral packets before evaluation may occur.

Colquitt County Pre-K Baby Pyramid of Interventions

	Time Frame	Required Steps
Tier 1	2-4 weeks	• *Getting to Know Your Pre-K Child* form • Check Hearing and Vision Screening and begin follow-up if indicated • Observation by School Counselor, SPED teacher, or intervention specialist • SLP screening (If speech concerns are present)
Tier 2	4-6 weeks	• Rate Baseline Data using Tier 2 Progress Monitoring Checklist • ALL developmental areas must be considered • Gather medical records, prior evaluations, therapy notes, etc. for review and to inform instruction • Initial Parent Conference Form- Discuss baseline data and plan interventions in areas of concern. • Identify support/resource personnel and solicit guidance • Rate PM Checklist every 2 weeks and have Follow-Up Parent Conference to review progress and adjust interventions • Proceed to Tier 3 if adequate progress is not made
Tier 3 (SST)	6-10 weeks	• Rate PM Data using Tier 3 Progress Monitoring Checklist (Every 2 weeks) • SST meeting occurs to review progress and adjust interventions, if indicated (Every 2 weeks) • Support/Resource personnel should be heavily involved at this point • Psychologist advises SST committee of additional screenings that should be done • If adequate progress is not evident, referral to Preschool /Pre-K SST Review Committee • SST Review Committee determines if documentation supports the need for psychological and/or speech evaluation. • Evaluation occurs and eligibility is determined
Tier 4		• Provision of special education services through IEP • Pre-K students eligible for Significant Developmental Delay (SDD) may be served in one of the Pre-K Inclusion classrooms • Ongoing progress monitoring with WSO

Expanding:
CC Pre-K and the Early Literacy Leadership Team would like to develop a comprehensive RTI manual for Pre-K and preschool teachers. This notebook will clearly connect the screening/assessment protocol and the RTI process. Because Pre-K teacher retention is extremely low, it is imperative that this manual be very "user-friendly," allowing a teacher who may be a first-year educator to understand and implement. Teachers should be able to refer to it not only as a procedural reference, but also to help guide instruction and develop targeted interventions for children with suspected delays.   The explicit manual should aid in sustaining practices.

Summary of Our Plan

- **Refine existing protocol for tiered interventions, and provide regular professional development**
- **Ensure that Assessment/Data Collection Plan and RTI include screenings and progress monitoring at least three times a year**
- **Ensure that the "whole child" is considered, through comprehensive developmental screenings/assessments**
- **Continue Preschool/Pre-K SST review committee meeting to examine referral packets before evaluations may occur**
- **Develop a "user-friendly" RTI manual and professional learning for ALL Pre-K and preschool teachers**
- **Contract services of Preschool Intervention Specialist(s) to assist with PL and work directly with teachers on targeted instruction/interventions**

(What, p.8); (How, p.15)

Building Block 6. Professional Learning and Resources

A. Action: Develop professional learning for community partners

An FPG study commissioned by BftS "found that many environments serving children birth to five are lacking in quality and basic literacy practice" (Why, p.22). CC Pre-k must strengthen professional learning with community partners to ensure that ALL early learners' literacy needs are met.

The ECC identifies stakeholders with knowledge and skills relating to early literacy and includes this information in the community resource directory maintained through the Pre-K/Preschool office. Professional learning is a priority of the ECC and the ELLT, and the following stakeholder trainings are essential:

- Birth-5 vertical alignment of GELDS (Use BftS videos/resources)
- Developmental milestones (Use Comprehensive Reading Solutions)
- Early literacy development (Use Comprehensive Reading Solutions)
- Child-Find initiatives/resources

Currently, collaboration with childcare and early learning providers is sporadic, and joint professional learning has been limited to a few occasions. In order to identify logistical barriers that would prevent participation in professional learning, the ELLT will make personal contact with providers. The team will develop a plan to address barriers that may include the possibility of providing mentors at childcare and preschool sites to model lessons using best practices in early literacy instruction. Additionally, as an incentive for community partners to participate in trainings, SRCLG funds may provide literacy materials and instructional resources onsite for providers to use with children.

It is important to include parents among community partners and ensure that appropriate literacy resources and training are made readily available (See Building Block 2E). Community based resources and family literacy trainings could include collaborations with the public library, childcare/early learning centers, and medical offices. Utilizing a variety of media is key to reaching parents. Collaboration with local television and radio would promote public awareness through short, informational sessions on early literacy, specifically for parents. Developing a resource website and using social media are also possibilities.

To sustain professional learning for community partners, it will be necessary to recruit community partners, including parents, to participate in a train-the-trainer program for literacy instruction.

Summary of Our Plan
- **Plan professional development for stakeholders on GELDS, developmental milestones, Child-Find initiatives, and early literacy development**
- **Utilize free training resources (BftS and Comprehensive Reading Solutions)**
- **Personally contact childcare/early learning providers to survey and identify barriers that prevent participation in trainings**
- **Identify leaders with strong foundations in early literacy among stakeholders to mentor early education/childcare providers and model best practices for early literacy instruction**
- **Recruit community partners for a train-the trainer program for literacy instruction**

(What, p.8-9); (How, p.16)

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

"According to the National Staff Development Council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (Why, p. 142). "Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers" (Why, p. 144).   CC Pre-K recognizes the need for quality professional learning in the area of literacy development. Less than 30% of in-service personnel indicated that we are fully operational in this area.

Implementing:
Currently, BftS provides 15 hours of quality professional learning annually and requires all Pre-K staff to participate in these group specific trainings. GELDS, WSO, behavior management, parent communication, and new/returning teacher trainings are among the professional learning topics provided. Pre-K personnel are also required to participate in local in-service sessions, including a Pre-K staff orientation, site director orientation, and early math/literacy workshops. CC Pre-K fully adopted GELDS in 13-14, and Pre-K staff members were trained locally. Pre-K/Preschool staff participate in school site trainings, including crisis intervention, formative instructional practices, and iPad training.

Low teacher retention creates a major professional learning challenge for CC Pre-K. Pre-K teacher positions are stepping stones for positions in other grades where salaries are not capped and there is credit for training and experience. An intensive local support plan is needed to accelerate the learning-curve for new Pre-K teachers.

Expanding/Sustaining:
To fully implement our project plan, professional learning for in-service personnel must include the following topics:
- Administration of required assessments
- Interpretation of assessment data and implications for planning instruction
- Appropriate use of interventions
- Formative instructional practices
- New curriculum materials
- Instructional strategies for development of oral language, vocabulary, and writing
- CLASS

Modeling and peer mentoring will be key to sustaining

Summary of Our Plan
- **Collect and analyze student and teacher data to target specific professional learning needs**
- **Utilize Comprehensive Data Solutions/BftS resources**
- **Develop a long-term, sustainable plan that includes modeling and peer mentoring**
- **Identify individuals with strong leadership qualities to attend district or state trainings and redeliver at the program or school level**

(What, p.9); (How, p.17-18)

Project Plan – Procedures, Goals, Objectives, and Support

The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator, School Administrators, Early Literacy Leadership Team, Approved Consultants, and Preschool/Pre-K Staff.

Goal: Fully develop plan for Early Childhood Collaborative to organize, implement, and sustain an effective approach to literacy. (Building Blocks 1/2)			
Current Best Practices: Early Childhood Collaborative in existence for six years, emergent protocols in place to assist with transitions from one level of childcare to another			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Develop vision, mission, and goal statements for Early Childhood Collaborative utilizing analysis of available data	September, 2014 - January, 2015	N/A	ECC Documentation
Schedule quarterly meetings of Early Childhood Collaborative	August, 2014 - ongoing	N/A	Schedule/Minutes/Sign-in Sheets of Meetings
Strengthen relationships between childcare and early education providers	August, 2014 - ongoing	N/A	Student Success in Transitions
Coordinate transition team to improve continuity of service for birth to 5 population	July, 2015 – ongoing	N/A	Student Success in Transitions
References to Research-based practices used as a guide for establishing goals and objectives: "All stakeholders…are responsible for promoting literacy." (Why, 31)			

Goal: Develop a comprehensive balanced assessment system that informs the Response to Intervention process, thus producing more students who enter Kindergarten with adequate language and pre-literacy skills. (Building Blocks 3/5)				
Current Best Practices: Emergent RTI protocol, locally created baseline/progress monitoring tool, support from system-wide preschool resource/transition coordinator and behavior intervention specialist				
Objectives	**Timeline**		**Funding Source**	**Measure of Effectiveness**
Purchase student assessments as required by grant • DP-3 (only for pre-school special needs and migrant students) • PALS Pre-K • PPVT4	July - August, 2014		SRLG	Purchase requisitions
Purchase necessary technology infrastructure and hardware to effectively administer assessments	July - August, 2014		SRLG BtfS	Purchase requisitions
Provide training on the administration of assessments (teachers, testing team, and administrators)	August, 2014		SRLG	Training Logs Effective Administration
Provide training on the interpretation of assessment data and implications for planning instruction (with special consideration to unique needs of emergent English language learners)	September, 2014 - ongoing support		SRLG	Training Logs Data Meeting Logs Student Assessment Data Lesson Plans
Create a pre-school RTI manual with examples of exemplar documentation	July, 2014 - June, 2015		SRLG BftS	RTI Manual Student Assessment Data
Provide training for site-based Preschool/Pre-K RTI Teams	September, 2014 - ongoing support		SRLG BftS	Training Logs SST System Level Review
Research and purchase appropriate intervention materials, including progress monitoring tools	July - December, 2014		SRLG	Purchase Requisitions Student Assessment Data
Provide training on intervention materials	July, 2014 - June, 2015/ongoing		SRLG	Student Assessment Data
References to Research-based practices used as a guide for establishing goals and objectives: "Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful." (Why, 123)				

Goal: Increase language and literacy skills of all preschool students as measured by student assessment data. (Building Blocks 4/5)			
Current Best Practices: Implementation of GELDS in all Pre-K classrooms, locally developed training on age-appropriate early literacy skills, training for all staff to meet needs of non-English speaking students			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Research, select, and purchase research-based early learning literacy resources and materials from the approved BftS curriculum list	July - December, 2014	SRLG BftS	Alignment of curriculum materials with GELDS
Provide training and support on new curriculum materials	March, 2015 - ongoing	SRLG BftS	Training Logs Classroom Observations
Provide training on the implementation of formative instructional practices to determine student progress and to appropriately adjust instruction to meet individual needs of students	January, 2015 - ongoing	SRLG BftS	Training Logs Classroom Observations Student Assessment Data Lesson Plans
Provide family education/involvement opportunities to educate parents on curriculum and classroom practices	August, 2014 - ongoing	SRLG BftS	Documentation of Family Involvement Activities
Utilize services of system speech and language pathologists to provide training for staff/stakeholder/parents on the development of oral language skills	August, 2014 - ongoing	N/A	Training Logs Student Assessment Data
Ensure that scope/sequence and expectations of curriculum are followed in classrooms with fidelity	January, 2015 - ongoing	N/A	Classroom Observations Lesson Plans Student Assessment Data
Monitor Instructional Quality Guides for Learning Environment, Daily Schedule, Planning Instruction, and Assessment	August, 2014 - ongoing	N/A	BftS Grant Requirement Checklist Documentation
Purchase technology (hardware and software) for student engagement and motivation	July, 2014 - ongoing	SRLG BftS	Purchase Requisitions Usage Report of Software
Provide field trips and hands-on experiences to build background knowledge and enhance vocabulary and language development	July, 2014 - ongoing	SRLG BftS	Lesson Plans
Provide training on Birth-5 vertical alignment of GELDS and best practices for development of early literacy skills (parents, stakeholders, service providers outside the school system, childcare/early learning providers, and Pre-K staff)	July-September, 2014	BftS	Training Logs
References to Research-based practices used as a guide for establishing goals and objectives: "Research clearly supports that the first years of a child's life are critically important in laying the foundation for future academic success, including success in literacy." (Why, 21)			

Goal: Increase quality interactions with students in classrooms as measured by the CLASS observation tool. (Building Blocks 4/6)			
Current Best Practices: Some Pre-K classrooms are measured by BftS using CLASS observation tool			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Purchase CLASS Observation Tool as required by grant	July - August, 2014	SRLG	Purchase requisitions
Provide training on the CLASS Observation protocol for teachers and observers	August, 2014	SRLG	Training Logs
Provide professional learning based upon prior analysis of CLASS data • Initial focus will be on concept development, quality of feedback, and language modeling	August, 2014 - June, 2015	SRLG BftS	Training Logs Classroom Observations
Analyze 2014-15 CLASS observation data to plan subsequent training	July, 2015 - Ongoing	SRLG BftS	CLASS Observation Data Professional Learning Plan Training Logs
References to Research-based practices used as a guide for establishing goals and objectives: "According to Frank Porter Graham research, many environments serving children birth to five are lacking in quality and basic literacy practice." (Why, 22)			

Response to Intervention Model

Leveled Instructional Tier		Instructional Strategies
Tier I Quality standards-based instruction provided to all students in all classrooms (Why, 126)	*Data should be part of an ongoing cycle of instructional improvement.*	• Classroom instruction based on GELDS • Best research-based practices • Universal screening
Tier II Standard protocol interventions provided for targeted students (Why, 126)		• Diagnostic testing to identify causes of student weaknesses • Needs-based instruction in small group settings • Progress monitoring • Adjustment of interventions
Tier III Based on evidence-based protocols SST/Data teams monitor progress jointly (What,12 and Why, 127)		• Intensive interventions in small groups (1-3) • Increased frequency and duration • Intensive monitoring/adjustment of interventions
Tier IV Specially-designed learning to meet individual needs (Why, 127)		• Due process • Individual learning plan • Specialized programs, methodologies, and instructional deliveries • Intensive monitoring/adjustment of interventions

Sample Preschool/Pre-K Schedule (based upon BftS IQ Guide for Daily Schedule)

7:15-7:40	Greeting Time
7:40-7:50	Bathroom
7:50-8:00	Story Time #1
8:00-8:30	Large Group Morning/Calendar Activities
8:30-9:00	Breakfast
9:00-9:15	Music and Movement
9:15-9:40	Large Group Literacy/ Phonological Awareness
9:40-9:50	Bathroom
9:50-10:20	Small Group Time (Tier 2/3)
10:20-11:20	Centers
11:20-11:30	Clean Up Time
11:30-12:00	Lunch
12:00-12:10	Bathroom (Lunchroom Bathroom)
12:10-12:45	Outside Time
12:45-1:45	Rest Time
1:45-2:00	Wake, Pack, Snack
2:00-2:15	Story Time #2
2:15-2:30	Large Group Closing Activities
2:30-3:30	Teacher Planning

Students with IEP's are served by regular ed and special ed teachers/paras in inclusion settings throughout the day. Those who need support services such as speech/language, occupational/physical therapy, Deaf/Hard of Hearing services are served by related providers based upon time dictated in IEP.

Assessment/Data Analysis Plan

Current Assessment Protocol

Currently no universal screeners are being used with children ages birth to three. Migrant preschool classrooms use a locally developed test for pre and post-test information. Select screening and diagnostic assessments are used on an "as-need" basis for students with suspected developmental delays. Students then enter the RTI process and are progress monitored using a locally created tool. In Pre-K no universal screening and assessment pieces are available other than the required Work Sampling Online Assessment.

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
DP-3	Preschool/Pre-K	Diagnostic/Screens other areas before speech evaluation	Cognitive Language Motor Social/Emotional Adaptive	As needed/Required for Speech Only RTI
Locally Created Migrant Preschool Pre/Post Test	Preschool	Measure/monitor mastery of basic skills	Pre-Literacy Skills Pre-Math Skills	Twice a Year September/May
Locally Created Progress Monitoring Checklist	Preschool/ Pre-K	Diagnostic/Progress Monitoring	Cognitive Language Motor Social/Emotional Adaptive	As needed in RTI Every 2 weeks for progress monitoring
Bracken School Readiness	Pre-K	Screening/Diagnostic	Concept Knowledge	As needed to guide RTI
Work Sampling Online	Pre-K	Progress Monitoring/ Summative	All Domains	Ongoing
Conners Early Childhood	Preschool/Pre-K	Screening/Diagnostic	Cognitive Language Motor Social/Emotional Adaptive	As needed to guide RTI
Clinical Evaluation of Language Fundamentals (CELF)	Pre-K	Screening/Diagnostic	Language	As needed to guide speech RTI
Caroline Bowen Quick-Screen	Pre-K	Screening/Diagnostic	Speech Articulation	As needed to guide speech RTI
Preschool Language Scale-4 (PLS4)	Preschool/Pre-K	Screening/Diagnostic	Receptive/Expressive Communication	As needed to guide RTI
Classroom Assessment Scoring System (CLASS)	Pre-K	Ongoing in Pre-K – administered by Bright from the Start	Classroom Interactions	Once a year – select percentage of classrooms
GKIDS	Kindergarten	Measure/monitor mastery of skills	CCGPS	Baseline and Quarterly

Comparison of Current Assessment Protocol with SRCL Assessment Plan

The SRCL Assessment Plan is far superior to the current assessment protocol for preschool and Pre-K children. Presently no universal screeners are used, diagnostic assessments are not available at the classroom level, and progress monitoring is not clearly aligned to interventions. Through grant funding, the assessments, instruction, interventions, and progress monitoring will flow seamlessly and better meet the needs of students. Consequently, instruction will be more targeted toward students' specific needs.

PALS-Pre-K, PPVT4, and CLASS observations will be implemented in addition to the required WSO. The new assessments will provide data to improve classroom instruction and guide the RTI process. Teachers and administrators will be trained to use the data effectively.

Implementation of New Assessments/Discontinuation of Current Assessments

With implementation of the grant, schools will follow the schedule for literacy assessments as listed below. The Blitz team approach for school-wide testing has been used with success in grades K-5 for the past two years, so this process will likely be replicated in Pre-K for initial implementation. There are no current testing protocols to be dropped other than the locally created progress monitoring tool.

Assessment	Grade Level Assessed	Persons Responsible	Timeline/Frequency
DP-3	Birth to 3	Itinerant Special Needs Teacher/Migrant Preschool Teacher	Special Needs Preschool/ Migrant Preschool Students
Locally Created Migrant Preschool Pre/Post Test	Preschool	Migrant Teacher, Migrant Director	Twice a year September/May
PALS Pre-K	Pre-K	Blitz Team, Site Director/Principal, Grant Administrator	Three times a year September/Jan/May
PPVT4 Form A/B	Pre-K	Blitz Team, Site Director/Principal, Grant Administrator	Twice a year September/May
CLASS	Pre-K	Site Director/Principal, Grant Administrator	Once annually for all Preschool/Pre-K classrooms
WSO	Pre-K	Classroom Teachers	Ongoing
GKIDS (can be used for data comparison)	K	Classroom Teachers	Baseline and Quarterly
DIBELS Next ISF, LNF, PSF, NWF (can be used for data comparison)	K-1	School Assessment Blitz Team	3 times per year August, December, May

Professional Learning Needs for New Assessments

Teachers, administrators, and Blitz team members will receive formal training on the administration of PALS and PPVT. All individuals involved need a clear understanding of the testing process. The administrators, Pre-K site directors, and grant administrator will receive training on conducting CLASS observations with fidelity. Intense focus will be placed on training to appropriately use the data. The

system's recent AdvancED audit, Teacher Keys for Effective System data, and best practices all focus on differentiated instruction. Receiving grant funding will provide the necessary tools to fully implement the cycle of balanced assessment, differentiation, and RTI with our youngest learners. Training will also be provided on diagnostic assessments, progress monitoring tools, available reporting, and effective use of all data to guide instruction.

Refresher training will be provided annually to insure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and formative assessment to improve student achievement.

Communication of Data to Parents and Stakeholders

The results of school-wide data reports will be communicated to parents and stakeholders in the following manner:

- Early Childhood Collaborative meetings
- Required parent conferences at the end of Period 1 and Period 2
- School Council, Literacy Team, Leadership Team, and Board Meetings

Individual student data will be shared with parents at parent teacher conferences. If available, parents will be provided with an easily interpreted graph of their child's data, thus allowing educators to "use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format" (How, 3B).

Use of Data to Develop Instructional Strategies/Determine Materials and Needs

The use of assessment data is crucial to the implementation of an effective RTI model. Dr. Richard Stiggins, an expert in classroom-based formative assessments, suggests, "The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom - that assessments are used to benefit pupils….This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning." (Why, 95) Colquitt County Schools are determined to overcome the danger of allowing the process of testing to overwhelm the product. We are committed to effectively using the data to drive decision making at all levels.

The results of student assessment data will be used for the following purposes (Why, 96):
- Identify students' strengths and weakness, thus grouping as indicated for targeted instruction
- Establish learning goals for students
- Inform students and parents of progress toward goals and work to adjust goals as warranted
- Inform process of intervention
- Evaluate effectiveness of the instruction in meeting the goals for each student, thus being able to adjust instruction as needed
- Match instruction to learning through effective instructional design
- Evaluate effectiveness of Tier 1 instruction
- Determine if fundamental content-based literacy skills are lacking, thus identifying programmatic needs
- Identify areas of need for professional learning opportunities

Resources, Strategies and Materials to Support Literacy Plan

Colquitt County Schools will use funding from the SRCL grant to support and enhance the strategies and resources outlined below. All strategies and resources directly align with the needs assessment results, data, and root cause analysis. They also directly impact literacy, access to print, instructional engagement, and teacher support.

Resources Needed to Implement Literacy Plan (including student engagement)
- Literacy training materials for Early Childhood Collaborative meetings
- Literacy training materials for all stakeholders
- READY Colquitt County brochures
- Books for Babies materials (packets for newborns)
- English and Spanish literacy materials for community outreach (health department, doctors' offices, hospital, etc)
- Home literacy materials (English and Spanish)
- Family involvement activities
- Publicity about birth to 5 initiatives and services
- Universal screener materials and professional learning
- CLASS Observation materials and professional learning
- Contracted services to help administer assessments
- Research-based diagnostic literacy tools
- Research-based literacy curriculum materials
- Professional learning – consultant fees, stipends, release time (subs), and materials
- Texts on various levels (specific focus on student interests and cultural diversity) for classrooms and media center
- Digital texts on various levels
- Literacy manipulative classroom sets
- Enhanced prop boxes to support literacy themes
- Literacy consultants' fees for professional learning
- Stipends or cost for substitutes for teachers to attend professional learning
- Travel expenses for conferences
- Research-based intervention materials and/or software with necessary professional learning
- Progress monitoring tool with software and necessary professional learning
- Trained intervention specialist to support all preschool and Pre-K classrooms
- Extended day/year program for students
- Transportation for extended day/year activities
- Personnel to staff extended day/year program
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.
- Classroom computers/interactive software
- Networkable printers
- Interactive boards for unequipped classrooms
- Interactive tablets with appropriate applications
- Wireless connectivity infrastructure

Activities that Support Literacy Intervention Programs
- Local and Bright from the Start literacy training
- Daily phonological awareness instruction
- Parent workshops
- Flexible, needs-based grouping
- Use of data to drive instruction
- Emerging protocol for Response to Intervention
- Title I parent coordinators (who assist with K-5 academic parent opportunities)
- Special Education inclusion services in four classrooms

Shared Resources Available

All Pre-K and preschool classrooms are housed in elementary schools that serve students in grades PK-5. The system provides a myriad of indirect services including technology infrastructure, limited wireless capability, computer lab, school counselors, school nurses, behavior intervention specialist (serving grades PK-12), student information system, use of media center and gymnasium, etc. Early learners have access to all instructional materials at the school sites.

List of Library Resources/Description of Library

All elementary schools have a well-stocked media center that is available for use by Pre-K/preschool parents, staff members, and students. Media centers average 32 resources per child (print/digital) and have an average circulation rate of 31 per patron over the past year. Additional resources within the libraries include a parent corner, a teacher nook, recorded books, videos/DVD's, reference materials, online catalog, big books, readers' theatre sets, web-based software, and CPS units for checkout. Most early learners participate in regularly scheduled story time in the library during the week.

Activities that Support Classroom Practices

- Use of integrated units (still aligned to content standards) with resources available on local share drive
- Full adoption of GELDS in 2013-14
- Use of WSO
- Large/small group instruction
- Center/work time
- Music and movement
- Story Time
- Professional learning through DECAL
- Individualized/differentiated instruction
- Formative and summative assessments (ongoing PK-5 training)
- Technology-enhanced lessons (all classrooms have a computer and projector)

Additional Strategies Needed to Support Student Success

- Development of plan for Early Childhood Collaborative to organize, implement, and sustain an effective approach to literacy
- Collaborative communication/planning across birth to five providers
- Development of a comprehensive balanced assessment system
- Strengthening of classroom interactions between adults and students
- Increased opportunities for parental engagement
- Increased resources for parental/stakeholder lending library
- Professional Learning in the following areas:
    - Best teaching practices for developmentally appropriate literacy instruction
    - Best teaching practices for developmentally appropriate writing instruction
    - Strategies for student engagement and motivation
    - Strategies for improved concept development, quality of feedback, and language modeling
    - Effective integration of technology in instruction
    - Literacy across all content areas
    - Development and utilization of formative/summative assessments
    - Effective data usage for planning instruction, implementing interventions, and monitoring student progress
    - Interventions for all tiers of RTI (strategies and materials)
    - Differentiation and small group instruction
    - Specific training for paraprofessionals
    - Continued training for special education teachers and paraprofessionals

Current Classroom Resources

All classrooms are equipped with materials as required by Bright from the Start's Instructional Quality Guide for the Learning Environment. Bright from the Start and migrant funds are used to replace items on an annual basis as needed. Classroom books have been purchased for the first twelve weeks lesson plans (shared by Bright from the Start) for each classroom. In addition, all classrooms have the following resources:
- Two up to date desktop computers for student and teacher use
- One iPad per classroom with limited apps
- One black and white laser printer
- Access to a color printer
- Projector (connected to computer)
- Interactive boards in two classrooms
- Internet access
- Limited wi-fi access
- Assistive Technology devices as needed

Alignment Plan for SRCLG and Other Funding

Resources, Strategies, and Materials	SRCLG will provide…	Funding Sources
Professional Learning	Literacy specific - consultant fees, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends	**The following funding sources will be utilized in addition to grant funding:**
Instructional Technology	Computers, tablets, printers, costs of technology programs, wireless infrastructure	Bright from the Start funding, Local Funds, Special Education, Community partnerships (including civic organizations, YMCA, clubs, private donations), McKinney Vento Homeless Education Grant
Instructional Literacy Materials	Explicit literacy materials (and staff professional learning) for remediation and acceleration, variety of texts, manipulatives and supplies	
Literacy Assessments	DP-3, PALS Pre-K, PPVT4, CLASS, and appropriate diagnostic literacy assessments	
Family Engagement	Materials for parent education, supplies for make it/take it sessions with families	
Extended Day/Year Activities	Personnel, supplies, transportation	Pre-K and preschool classrooms also benefit from many indirect services provided at the elementary schools.
Field Trips	Admission fees, transportation	
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practice, Writing, Etc.

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy assessment program/process will allow for effective, efficient, and immediate data to drive instructional decision-making. In addition, the progress monitoring tools will be personalized and beneficial for student growth. Funding supplemented by the SRCL grant will allow the updating of technological devices as well as the replacement of printers and supplies necessary for data reports and instruction.

Students become more motivated when instructional technology is utilized in classrooms. Providing consistent classroom opportunities to integrate technology will engage students in the process of learning. In addition, access to software, programs, activities, and strategies which promote engagement and individualized instruction will increase student engagement/motivation.

Technology is an essential tool for enhancing the learning experience, and professional learning for school staff is imperative for effective integration. Effective use of technology must support four key components of learning – active engagement, group participation, frequent interaction and feedback, and connection to real-world experiences. Students' motivation to learn is increased when using technology.

Professional Learning Strategies Identified on the Basis of Documented Needs

"For every $500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests." (Why, 141)

Professional Learning in the Past Year

The chart below shows the percentage of current Pre-K and Preschool staff that participated in professional learning opportunities last school year. Many of the trainings are required for Pre-K staff through Bright from the Start, but not required for other preschool personnel who are not funded through the Pre-K grant.

2012-2013 Professional Learning	% of Participants
Returning Lead Teacher Training - *Now Go Outside and Play!*	100% of staff members required to participate in group specific trainings completed required Bright from the Start training
Returning Lead Teacher Training - Podcast: *Now Go Outside and Play!*	
Returning Lead Teacher Online WSO Refresher Course	
New Lead Teacher Institute Classroom Training	
New Lead Teacher WSO Classroom Training	
New Lead Teacher Training- Podcast: *Off to a Good Start: Parent Communication*	
Returning Assistant Teacher Training	
Returning Assistant Teacher Training- Podcast: *Building a Winning Assessment Team*	
New Assistant Teacher Training	
New Assistant Teacher- Podcast: *Boys Will be Boys*	
Work Sampling Online for Directors	
Local In-Service: *Getting a "Jump-Start" on Pre-K (Early Reading/Math Skills)*	100% participated in local trainings
Local In-Service: Pre-K Staff Orientation	
Local In-Service: Site Director Orientation Session	
Local In-Service: Pre-K Teacher Support/GELDS Overview	
Migrant Training	100%
Special Education Training (developmental delays, behavior issues, autism)	100% in appropriate trainings

Ongoing Professional Learning

Pre-K and Preschool Specific
- 2013-2014 Returning Lead Teacher Training- Journey Through the GELDS (face to face - attended by new teachers as well with BftS approval)
- 2013-2014 Returning Lead Teacher Training- Podcast: GELDS in Action!
- 2013-2014 Returning Assistant Teacher Training (face to face)
- 2013-2014 Returning Assistant Teacher Training Podcast: GELDS in Action!
- CPR/First Aid Training (to ensure that one PK staff member is trained at each site)

Training including all PK-5 Teachers at School Sites

- Mindset – Crisis Intervention Training (adding schools each year)
- Webpage Training – System Pre-K/Preschool Office Staff
- TKES (Teacher Keys Effectiveness System) and LKES (Leader Keys Effectiveness System)
- IPad Training
- Formative Instructional Practices
- Use of Statewide Longitudinal Data System Resources

Programmatic Professional Learning Needs Identified in Needs Assessment

- Instructional Strategies in Oral Language Development
- Instructional Strategies for Vocabulary Development
- Instructional Strategies for Writing/Fine Motor Development
- Differentiated Instruction (activities, strategies, and management)
- Support for Instruction of English Language Learners
- Response to Intervention (behavioral and developmental issues, progress monitoring)
- Interpretation of CLASS Data (immediate need for training on concept development, quality of feedback, and language modeling)
- Support for Pacing of Skills Being Taught
- Use of Technology to Enhance Instruction and Promote Engagement
- Continuity of Instruction - Pre-K/Kindergarten and Stakeholder Collaborative Trainings
- Ongoing Mentoring for New Teachers

Process Used to Determine Effectiveness of Professional Learning Opportunities

In order to determine the effectiveness of professional learning opportunities, the following measures are used:
- Formative assessments to measure student achievement gains (WSO documentation as well as additional informal assessments)
- Professional Learning Community meetings and review of required documentation
- Walk-throughs and observations to collect data for the TKES process
- Evaluation of professional learning activities through a Needs Assessment Survey

The system recognizes the need to improve the process for determining the effectiveness of professional learning. A stronger presence of ongoing administrative/instructional feedback is needed in our Pre-K classrooms.

The following tables contain the professional learning plan for all stakeholders during the implementation of the SRLG. To develop this plan, we examined the needs assessment results, community statistics along with WSO, GKIDS, and CLASS data to determine which types of professional learning are most needed to ensure a successful implementation and to promote strong literacy instruction in our school. This plan includes references that correlate to the literacy plan presented in a previous section of the grant application.

While not specifically addressed in this plan, Pre-K and preschool teachers will participate jointly in many school-wide training efforts as a result of Colquitt County's recently being named a Cohort Three K-5 grant recipient. All school staffs will work as united teams in addition to the specific district focus with Pre-K/preschool teachers.

Goal: Fully develop plan for Early Childhood Collaborative to organize, implement, and sustain an effective approach to literacy. (Building Blocks 1/2)			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Train all stakeholders on developmental milestones for children ages birth to 5 (Utilize Comprehensive Reading Solutions)	Training segment at each collaborative and stakeholder meeting May, 2014 - Ongoing	1 A 2 A, B, C, D, E	Early Childhood Collaborative Documentation Training Logs Student Success in Transitions Reduced number of students who enter Kindergarten with developmental delays.
Train all stakeholders on development of early literacy skills (Utilize Comprehensive Reading Solutions)			

Goal: Develop a comprehensive balanced assessment system that informs the Response to Intervention process, thus producing more students who enter Kindergarten with adequate language and pre-literacy skills. (Building Blocks 3/5)			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide information to all stakeholders on the Child Find initiative	September, 2014 – Ongoing	3 A, B, C, D	Referral log of Suspected Developmental Delay Referrals and Placement Data
Provide training for administration of required assessments (DP-3, PALS Pre-K, PPVT4)	August, 2014 with Blitz Team August, 2015 with teachers/K-5 Blitz Team	5 A	Effective Administration of Assessments

Provide training on interpretation of assessment data and implications for planning instruction (with consideration of emergent English language learners)	September, 2015 - Ongoing	5 B, D	Training Logs Data Meeting Logs Student Assessment Data Lesson Plans
Provide training for site-based Preschool/Pre-K RTI Teams	August, 2014 - Ongoing	5 A, B	Training Logs SST System Level Review Records
Provide training on appropriate intervention materials	August, 2015 - Ongoing	5 B, D	Training Logs
Provide training on the implementation of formative instructional practices to determine student progress and appropriately adjust instruction	January, 2015 – Ongoing (All K-5 staff began study in August, 2014)	5 A, B, D	Student Assessment Data Lesson Plans Classroom Observations
Provide brief training on use of assessments for community day-care/pre-school providers and kindergarten teachers to improve transitions from one level to the next	August, 2015 – Ongoing	1 B, C, D	Training Logs Effective Student Transitions

Goal: Increase language and literacy skills of all pre-school students as measured by student assessment data. (Building Blocks 4/5)			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide training on Birth-5 vertical alignment of GELDS for all stakeholders using BftS videos and resources	Begin August, 2014 - Ongoing	4 A, B, C 5 C	Meeting Agendas
Provide training and support on new curriculum materials	July, 2015		Training Logs Student Assessment Data Lesson Plans
Provide best practice training for instructional strategies to develop oral language, vocabulary, and writing	August, 2015 – Ongoing (will also be a part of BftS trainings)		
Utilize services of speech and language pathologists to provide training for all stakeholders on development of oral language skills	Fall, 2015		
Provide family education/involvement opportunities to educate parents on new curriculum and classroom practices	August, 2015 - Ongoing Quarterly at each school site		Agendas for Parent Involvement Opportunities

Goal: Increase quality interactions with students in classrooms as measured by the CLASS observation tool. (Building Blocks 4/5/6)			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide training on concept development, quality feedback, and language modeling as indicated by prior CLASS data (may be addressed within language/literacy trainings)	August, 2014 – ongoing in school year	5C 4 A, B, C	Training Logs Lesson Plans Improved CLASS Observation Data
Provide training on the CLASS observation protocol for teacher and observers	August, 2014 - ongoing		
Analyze 2014-15 CLASS observation data to plan subsequent training	June, 2015		

Sustainability Plan

Colquitt County Pre-K is committed to ensuring the success of the grant beyond the funding cycle. Sustaining all programs and best practices initiated through the grant process is our intent. Funding will be secured from all available sources including local, state, and federal funds, as well as the local business community.

Sustainability	• Review expectations of the SRCL Grant regularly with all staff • Train experienced teachers to provide training/mentoring assistance to new staff • Train all administrators with teachers to ensure implementation of initiatives with fidelity • Provide members of the Board of Education and Early Childhood Collaborative ongoing information about progress of the literacy initiatives
Expanding and Extending Lessons Learned	• Meet with all staff at least once each quarter, allowing for collaborative planning and review of data • Continue Professional Learning Communities, involving childcare and early learning providers, that allow sharing of successful literacy practices, resulting in more effective teachers and readiness of students • Create an online professional learning library by recording exemplar lessons, with videos being used as resources to extend best practices. • Involve all Pre-K site directors in Early Literacy Leadership Team meetings to discuss curriculum, best practices occurring in classrooms, and analysis of assessment data • Use data obtained throughout the grant to update/strengthen literacy plan • Encourage childcare and early learning providers to request guidance, when needed • Share early literacy resources with parents through school Parent Nights or community events
Extending the Assessment Protocol	• Continue use of assessment instruments to monitor literacy achievement: DP-3, PALS-Pre-K, PPVT4, CLASS and formative assessments • Monitor continuation of assessment protocols as required by RTI guidelines • Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of the grant • Establish Literacy Assessment Training Team who will provide subsequent professional learning on assessment protocols to all new staff • Gradually release responsibility for assessments from a contracted "Blitz Team" to K-5 assessment team and Pre-K staff • Collaborate with BftS to provide support/training
Professional Learning	• Assign mentors to new staff members • Identify/create a pipeline of early literacy leaders in community settings to facilitate continued professional development and model best practices • Utilize professional learning days in school calendar for training • Utilize Comprehensive Reading Solutions website for ongoing training in Professional Learning Communities • Develop library of professional books, journals, and online sources

	• Develop resource notebook of professional learning materials for new teachers • Collaborate with/participate in required BftS trainings • Participate in "Technology Integration for 21st Century Classrooms" professional learning opportunities
Developing Community Partnerships/ Other Funding Sources	• Communicate frequently with all stakeholders concerning the importance of early literacy • Strengthen communication between childcare/early learning providers and CC Pre-K/Preschool Program • Strengthen partnerships with medical community to reinforce connection between child health/development and early learning • Continue quarterly Early Childhood Collaborative meetings • Establish Partners in Education (PIE), a partnership between businesses or civic organizations and Pre-K/early learning programs • Enlist PTO to designate fundraisers for literacy initiatives
Replacing Print Materials	• Annually inventory/determine condition of print materials and necessity of replacement • Utilize local, state, and federal money to replace resources when needed
Sustaining Technology	• Coordinate purchases of hardware/software obtained with grant funds through the system Technology Specialist to prevent duplication • Arrange for regular maintenance of equipment to extend life of hardware • Renew software and site technology licenses using local/federal funding if product is deemed effective • Budget annual renewal fees from BftS and local funds after the life of the grant

Budget Summary

As a result of a comprehensive review of literacy efforts within Colquitt County Schools Preschool and Pre-K programs, needs have been identified, data and available resources have been analyzed, and plans have been made to wisely utilize funding from the Striving Reader Comprehensive Literacy Grant. With an estimated award of $1100 per student, the total funds received over a five year time frame are anticipated at $786,500.

Basic literacy needs to be funded through the grant are outlined below.

Goal: Fully develop plan for Early Childhood Collaborative to organize, implement, and sustain an effective approach to literacy.
- Logistical costs incurred with stakeholder meetings
- Supplies for meetings – instructional materials that are modeled during trainings
- Consultant/speaker fees
- Printing costs of READY brochures and ECC directory
- Training expenses for stakeholders
- Books for Babies project (and possibly other community literacy initiatives)
- Costs of publicity - Pre-K/Preschool registration and other special literacy events
- Family training opportunities and necessary resources

Goal: Develop a comprehensive balanced assessment system that informs the Response to Intervention process, thus producing more students who enter Kindergarten with adequate language and pre-literacy skills.

Colquitt County School System recognizes systematic weakness with the lack of a comprehensive balanced assessment system. Efforts are necessary to ensure the consistency of assessment administration and the effective use of data to inform instruction. In order for the RTI process to truly benefit students, teachers and interventionists must be provided ongoing professional learning and support. The process must be closely monitored at the system and school levels.
- Screening/Assessment Tools – DP-3, PALS Pre-K, PPVT 4, CLASS Observation
- Funding for initial Blitz Assessment Team
- Training on the interpretation and appropriate use of data
- Training on differentiation of instruction
- Diagnostic assessment tools
- Intervention resources/materials/programs (print and digital)
- Progress monitoring tools

Goal: Increase language and literacy skills of all preschool students as measured by student assessment data.
- Research-based materials/resources for direct instruction in reading and writing
- Quality literature for classroom/media center covering all content areas (digital and print)
- Literacy manipulatives
- Take home libraries
- Instructional literacy-based field trips
- Consumable materials

Goal: Increase quality interactions with students in classrooms as measured by the CLASS observation tool.
- CLASS observation tool materials
- Training for CLASS observers
- Training for Teachers, paraprofessionals, administrators, and stakeholders as needed

Goal: Provide quality, job-embedded professional learning opportunities for all staff members and stakeholders, thus improving instruction and student outcome data.

Professional learning is the linchpin for success in the educational arena. Staff members including teachers, paraprofessionals, and administrators absolutely must have adequate training before initiatives are implemented. Just as important as the initial training is the follow-up support and sustainability of training for new staff members through the years. Funding for professional learning is directly linked to increased student achievement.
- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training

Goal: Provide the personnel necessary to close achievement gaps in pre-literacy skills:

Using grant funds for contracted part-time personnel would be necessary in the first two to three years in order to implement the grant with fidelity and build capacity for years to come.
- Contracted assistance on an assessment Blitz team for the first two years of the grant
- Developmental intervention specialist (for a couple of years to assist with closing achievement gaps and establishing the infrastructure for RTI)
- Personnel for any extended day/year programming

Goal: Promote student engagement and motivation while also enhancing instruction with the innovative use of technology.
- Computers
- Wireless tablets
- Interactive boards
- Printers
- Infrastructure to extend wireless capability if needed
- Consumable materials

Miscellaneous
- Transportation costs associated with extended day/year programming