

School Profile

Created Friday, April 04, 2014

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School Information

District Name:	Wilkes
School or Center Name:	Washington Wilkes Birth-5

Level of School

Early Learning (Birth to Five)

Principal

Name:	Angela McGill
Position:	Principal
Phone:	(706) 678-7124
Email:	mcgilla@wilkes.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Sherry DuBois
Position:	Instructional Coach
Phone:	(706) 678-7124
Email:	duboiss@wilkes.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K, 4, 5

Number of Teachers in School

12

FTE Enrollment

200

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

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

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

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

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

-
- Yes
-

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
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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
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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
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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.

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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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.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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


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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

Typed Name of Fiscal Agency Head and Position Title

Date



Signature of Applicant's Authorized Agency Head (required)

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

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: DR. ROSEMARY CADDELL

Position/Title of Fiscal Agent's Contact Person: SUPERINTENDENT

Address: 313-A NORTH ALEXANDER AVE.

City: WASHINGTON, GA Zip: 30673

Telephone: (706) 678-2718 Fax: (706) 678-3799

E-mail: caddellr@wilkes.k12.ga.us



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

Rosemary W. Caddell

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

April 4, 2014
Date (required)

FY	Program	Funding	Is Audited	Audit Results
12	Title I	\$721,084	Yes	1 Finding: FA-7571-11-0 which was corrected with the remission of a check in the amount of \$221.76

The Wilkes County School System is a small, rural system located in Washington, Georgia. The system serves families in Washington, Tignall, and Rayle, and several small, unincorporated rural communities. The county has one of the largest land areas in the state, 474 square miles, but has a small, rural population. There are 10,593 people in the county. Our community has a very high poverty rate with the median income at \$28, 866. The unemployment rate is 11.3%. Twenty-five percent of the households have single heads of household. Twenty eight percent of the persons above age 25 are non-high school graduates. The community is located between Athens and Augusta, GA- about 45 minutes from each. Although this location makes it easier for our teachers to pursue higher learning, many of our students do not benefit from the proximity to these locales due to economic circumstances. The economic downturn over the last several years has caused the closing of several vital industries in our community. Enrollment in our system is down somewhat due to the lack of viable employment in our area. Likewise, the percentage of students qualifying for free or reduced lunch has risen to an all time high of 93.75% Many of our students enter school with literacy deficiencies due to a lack of literacy materials in their homes. Many also have poor vocabulary and language skills and limited background knowledge due to lack of exposure and experiences.

System Demographics

The Wilkes County School System has four schools and serves approximately 1660 students. Washington-Wilkes Primary (K-3), Washington-Wilkes Elementary (Pre-K, 4-5), Washington-Wilkes Middle (6-8) and Washington-Wilkes Comprehensive High School (9-12). The population is mostly an equal mix of black (51%) and white (40%) students with a very small population of Hispanic (5%) or other ethnic groups. Almost 75% of our students qualify

for free or reduced lunch. Wilkes County schools participate in the Title I program. Children in the Primary, Elementary, and Middle Schools (grades K-8) are served in a school-wide Title I setting.

Current Priorities

The mission of the Wilkes County School System is to increase student achievement and provide the necessary support for all students to graduate and flourish in a technological world. Our vision is to achieve “Excellence without Exception”. Our ultimate goal is for all students to graduate from high school “College and Career Ready”. We are charged with providing them with the skills necessary to be successful. In order to do so, our current priorities include:

- Implement the CCGPS, including literacy standards for content areas
- Increase number of meets/exceeds on state required tests (CRCT/EOCT) especially SpEd students
- Increase number of students passing and exceeding writing assessments (3,5,8,11)
- Increase the graduation rate
- Increase technology implementation in the classroom

Strategic Planning

The system has a team, the District Change Team (DCT) that is responsible for school improvement planning. This team works to revise the vision or mission statement as needed, identify goals and check progress toward those goals. Everything going on in the system is to be aligned with the mission and goals. The principals are expected to convey the vision, purpose and goals to their schools. Principals work with their Leadership or Better Seeking Teams to analyze data and work on progress toward goals. The DCT revises the school improvement plan each year by identifying achievement gaps or areas that need to be addressed. Each school team does the same with its school improvement plan. The system improvement plan guides our professional learning and budget planning for the year.

Current Management Structure

Dr. Rosemary W. Caddell has been superintendent of Wilkes County Schools for five years. She has worked in the system for 24 years, serving as a teacher and principal at Washington-Wilkes Primary School prior to becoming superintendent. She knows the district well and provides excellent leadership. District Leadership also includes a Director of Curriculum and Instruction, a Director of Student Services, and a Director of Instructional Technology.

Each school is led by a principal and an assistant principal, with the exception of the elementary school, which does not have an assistant principal. Two instructional coaches help support the primary, elementary and middle schools. System leadership works as a team to make decisions, share and align resources, and create a focus on student achievement.

Past Instructional Initiatives

Past instructional initiatives for our system include:

- Reading First Grant (K-3)
- E-Math (3-5)
- Math/Science Partnership (6-12)
- Learning Focused Schools (K-12)
- Georgia Performance Standards/Standards Based Classrooms (K-12)
- Technology Integration
- Least Restrictive Environment and Co-Teaching

Literacy Curriculum

The literacy curriculum used in Pre-K is the Georgia Early Literacy and Development Standards. The literacy curriculum utilized in grades K-12 is the English Language Arts Common Core Georgia Performance Standards. These standards include foundational literacy skills for early learners (concepts of print, phonological awareness and phonics), fluency, vocabulary, comprehension, writing and conventions. Resources available for teachers to use to implement these standards include basal readers and leveled readers, novels, nonfiction texts and trade books.

Literacy Assessments

Literacy assessments used in the system include:

- Kindergarten Readiness Test (Pre-K)
- Work Sampling Online (Pre-K)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS, K)
- Cognitive Abilities Test(CogAT, Grade 1)
- AIMSWeb (K-8)
- Georgia Alternate Assessment (GAA, Grades 3-12)
- Georgia Writing Assessments (Grades 3,5,8 & 11)
- Iowa Test of Basic Skills (ITBS, Grades 3,5,8)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT,K-12 EL)
- Assessing Comprehension and communication in English State-to State (ACCESS, K-12 EL)
- Georgia Criterion Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, Grades 9-12)
- PSAT,SAT 9-12)
- Advanced Placement Exams (9-12)

Need for a Striving Reader Project

The Wilkes County School system has a history of meeting AYP targets and performing well on state tests. Despite our performance, we still have areas of concern. Many of our students live in poverty and have little access to literacy materials and technology resources. Our graduation rate has decreased with the new cohort calculation due to the fact that many of our students need more than 4 years to meet graduation requirements. Our retention rate for ninth grade students is a concern, and as a small system, we all take responsibility. We have much room for improvement in certain areas in order to better prepare our students for high school and to ensure that they are college and career ready. A system wide focus on literacy is necessary in order to help us meet ever increasing expectations and prepare our student for the world beyond us.

After working with school literacy teams to identify needs, the following goals have been established for our system.

- Goal 1: Create a Culture Focused on Literacy
- Goal 2: Utilize a System of Assessments to Drive Instruction
- Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students
- Goal 4: Providing On-Going Professional Learning Focused on Literacy

Working toward these goals will improve literacy instruction and overall student achievement.

The Striving Reader Comprehensive Literacy Grant would help us achieve our goals and greatly impact our community.

District Management Plan and Key Personnel

Lisa Isham, the Director of Curriculum and Instruction, will be the Striving Reader Comprehensive Literacy grant administrator at the district office. She has been at the district office for 5 years and has experience with managing a Reading First grant in the past. Mrs. Isham oversees curriculum and instruction, testing, professional learning and Title II-A. She is also involved with the development and monitoring of the Consolidated Application and the System Improvement Plan.

SRCL Project Title	Person Responsible & Title	Supervisor
SRCL District Project Administrator	Lisa Isham Director of Curriculum & Instruction	Dr. Rosemary W. Caddell, Superintendent
Washington Wilkes Primary School Project Coordinator	Florence Sandifer Principal	Dr. Rosemary W. Caddell, Superintendent
Washington Wilkes Elementary School Project Coordinator	Angela McGill, Principal	Dr. Rosemary W. Caddell, Superintendent
Birth-5 Project Coordinator	Sherry DuBois, Instructional Coach for WWPS/WWES	Lisa Isham Director of Curriculum & Instruction
Washington Wilkes Middle School Project Coordinator	Deleki Lee, Principal	Dr. Rosemary W. Caddell, Superintendent
Washington Wilkes Comprehensive High School Project Coordinator	Mark Ward, Principal	Dr. Rosemary W. Caddell, Superintendent

Each school principal will be responsible for overseeing the grant at his/her school. Project coordinators and the District Literacy Team will meet as soon as the grant is awarded to begin planning to prioritize needs, create budgets, and establish timelines for plan implementation. Budget decisions will be made by the literacy team at each school. All requisitions will be approved by the principal of the school and also by the SRCL District Project Administrator and the Superintendent. Our established procedures for internal control for federal programs will be followed.

All project coordinators will meet monthly to discuss project implementation and progress. Day to day implementation of the literacy plan at each school will involve instructional coaches, assistant principals, lead teachers and the Literacy Leadership Team.

The Striving Reader Comprehensive Literacy grant goals and plans will be integrated into our school improvement plans and our system strategic plan.

Experience of the Applicant

The Wilkes County School system is very experienced in grant implementation and has a record of sound fiscal management. The Georgia Department of Audits conducts an audit of the system's financial records annually. During the FY12 audit, Wilkes County was issued a finding to the Title I Grants to LEAs program that it failed to implement internal control procedures over the distribution of salaries for employees working on multiple federal programs. This finding was corrected with the remission of a check in the amount of \$221.76.

The system has a procedure for internal controls that is strictly enforced. All purchases are pre-approved with a purchase order prior to any purchases, expenses incurred or contractual agreements being made. Approved requests must supplement and not supplant, must align with grant guidelines and school improvement plans, and must be allowable expenditures for the respective program or grant.

The Wilkes County school system is experienced in coordinating funds from different sources in order to implement an overall plan that will benefit all students in the system.

Previous Initiatives Funded

	Project Title	Funding Received	Is there audit?	Audit results
Schools				
WWPS WWES	Competitive E-Math Grant FY05-FY06	\$255,612.	yes	Clear
WWPS WWES	Competitive Ed-Tech Math Grant FY07	\$39,492.	yes	Clear
WWMS WWCHS	Competitive Math & Science Partnership Grant FY07	\$109,845.	yes	Clear
WWPS	Reading First FY07 & FY08 & FY09	\$790,793.	yes	Clear
WWPS WWES WWMS WWCHS	21 st CCLC FY10-FY13	\$1,550,000.	yes	Clear

System Coordination of Funds for FY14

FY14	Title I Funds (before carryover)	Title II Part A Funds	Title VI Part B Funds
LEA			
Washington-Wilkes Primary School	\$305,796 for teachers	\$96,106 for Class Size Reduction teachers	
Washington-Wilkes Elementary School	\$105,490 for teachers		
Washington-Wilkes Middle School	\$105,814 for teachers \$81,002 for Instructional Coach		
Washington-Wilkes High School			\$1,634 for Student Agendas for Parent Involvement support & \$2,125 for student workbooks for Math for Coordinate Algebra

School History

The Washington-Wilkes Lottery funded Pre-K program for four year olds was started in 1992 at the Washington-Wilkes Primary School. The program began with 6 classrooms, certified teachers and paraprofessionals, and 3 Family Resource Coordinators. In 1996, the program was reduced to 5 classrooms and 1 Family Resource Coordinator. The Pre-K was moved to Washington-Wilkes Elementary School in 2004, during a restructuring period.

The program was reduced to 4 classrooms in 2010 and remains that way today. Each class has 22 students for a total of 88. Due to budget constraints, the Pre-K calendar was reduced by 20 days during the 2011-12 school year, by 10 days during the 2012-13 school year, and by 2 days during the 2013-14 school year.

Washington-Wilkes Elementary School also houses two special education preschool or Early Bird classes consisting of three and four year old students. These classes are taught by special education teachers and serve 5-6 students each. The students from this program transition to a regular Pre-K class as they are ready.

School Leadership

Currently, Angela McGill serves as principal for Washington-Wilkes Elementary School and as the Pre-K Director Washington-Wilkes Lottery funded Pre-K program. Mrs. McGill is an alumnus of the Wilkes County school system, and has a vested interest in seeing the students perform well and become community leaders. Washington-Wilkes Elementary School has a Better Seeking Team/Literacy Leadership Team that meets monthly. The team consists of the

principal, instructional coach, media specialist, grade level representatives, and a representative from each area of special services. The Better Seeking Team/Literacy Leadership Team ensures that the school improvement plan is implemented and has input on important curriculum and instructional plans at the school.

Past Instructional Initiatives

- Creative Curriculum
- High Scope

Current Initiatives At Washington-Wilkes Pre-K

Georgia Early Learning and Development Standards (GELDS)

The Washington-Wilkes Pre-K teachers have attended all Bright From the Start training regarding the new standards for Pre-K. The Standards have also been studied during professional learning on-site, under the direction of the Instructional Coach.

Bright From the Start

All teachers and paraprofessionals participate in annual training provided by *Bright From the Start*.

Thinking Maps/Write from the Beginning

The Pre-K teachers were provided with *Thinking Maps* and *Write from the Beginning* training, in conjunction with the system's K-8 teachers.

Research Based Instructional Strategies

The Pre-K teachers have participated in collaborative book studies related to research based instructional strategies. (*Teach Like a Champion* by Doug Lemov, *Phonological Awareness Handbook for Kindergarten and Primary Teachers* by Lita Ericson and Moira Juliebo)

Teacher Keys Effectiveness System (TKES)

The Pre-K teachers have been involved in all TKES training provided by the system.

Professional Learning Needs

According to the needs assessment, root cause analysis, and data analysis, more professional learning is needed in direct, explicit literacy instruction. Teachers also need professional learning on teaching writing and including writing in their instructional plan. There were several other professional learning need areas noted including:

- Using data
- Literacy instruction (Phonological awareness, alphabetic principle, oral language, etc.)
- Print materials
- Modeling literacy and writing strategies
- Differentiated instruction
- RTI and Supports
- Assessment use and development (formative)

Need for a Striving Readers Project

The loss of funding for our Washington-Wilkes Pre-K program over the last few years has caused a high rate of teacher turnover and a lack of funds to buy much needed technology and curricular materials. The SRCL grant would enable us to provide literacy materials, technology, and training for the teachers in this program. The SRCL grant would also provide many other opportunities for our birth to five population. The grant would enable us to increase communication and sharing of data between the local Pre-K centers and the Washington-Wilkes Pre-K program. This grant would help to promote smooth transitions for our children and parents. The professional learning that could be provided to all the Pre-K teachers would lead to more consistency in using researched based early literacy strategies. The assessments that the grant will require will enable us to understand the specific needs of community children and students in our Pre-K. This grant will aid teachers in providing appropriate, needs-based instruction for all students. The grant will also help us to make literacy a focus and a priority in our birth to five population.

Washington-Wilkes Birth-5 Literacy Plan

Building Block 1. Engaged Leadership “The Why”

According to The Georgia Literacy Task Force, the role of leadership in developing literacy cannot be overstated. Strengthening leadership at all levels is necessary to the implementation of a successful literacy program (pg. 156, “The Why”). Leadership does not only come from principals, teacher leaders who have a well developed understanding of teaching reading and writing are also vital for the successful implementation of a literacy program (pg. 156, “The Why”).

The Washington-Wilkes Pre-K and Early Bird classrooms are located in the Washington-Wilkes Elementary School (WWES) building. Since the Washington-Wilkes Pre-K and Early Bird program work so closely together, we will refer to both programs as “Washington-Wilkes Pre-K” for the remainder of the document. The principal at WWES understands and is committed to improving literacy instruction and student achievement across grade levels and disciplines. Professional learning is scheduled bi-weekly, but is usually not topic specific. When planning for and scheduling professional learning in the future, specific topics will be put on the calendar according to needs identified in this grant.

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ The administrator participates in limited professional learning related to GELDS ➤ The administrator researches best practices and shares with the staff ➤ The administrator schedules protected time for professional learning on the calendar ➤ Provides professional learning and support for staff in making the transition to GELDS 	<ul style="list-style-type: none"> ➤ Identify stakeholders and partners from governmental, business, educational, and medical communities as well as parents and private early childhood providers ➤ Initiate plans for a Birth-5 Literacy Leadership Team (B-5 LLT) ➤ Identify members that will be invited to participate in this team ➤ Study research-based guidelines, strategies and resources for early learning set forth in the “The Why” document in the state literacy plan ➤ Create a common vision and goals aligned with state literacy plan to be shared by all stakeholders in early childhood ➤ Plan targeted, sustained professional development for staff and/or caregivers, as well as principals, directors, and other administrators on age-appropriate language and literacy practices ➤ Plan for ongoing data collection and analysis to inform program development and improvement ➤ Utilize technology to collect and report results of data collection regularly to stakeholders ➤ Build relationships with providers of early childhood care and education services

Washington-Wilkes Birth-5 Literacy Plan

	<ul style="list-style-type: none">➤ Use information from program assessments to guide development and improve program quality➤ Develop a brochure or chart mapping community literacy resources for families of young children➤ Advertise the website/resources throughout the community
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Washington-Wilkes Birth-5 Literacy Plan

Building Block 2: Continuity of Care and Instruction for All Young Children “The Why”

As stated in The Georgia Literacy Task Force document “The Why”, educators must consider the range of standards for each grade as well as needs of all students. This includes all students in regular education, special education, gifted, and English Language Learners (pg. 41, “The Why”). In order to make progress towards achievement in the indicators established by the Task Force, Georgia Educators and caregivers are guided by a series of standards from Birth to grade 12. With that said, The Georgia Literacy Task Force document “The Why” states that parents and caregivers of children from birth up to age four are supported by the Georgia Early Learning Standards (GELS, now known as GELDS). Georgia Pre-K Content Standards are used in Georgia’s Pre-K programs for four year olds. (pg. 77, “The Why”). The GELDS have been aligned with Pre-K Content Standards and with the GaDOE’s Kindergarten Performance Standards.

Washington-Wilkes Pre-K and Early Bird (3-4 year olds – Early Intervention) teachers have used professional learning time this year to study the new Pre-K GELDS. The teachers and paraprofessionals have attended all required Bright From the Start trainings and workshops. Paraprofessionals also participate in professional learning throughout the year.

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ There is communication between Babies Can’t Wait and the Early Bird (Pre-K) program at WWES ➤ There is very limited communication between the faith-based Pre-K programs, Head Start, and Washington-Wilkes Pre-K 	<ul style="list-style-type: none"> ➤ Initiate plans for a Birth-5 Literacy Leadership Team (B-5 LLT) Early Childhood Coalition ➤ Identify members that will be invited to participate in this team (i.e. Head Start director, faith-based Pre-K directors, community leaders, daycare providers, etc.) ➤ Provide participants in the B-5 LLT with GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten to ensure that all have a common understanding of the task ➤ Identify which agencies or groups participate in the community partnerships ➤ Establish a plan for communicating with stakeholders, B-5 LLT, community members, parents, etc...through use of technology, newspaper, and social media ➤ Schedule quarterly meetings for the B-5 LLT on the WWES school calendar ➤ Develop a one-stop website to assist parents with contact information for available services and programs ➤ Advertise the website/resources throughout the community

Washington-Wilkes Birth-5 Literacy Plan

	<ul style="list-style-type: none"> ➤ Conduct a community needs assessment to document available resources and to identify areas of need in the development of early literacy ➤ Collaborate within communities to support the literacy plan as part of existing community activities 				
B. Action: Ensure smooth transitions from one school/or agency to another					
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C. Action: Connect Families to Schools and Childcare Entities					
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D. Action: Connect Communities to Schools

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Washington-Wilkes Pre-K teachers plan field trips to local farms and businesses throughout the year. ➤ Various individuals visit the school during the year (i.e. firemen with fire trucks, police, doctors, nurses, veterinarians, etc.) ➤ Kindergarten registration packets are sent home with the Pre-K students. 	<ul style="list-style-type: none"> ➤ Identify parents and/or families to serve as advocates ➤ Strengthen relationships between preschool providers and the receiving kindergartens by: <ul style="list-style-type: none"> • Providing joint workshops between Pre-K and Kindergarten staff on interpretation of assessment data and consistency of goals • Sharing student information between Pre-K and Kindergarten • Ensuring that staff at Pre-K and Kindergarten schools are aware of the alignment of the Pre-K Content Standards with CCGPS

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ The Washington-Wilkes Pre-K program had a Family Resource Coordinator; however, that position was eliminated 3 years ago. 	<ul style="list-style-type: none"> ➤ Book buddies ➤ Collaborate with B-5 LLT and other interested community partners to develop a plan to address logistical barriers to participation in community-based family literacy training ➤ Research available grant opportunities to support local literacy efforts ➤ Enroll in programs to increase the number of children's books and reading material in homes (Ferst Foundation, Reading is Fundamental, Reach Out and Read) ➤ Provide specific literacy trainings for families minimizing logistical challenges – use social media to inform parents about literacy opportunities ➤ Provide substitutes for early care and education professionals to attend literacy training ➤ Using a train-the-trainer model, train parents as co-facilitators to assist in providing early literacy training for families – include paraprofessionals in this process

Washington-Wilkes Birth-5 Literacy Plan

Building Block 3. Ongoing formative and summative assessments “The Why”

Dr. Richard Stiggins was quoted in regards to assessment practices, “The principle 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” (pg. 95, “The Why”). Teachers need to be able to identify weaknesses and strengths, establish learning goals, utilize effective instructional strategies, evaluate effectiveness of instruction, and monitor student progress (pg. 96, “The Why”). Along these lines, professional learning should include how to analyze assessment data and use it to inform instruction in the classroom (pg. 98, “The Why”).

The Washington-Wilkes Pre-K program uses the Working Sampling Online System as required by Bright From the Start. With this system, teachers enter in data that they have observed and collected throughout the year. Teachers can enter in an observational note, matrix, photo, or work sample with notes attached to each. The different types of data are collected by the teachers at various times of the day and through various methods. For example, they might use questioning or an assessment game during small groups to collect the data needed for the Work Sampling System. At the end of each semester, teachers are required to have completed a developmental checklist and summary for each child in all five of the domains. Consultants from Bright From the Start often look at the online system to make sure that data is being entered correctly. Also, consultants from Bright Form the Start (BFTS) come for site visits a couple of times a year. During these visits they talk with teachers an administration to give them feedback about the Washington-Wilkes Pre-K program. To better assess students and their progress, the teachers have been administering the Kindergarten Readiness Assessment and passing the results on to the Kindergarten teachers. The 2013-2014 school year is the first year that the Kindergarten Readiness Test will be administered three times to assist in the RTI process.

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Most of the screening and diagnostic assessments are done by the Early Bird teachers and Speech teacher ➤ HeadStart is using the Brigance and Work Sampling System ➤ Faith Based Pre-K’s are using checklists ➤ Faith Based Pre-K’s are using the Kindergarten Readiness at the end of year 	<ul style="list-style-type: none"> ➤ Educate families, staff, and caregivers of the need for ongoing screening, diagnostic, and developmental assessments and the purposes of each ➤ Research screening and diagnostic instruments used to monitor growth and development (e.g., vision/hearing, cognitive, language) and choose appropriate tools ➤ Administer assessments required by the grant including PPVT4, PALS, and DP-3 ➤ Share results of screening and diagnostic assessments with parents and caregivers to inform decisions about instruction and interventions ➤ Provide Professional Learning to staff to ensure confidentiality when sharing results of screening and diagnostics assessments

Washington-Wilkes Birth-5 Literacy Plan

	<ul style="list-style-type: none"> with designated stakeholders ➤ Determine resources and professional development needs on specific interventions as indicated by screening ➤ Seek resources to support children’s learning and development based on screening and diagnostic data ➤ Provide continuous professional learning on screening and diagnostic assessments ➤ Add Pre-K assessment data to the existing data room at WWES ➤ Regularly evaluate screening and diagnostic tools to ensure appropriateness for all children for identifying learning delays ➤ Identify qualified professional learning providers ➤ Provide professional learning for staff and caregivers in the procedures for referral of children with identified delays ➤ Develop and establish a system to ensure that children receive appropriate screening and diagnostic assessments in all settings ➤ Implement procedures for transferring child data from one learning environment to the next to ensure continuity of services and instruction
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B. Action: Use formative assessments to inform instruction to meet the needs of children and students

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ In the past the Pre-K students have been administered the Kindergarten Readiness test at the end of the school year ➤ Beginning this year, the Pre-K teachers are administering the Kindergarten Readiness tests three times during the year ➤ Some teachers are creating data spreadsheets to analyze data that will guide instruction ➤ The Early-Bird students are administered the Developmental Indicators for the Assessment of Learning, the Developmental Assessment of Young Children, and the Early Childhood Behavior Scale as needed 	<ul style="list-style-type: none"> ➤ Design a data collection plan for maintaining, analyzing, and utilizing formative assessment results ➤ Administer assessments according to established timelines ➤ The Kindergarten Readiness test will be administered 3 times per year ➤ The data from the Kindergarten Readiness test will be used to guide instruction ➤ Provide professional learning in administering, interpreting and analyzing data and how to use data to guide instruction ➤ Post Pre-K data in the WWES data room for continued analysis ➤ Kindergarten DIBELS data from the Fall assessment will be shared with Pre-K teachers and posted on the data wall to

Washington-Wilkes Birth-5 Literacy Plan

	<p>identify program strengths and weaknesses and to inform professional learning</p> <ul style="list-style-type: none"> ➤ Build technology capacity to support assembly and storage of individual student portfolios ➤ The Developmental Indicators for the Assessment of Learning, the Developmental Assessment of Young Children, and the Early Childhood Behavior Scale will continue to be administered as needed
C. Action: Use summative assessment to determine effectiveness of instructional program	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ There are no formal interventions in place other than the language lessons that are provided by the speech teacher. 	<ul style="list-style-type: none"> ➤ The Classroom Assessment Scoring System (CLASS) will be used once per year ➤ Use results of summative assessments to plan professional learning for the upcoming year ➤ Use results to set goals for the upcoming year ➤ Allow teachers and caregivers opportunities to visit exemplary programs or classrooms ➤ Measure improvements in settings and educational experiences using data ➤ Use approved trainers, provide professional development for all staff, including principals and /or directors, on the program evaluation tools and methods of administration, and interpretation of results
D. Action: Use literacy screenings to assess readiness of individual children for reading and writing	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Pre-K teachers use Work Sampling Online as required by Bright From the Start ➤ The Kindergarten Readiness test has been given in May every year for several years as an end-of-the-year assessment to be used for Kindergarten placement ➤ Beginning this year, the Kindergarten Readiness Test is given in the Fall, Winter, and Spring 	<ul style="list-style-type: none"> ➤ Choose a screening instrument and provide professional learning for Pre-K and Kindergarten teachers ➤ Administer assessments at designated times ➤ Use data to guide instruction ➤ Use data to help determine professional learning needs
Building Block 4. Best Practices in Literacy Instruction	
“The Why”	

Washington-Wilkes Birth-5 Literacy Plan

Motivating students to read is a real issue in Georgia classrooms. The Why document cited an IES Practice Guide in which teachers are encouraged to establish, “an engaging and motivating context in which to teach reading comprehension. (pg. 54, “The Why”) Motivation for literacy learning in younger children is intertwined with playful interactions and routines. Young students must be given the opportunity to play and explore all types of books and other media. “The goal of reading is to comprehend text, in whatever format it is being read. For many students, explicit instruction in how to comprehend is necessary (pg. 54, “The Why”). As reported in The Georgia Literacy Task force document, teachers should focus on teaching students how to use the seven main strategies for reading. (The Seven Habits of an Effective Reader: Visualizing, Questioning, Making Connections, Predicting, Inferring, Determining Importance, and Synthesizing/Creating. These strategies look much different in classrooms of younger children, but that does not make them less important. The importance of code-related skills and oral language is also discussed extensively in “The Why” portion of the document. Teaching strategies and activities used should be developmentally appropriate for the various age ranges of the students Birth-5 (pg. 60. “The Why”). As stated in The Why document, “Children who have these code-related skills prior to formal instruction in reading are considerably more likely to do better on assessments of early reading than those without them.” (pg. 60, “The Why”). Another problem stated is that children are coming to school without necessary conversational and listening skills. The Why document stated that having good listening comprehension during preschool is a strong predictor of which children will demonstrate good comprehension skills later (pg. 62, “The Why”). According to our guiding document, providing high-quality language and literacy experiences in preschool are correlated with higher academic success. Oral language, phonological awareness, alphabetic knowledge, and print awareness are key elements in a Pre-K classroom.

The Washington-Wilkes Pre-K staff at WWES makes sure that all lessons and instruction are aligned with the Georgia Early Learning and Development Standards (GELDS). They use the standards to carefully develop lesson plans and ensure that all students are learning materials covered in the standards. Phonological awareness, concepts of print, alphabet knowledge, and oral language activities are planned each week. Teachers make sure that the lessons and activities promote literacy and foster early learning skills. Throughout the day students are provided with opportunities to make their own choices. For example, students get one hour of centers every day. During this time students get to decide where they would like to play. Each center has materials that promote literacy, such as paper, pencils, books, etc. The Washington-Wilkes Pre-K teachers have high expectations for all students and believe that each one can master the skills being taught.

A. Action: Ensure that instructional design and implementation are clearly and consistently aligned with GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Washington-Wilkes Pre-K instruction is aligned with GELDS. ➤ Washington-Wilkes Pre-K teachers have studied the GELDS during regularly scheduled professional learning time this year 	<ul style="list-style-type: none"> ➤ Provide professional learning for all faculty/staff in age-level appropriate practices for differentiation based on assessment ➤ Provide exemplar lesson plans that reflect the GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten for all faculty/staff

Washington-Wilkes Birth-5 Literacy Plan

	<ul style="list-style-type: none"> ➤ Provide professional learning on code-related skills as well as oral language skills ➤ Provide professional learning in conversational language skills and listening comprehension skills ➤ Provide professional learning phonemic awareness, phonics, fluency, vocabulary, and comprehension ➤ Use the above standards as the foundation for instruction by requiring that the standards are referenced in all lesson plans and differentiation is clearly evident
B. Action: Ensure that research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness) alphabet knowledge, writing, and oral language	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Washington-Wilkes Pre-K teachers follow the GELDS when planning daily lessons. ➤ Lessons include phonological awareness, concepts of print, alphabet knowledge, writing, and oral language. 	<ul style="list-style-type: none"> ➤ Identify research-based instructional strategies for developing oral language in children birth-to-five ➤ Provide professional learning in research-based instructional strategies for developing oral language in children ➤ Develop tools for monitoring implementation ➤ Use monitoring tools to collect data and use this data to plan for professional learning
B. Action: Ensure high expectations, developmentally-appropriate practice and a focus on student interest for all learners are consistently evident	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Washington-Wilkes Pre-K teachers have high expectations for all learners ➤ Students are provided many opportunities to make choices concerning developmentally appropriate activities during the day ➤ Washington-Wilkes Pre-K teachers are using GELDS as a guide for instruction and to develop instructional strategies and assessment protocols that are developmentally appropriate 	<ul style="list-style-type: none"> ➤ Use GELDS and BFTS curriculum to develop curriculum maps ➤ Provide professional learning for teachers to support implementation of all curricular resources ➤ Collect and analyze data to monitor implementation and make decisions about professional learning ➤ Purchase modern technology for Washington-Wilkes Pre-K classrooms ➤ Integrate technology into literacy lessons to engage and motivate students

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Building Block 5. System of Tiered Intervention “The Why”

Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level (pg. 125, “The Why”).

Georgia’s RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms
- Evidence-based instruction as the core of classroom pedagogy
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in each school or school district who serve as the driving force for instructional decision making in the building
- Purposeful allocation of instructional resources based on student assessment data (pg. 125-126, “The Why”)

Professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. Professional learning centered on cognitive strategies may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions. These skills are consistent with focus of the Georgia Performance Standards and the Common Core Georgia Performance Standards (pg. 124, “The Why”).

WWES has an established RTI plan that utilizes a 4-Tier model. The Wilkes County RTI manual describes in detail the protocols that our school follows. While an RTI plan is in place, more work needs to be done to diagnose areas of weakness and support those needs in the Washington-Wilkes Pre-K classrooms. This will be a major focus of our professional learning with the implementation of this grant.

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

Best Practices in Place	Best Practices to be Implemented
<p>➤ The RTI process has been implemented this year through the use of the Kindergarten Readiness test. The system RTI coordinator has met with the Washington-Wilkes Pre-K teachers twice this year to discuss needs of students.</p>	<p>➤ Explore the possibilities of initiating a tiered intervention model in Head Start and GA Pre-K classrooms...</p> <ul style="list-style-type: none"> • Schedule screening and progress monitoring assessments at least three times per year • Ensure that all children receive exposure to research based curriculum that focuses on the development of early literacy skills • Ensure that all classrooms are literacy-rich environments

Washington-Wilkes Birth-5 Literacy Plan

	<ul style="list-style-type: none">• Provide professional learning for all staff members, including directors, teachers, and paraprofessionals➤ Develop protocols for tiered intervention and for referrals to the process➤ Develop resources for Tiered Intervention that are accessible to all staff➤ Provide small-group instruction in pre-literacy skills➤ Provide individual tutoring for students who fail to make target goals➤ Ensure that all domains (e.g. physical, social & emotional, language & literacy, cognitive) are considered in the tiered intervention process➤ Provide professional learning in the process, policies, and protocols for tiered intervention➤ Provide professional learning opportunities for teachers in the use of intervention strategies and supports➤ Monitor implementation of Literacy Plan by collecting and analyzing data➤ Use data to drive professional learning

Washington-Wilkes Birth-5 Literacy Plan

Building Block 6. Professional Learning and Resources **“The Why”**

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement (pg. 141, “The Why”).

Washington-Wilkes Pre-K teachers at WWES are engaged in on-going professional learning. With the implementation of GELDS, all teachers participated in some professional learning studying the new standards. This professional learning was an overview. Extensive study of literacy standards and strategies to be used in classrooms are necessary to the success of our Literacy Plan. We are currently at the “Deep Learning with Limited Capacity” level but are ready to move to the next stage in professional learning. A clear focus on literacy needs to be developed to ensure all teachers are aware of best-practices concerning literacy instruction. Professional learning topics that need to be addressed to enhance literacy are administering summative and formative assessments, data analysis and usage, differentiation, RTI protocols, as well as direct explicit writing and literacy strategies.

A. Action: Develop professional learning for community partners

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Community partners do not receive professional learning offered by the school ➤ There is limited communication dealing with placement of students and administering the Kindergarten readiness test 	<ul style="list-style-type: none"> ➤ Community partners will be invited to participate in all professional learning through the use of a professional learning monthly calendar ➤ Make applicable program standards accessible to all educators and caretakers (e.g. GELDS, etc.) ➤ Develop a strong partnership with the local public library (Mary Willis Library) <ul style="list-style-type: none"> • Hosting professional learning sessions • Family Reading Nights • Bookmobile access • Summer Reading Program/Activities ➤ Negotiate barriers to providing professional learning for early care and education providers ➤ Provide family literacy opportunities in locations that families can access ➤ Provide training for parents on literacy activities ➤ Increase communication between Washington-Wilkes Pre-K, faith-based Pre-K, and Head Start programs

Washington-Wilkes Birth-5 Literacy Plan

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Washington-Wilkes Pre-K teachers at WWES have participated in the following professional learning sessions... <ul style="list-style-type: none"> • Thinking Maps • Write From the Beginning • Book Study – <i>Teach Like a Champion</i> by Doug Lemov and <i>Phonological Awareness Handbook for Kindergarten and Primary Teachers</i> by Lita Ericson and Moira Juliebo • Unit planning using resources from BFTS • Study of the new GELDS • Various technology trainings • TKES ➤ Professional learning in the development of Literacy is provided for teachers and paraprofessionals. ➤ Professional learning time is scheduled monthly on our school calendar. ➤ Pre-K teachers and paraprofessionals have attended required Bright From the Start trainings 	<ul style="list-style-type: none"> ➤ Add Pre-K data to the existing WWES data room ➤ Collect and analyze data to determine professional learning needs ➤ Establish a long-range professional development plan that included job-embedded strategies, such as modeling, coaching, and constructive feedback ➤ Provide professional learning on conducting peer observations and giving feedback using the Literacy Observation Checklist ➤ Schedule time during the year for peer observations and feedback ➤ Include administrators in professional learning ➤ Schedule and protect time for teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice ➤ Provide opportunities for all staff to participate in professional learning activities offered by the district, region, and/or state that address identified needs and early learning guidelines and standards ➤ Build a professional learning library ➤ Provide professional learning on the utilization any new technology purchased

Needs Assessment, Concerns and Root Cause Analysis

Description of the Process

The faculty of Washington-Wilkes Pre-K and the leaders of the community Pre-K centers completed the Georgia Literacy Plan Needs Assessment for Literacy Birth-5. This instrument addressed key areas of literacy: instruction, administrative and community support, proper use of resources, Response to Intervention, and data analysis. The needs assessment was distributed via email and completed on Survey Monkey. The results of the survey were presented to the school's Literacy Leadership Team who discussed strengths and weaknesses. The team also discussed disparities between the survey results and implemented practices.

Description of Surveys Used in the Needs Assessment

Materials	Description
Georgia Literacy Plan Needs Assessment for Birth-5	This literacy survey was provided electronically to Washington-Wilkes Pre-K teachers and community Pre-K directors.

Results of Literacy Needs Assessment Survey

	Fully	Operational	Emergent	Not addressed
Engaged Leadership				
Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.	0	0	67	33
Continuity of Care and Instruction				
An early childhood coalition for literacy through which professionals for many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.	0	0	33	67
A plan is in place to ensure smooth transitions from one school or agency to another.	17	33	50	0
A plan is in place to connect families to schools and childcare entities.	0	17	33	50
A plan in in place to connect communities to schools.	17	17	33	33
Ongoing Formative and Summative Assessments				
The infrastructure is in place for full implementation of screening and diagnostic assessments.	33	50	17	0
The results of formative assessments are used to adjust intervention to meet the needs of children and students.	17	67	17	0
Summative assessments are used to determine effectiveness of interventions or instructional programs.	17	33	17	33
Literacy screenings are used to assess readiness of individual children for reading and writing.	17	50	17	17
Best Practices in Literacy Instruction				
Instruction is clearly and consistently aligned with GELDS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.	17	50	17	17
Evidence based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.	33	17	33	17
High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.	50	33	17	0
Systems of Tiered Intervention				
Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.	17	67	0	17
Professional Learning and Resources				
Community partners receive professional learning in the development of early literacy.	0	0	17	83
In-service personnel receive professional learning in the development of early literacy.	0	33	33	33

The results of the survey indicate areas of strengths and weaknesses in our Pre-K program. The biggest strength shown by this survey was under Best Practices in Literacy Instruction and high expectations with a focus on student interest for all learners. Of all those surveyed, most scored operational in the area of Ongoing Formative and Summative Assessments. It is assumed that the teachers surveyed were referring to the Work Sampling Online and checklists that they use as these assessments. The teachers use these instruments as their formative assessments that help drive instruction. However, the SRCL grant will provide us with more specific assessments and

data to help drive instruction. The weaknesses identified were under Continuity of Care and Instruction. The need for an early childhood coalition (67% Not Addressed), smooth transitions from one school to another (50% Emergent), a place to connect families to schools (83% Emergent and Not addressed), and childcare entities and a place to connect communities to schools (66% Emergent and Not addressed). Another area of weakness that was identified was concerning Professional Learning. 83% of those surveyed stated that professional learning was not provided to community partners. The SRCL grant will provide many professional learning opportunities for all teachers and community members participating in this grant. Survey results indicated that RTI is being implemented. The committee agreed that there is still much work to be done in the area of RTI.

Root Causes Analysis

Building Block 1 Engaged Leadership		
Need Area	Root Cause	Steps Taken
<ul style="list-style-type: none"> ○ Birth-5 Literacy Leadership Team (Birth-5 LLT) (pg. 5, The What) ○ Multiple forms of student, school, and teacher data (pg. 5, The What) ○ Learning supports within community (pg. 5, The What) 	<ul style="list-style-type: none"> ○ Lack of focus on literacy ○ Lack of professional learning focused on specific literacy topics ○ Lack of funding for professional learning ○ Lack of strategic process for communicating with all stakeholders 	<ul style="list-style-type: none"> ○ Some professional learning has occurred in literacy ○ Partnerships are being formed ○ Limited communication between school and community centers

Building Block 2		
Continuity of Care and Instruction		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ○ Communication between community Pre-K centers and schools (pg.6, The What) ○ Protocols for smooth transitions (pg. 5, The What) <ul style="list-style-type: none"> ○ Collaboration with community about literacy (pg. 6, The What) ○ Learning opportunities for parents about literacy (pg. 6, The What) 	<ul style="list-style-type: none"> ○ Lack of community involvement in literacy ○ Loss of Pre-K family services Coordinator ○ Lack of funding 	<ul style="list-style-type: none"> ○ The Birth-5 LLT is being created ○ Minimal professional learning has been provided ○ Partnerships between Washington-Wilkes Pre-K and Head Start and faith based Pre-K programs have been established ○ Plans for website to provide information ○ Shared some assessment information

Building Block 3		
Ongoing Formative and Summative Assessments		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ○ System of formative and summative assessments (pg. 6, The What) ○ Diagnostic assessment tools (pg.6, The What) ○ Clear plan for using data to improve teaching and learning (pg. 7, The What) ○ Protocol for administering assessments and transfer of data from community based programs to Washington-Wilkes Pre-K/Kindergarten (Pg. 5, The What) 	<ul style="list-style-type: none"> ○ Lack of professional learning focused on formative assessments ○ Lack of funding for technology infrastructure and diagnostic tools ○ Lack of time to learn and implement new assessment practices ○ Lack of focus on literacy assessments 	<ul style="list-style-type: none"> ○ Used Kindergarten readiness results for grouping and placement ○ Administered Kindergarten readiness to faith-based Pre-K and Washington-Wilkes Pre-K

Building Block 4		
Best Practices in Literacy Instruction		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ○ Clear plan for research based instruction in all early literacy skill areas (Pg. 8, The What) ○ Professional learning on the following: <ul style="list-style-type: none"> ○ Early literacy skills ○ Writing ○ Oral Language ○ Differentiated instruction (pg. 8, The What) ○ Technology for instruction and to increase student interest (pg.8, The Why) 	<ul style="list-style-type: none"> ○ Lack of professional learning on literacy ○ Lack of funding to purchase technology resources 	<ul style="list-style-type: none"> ○ Participated in professional learning on GELDS ○ Participated in limited professional learning opportunities in literacy ○ Participated in monthly professional learning sessions

Building Block 5 System of Tiered Intervention (RTI) for All Students		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ○ Literacy interventions (pg. 8, The What) ○ Plan for examining and using student data (pg. 11-12, The Why) ○ Professional learning on the process, policies and protocols for tiered intervention and strategies that includes all domains (pg. 8, The Why) 	<ul style="list-style-type: none"> ○ Lack of funding to purchase updated intervention materials and diagnostic assessments ○ Lack of data analysis ○ Lack of communication among stakeholders ○ Lack of professional learning on RTI 	<ul style="list-style-type: none"> ○ Meetings with RTI coordinator to discuss student progress ○ Use Kindergarten Readiness Assessment to make RTI decisions ○ Small-group, needs-based time is scheduled everyday <ul style="list-style-type: none"> ○ Limited intervention is being provided

Building Block 6 Professional Learning and Resources		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ○ Ongoing professional learning on literacy strategies, assessment development, and data usage for in-service personnel and community partners (pg. 9, The What) 	<ul style="list-style-type: none"> ○ Lack of focus on literacy instruction and data analysis ○ Lack of scheduled time to observe and implement new strategies 	<ul style="list-style-type: none"> ○ Provided monthly professional learning for in-service personnel ○ Provide site-based support for administration, faculty, and staff by instructional coach ○ Monitor teacher instruction with limited tools, i.e. TKES, CLASS

Analysis and Identification of Student and Teacher Data

Student Data

(a) The Washington-Wilkes Pre-K program began giving a screener this school year for RTI. The Kindergarten Readiness test was previously given only at the end of the year. This year it was administered in fall and winter, and will be administered again in the spring. The table below shows results of the screening.

Kindergarten Readiness Assessment Results

	Fall	Winter
Students scoring 70 or above	35%	64%

The results indicate that our Pre-K students are making progress on the measures of the Kindergarten Readiness test. The Striving Reader Comprehensive Literacy Grant will enable us to utilize assessments that will provide much more data about our students' progress and individual needs.

(b, c ,d) N/A for Birth-5

e. Teacher Data for WW Pre-K Teachers

The budget cuts to the Pre-K program have affected our retention rate for teachers. Several experienced teachers chose to move to other grades in order to maintain their current level of pay. Positions have been filled with new teachers.

	Retention Rate of Teachers	
Year	Teacher Turn-over	Percent of Teacher Population
2013-2014	2	40%
2012-2013	2	40%
2011-2012	1	20%

Years of Service	
Year of Service	Number of Teachers
Less than 3 years	4
3-20 years	2
20+ years	0

The local Head Start program employs two lead teachers and two assistants. The lead teachers have 20 or more years of experience in working with children.

The faith-based Pre-K programs are housed in local churches. Both of these programs have been in existence for many years and are supervised by retired public school teachers. They employ 2 teachers and 2 teacher assistants.

(f)

Each program is currently utilizing its own formative and summative assessments. Since there is no universal screener in place, the goal for the SRCL grant is to provide the framework for screening for all children ages birth to five. The objectives would be to share the data between programs to promote smoother transitions for students and parents.

(g)

The district will continue to use the Kindergarten Readiness assessment to guide instruction and determine placement in Kindergarten. The Washington-Wilkes Pre-K program will continue to use the Work Sampling On-line as required by Bright From the Start.

(h)

The local Head Start teachers attend training that is provided at the regional level.

The faith-based teachers receive training and support from their supervisors as needed.

The Washington-Wilkes Pre-K teachers have participated in the following Professional Learning:

Professional Development Activity	Percent of Staff Participating	On-Going Initiatives
Bright from the Start	100%	Yes
Write from the Beginning	75%	
GELDS	100%	Yes
Thinking Maps	75%	Yes
Research-Based Instructional Strategies	50%	Yes
TKES	50%	Yes
Collaborative Planning	50%	Yes

**Washington-Wilkes Birth-5 Project Plan:
Procedures, Goals, Objectives, and Support**

Goal 1: Create a Culture Focused on Literacy (a, b)

Measurable Objectives (c)

1. Monitor progress through the use of walk-throughs and the Literacy Observation Checklist
2. Include community members on Birth-5 Literacy Leadership Team (B-5 LLT)
3. Share Literacy Plan with community partners by October, 2014
4. Ensure that Literacy is the focus of all instruction, professional learning, data analysis, and events
5. Provide opportunities for parents and community members to learn about early literacy and how to help their children

Research-Based Practices (The What & The Why) (j)

- B-5 LLT (pg. 5, The What)
- Learning supports within community (pg. 7, The What)
- Professional learning concerning Literacy across content areas (pg. 6, The What)
- Teachers coach, co-teach, observe, and give feedback (pg. 7, The What)

Practices Already in Place (g)

- Literacy Leadership Team has been formed
- Minimal professional learning has occurred across content areas
- Partnership with the Head Start program and the faith-based Pre-K programs have been formed
- Communicate with the public via school website, social media, and newspaper

Goals to be Funded by Other Sources (h)

Portions of this goal can be funded with Pre-K state funds. In addition, it is possible to develop partnerships with businesses in the community.

Goal 2: Utilize a System of Assessments to Drive Instruction (a, b)

Measurable Objectives (c)

1. Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments
2. Use universal screener for all students
3. Purchase and use diagnostic assessments as needed
4. Establish and implement a consistent system of progress monitoring to ensure students are on-track to meet standards
5. Create data teams that meet monthly using an adopted protocol
6. Monitor use of data to drive instruction through lesson plans, observations, work samples, and walk-throughs

Research-Based Practices (The What & The Why) (j)

- System of formative and summative assessments (pg. 8, The Why)
- Diagnostic assessment tools (pg. 8-9, The Why)
- Clear plan for using data to improve teaching and learning (pg. 9, The Why)

Practices Already in Place (g)

- Pre-K teachers and paraprofessional attend Bright From the Start trainings
- The Kindergarten Readiness assessment, Developmental Indicators for the Assessment of Learning, Developmental Assessment of Young Children, and Early Childhood Behavior Scale and Work Sampling Online are being used
- Provided professional learning on GELDS
- Use summative assessment to guide placement for RTI

Goals to be Funded by Other Sources (h)

This goal will be funded through the award of the Striving Readers Comprehensive Literacy Grant.

Goal 3: Provide Scientific, Researched-based Literacy Instruction to ALL Students (a, b)

Measurable Objectives (c)

1. Design a county wide vertically and horizontally articulated writing plan that includes Washington-Wilkes Pre-K
2. Provide and Monitor the use of direct, explicit early literacy and reading instruction through lesson plans, observations and walk-throughs
3. Purchase reading materials for use in the classroom and media center
4. Purchase modern technology to motivate and engage student learners
5. Research and purchase effective intervention materials and/or software for use with at-risk students
6. Monitor the effective use of interventions through data collected
7. Monitor the fidelity of the RTI process

Research-Based Practices (The What & The Why) (j)

- Clear plan for literacy instruction across all content areas (pg. 9-10, The Why)
- Professional learning on the following:
 - Using data
 - Literacy instruction
 - Text selection
 - Modeling
 - Differentiated instruction (pg. 10, The Why)
- Coordinated plan for writing instruction (pg. 10, The Why)
- Technology for instruction and motivation (pg. 10, The Why)

Practices Already in Place (g)

- GELDS is used as the core for literacy instruction
- Teachers participated in GELDS literacy strategies professional learning
- Use of print resources in classrooms
- Teachers are participating in Thinking Maps and Write from the Beginning training
- Classrooms are equipped with one iPad, one non-modern desktop computer, and a digital camera
- Adjusting county wide RTI protocols for Washington-Wilkes Pre-K

Goals to be Funded by Other Sources (h)

This goal will be funded almost entirely through the Striving Reader Comprehensive Literacy Grant.

Goal 4: Provide On-Going Professional Learning Concerning all Areas of Literacy (a, b)

Measurable Objectives (c)

1. Research and provide professional learning in the following areas:
 - Using data
 - Phonological awareness, Phonics, Concepts of Print, Alphabet knowledge, Oral Language, etc.
 - New curriculum
 - Explicit, direct literacy and writing instruction
 - Print material selection
 - Modeling writing
 - Differentiated instruction
 - Peer observations and effective feedback
 - Effective technology integration in all content areas
 - Family engagement and community involvement
2. Form collaborative teams that will meet monthly to plan instruction, analyze data, and examine student work
3. Train all teachers on existing RTI protocols

Research-Based Practices (The What & The Why) (j)

- School-based data team including Washington-Wilkes Pre-K (pg. 11, The Why)
- Literacy interventions that are age appropriate (pg. 11-12, The Why)
- Professional learning on direct, explicit instructional strategies (pg. 11, The Why)
- Plan for examining and using student data (pg. 11-12, The Why)
- Professional learning for interventions (pg. 12, The Why)
- Protected time for teachers to collaborate with all aspects of literacy (pg. 13, The Why)
- Method to monitor instruction (pg. 13, The Why)
- Ongoing professional learning on literacy strategies, assessment development, and data usage (pg. 13, The Why)

Practices Already in Place (g)

- Teachers and paraprofessionals participated in Thinking Maps/Write from the Beginning training
- Teachers and paraprofessionals participated in GELDS training

- Teachers, paraprofessionals, and administrator attended Bright From the Start trainings
- Limited technology integration training due to lack of modern technology
- Limited professional learning is provided in Differentiation
- Time is scheduled for team planning
- Professional learning is scheduled monthly

Goals to be Funded by Other Sources (h)

In addition to the SRCL grant, local and state professional learning funds may be used to meet this goal.

Sample Schedule showing at least 90 minutes of Tiered Instruction (i)

Sample Pre-K Schedule

7:50-8:05	Arrive/Unpack, Restroom
8:05-8:35	Breakfast
8:35-8:45	Morning Work
8:45-9:00	Story Time/Morning Circle/Music/Movement
9:00-9:25	Large Group/Phonological Awareness
9:25-9:35	Restroom
9:35-10:35	Centers
10:35-10:45	Clean Up Centers
10:45-10:50	Restroom
10:50-11:20	Lunch
11:20-12:15	Recess
12:15-12:25	Restroom
12:25-1:10	Story Time/Small Groups
1:10-1:20	Restroom
1:20-2:20	Nap
2:20-2:30	Restroom
2:30-2:35	Closing Circle
2:35-2:50	Snack/Pack Up

The faith-based Pre-K programs and Head Start program operate on abbreviated schedules but offer similar activities.

(d) The application is inclusive of all teachers and students in Head Start, Faith-Based Pre-K, Special Needs Pre-K (Early Birds), and Washington-Wilkes Pre-K.

RTI Model (e)

The four tiers of the RTI pyramid are as follows:

- **Tier 1** - Students receive the regular curriculum and learning strategies within the regular classroom as required by the school RTI procedures.
- **Tier 2** - In addition to the regular instruction, students receive extra instruction and individual learning strategies are implemented as required by the school RTI procedures.
- **Tier 3** - Students receive more intense individualized instruction as recommended by the SST. Students continue to receive Tier 1 and Tier 2 support, in addition to Tier 3 intervention.
- **Tier 4** - Specialized service is provided through the Gifted Program, Special Education, 504 Plan, or English as a Second Language for those meeting eligibility requirements.

We are currently working on adjusting this model to meet the needs of all students in the Birth-5 age range.

Assessment/Data Analysis Plan

(a) The Washington-Wilkes Elementary School (WWES) Pre-K administers a Kindergarten Readiness checklist to their students. The checklist was previously given at the end of the Pre-K year. This school year the checklist is being administered 3 times....beginning, middle and end of the year as a screener. The information is being used to begin the RTI process with the Pre-K students. The WWES Pre-K program also uses the Work Sampling Online System that is required by Bright from the Start. The Wilkes County Head Start program is using the Brigance and the Work Sampling System with their 3 year olds. The faith-based Pre-K programs use checklists that they have created and also administer the Kindergarten Readiness Checklist to children who are entering Kindergarten the next school year.

(b) At this time the Washington-Wilkes Pre-K uses Work Sampling Online and the Kindergarten Readiness test. The SRCL grant will require the purchase and implementation of the Phonological Awareness Literacy Screening (PALS) for Pre-K and the Peabody Picture Vocabulary Test 4 (PPVT4) Form A and B. The Classroom Assessment Scoring System (CLASS) will also be done one time per year.

(c, h) The Kindergarten Readiness test will continue to be administered 3 times per year. The PALS will be administered 3 times per year and the PPVT4 Form A/B will be given 2 times per year. The CLASS will be administered 1 time per year. Work Sampling Online is a requirement of Bright from the Start and will continue to be implemented. The Developmental Profile 3 (DP-3) will be administered 2 times per year. These assessments will be administered by the Birth-5 teachers.

(d) There are no plans to discontinue any current assessments. The Pre-K teachers will continue to use the Work Sampling System to document student progress, and will still administer the Kindergarten Readiness test.

(e) Professional learning on administering and analyzing data from the new assessments; CLASS, PALS and PPVT4.

(f) Data will be presented to parents at conferences that are held twice per year. Whole group data will be shared with the Birth-5 Literacy Leadership Team (B-5 LLT) at the scheduled meetings.

(g) Teachers will create spreadsheets that show data from the Kindergarten Readiness test. These spreadsheets will be color-coded according to specified benchmarks. As data is collected from the other assessments, teachers will meet to discuss strengths, weaknesses, and individual needs

of students. Teachers will plan instruction according to results from this data. Assessment data will be used for flexible grouping and to determine intervention materials and strategies needed.

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

Needed Classroom Resources to Implement the Literacy Plan (a)

Curriculum Needs
Approved curriculum for Washington-Wilkes Pre-K
DP-3 (Universal screener)
PALS-Pre-K (Universal screener)
PPVT-4 (Universal screener)
Literacy materials for classrooms
Literacy materials for Washington-Wilkes Pre-K media center
Literacy materials for in-home use with families
Literacy Materials for use in various community locations
Variety of high quality books (informational and content area) to add to classroom libraries
Intervention materials and teacher resources
Audio books for listening centers
Technology Needs
Tablets with cases
Tablet management software
Apps for tablets
Desktop computers to replace outdated classroom computers
Laptops for instructional use by teachers
Interactive white boards
Projectors for use with interactive white boards
Listening centers (new and updating)
Assistive technology for nonverbal or low-verbal children
Literacy software
Professional Learning Needs
Assessments (administration and data analysis)
New approved curriculum
RTI and research-based interventions
Data analysis and use to guide instruction
Direct, explicit research-based literacy instruction
Modeling literacy and writing strategies
Writing instruction
Differentiated instruction
Instructional technology
Family engagement and community involvement
Funding for substitutes for Washington-Wilkes Pre-K professional learning
Travel to trainings, conferences, and workshops

Activities that Support Intervention Programs (b)

- Small group intervention sessions for students identified as “at-risk” (weekly)
- Kindergarten readiness assessment administered three times each year as a universal screener
- Flexible grouping to meet the individual needs of students
- Daily phonological awareness activities
- Daily read-alouds, including fiction and non-fiction
- Vocabulary building activities
- Professional learning on research-based instructional strategies

Shared Resources (c)

- Computer lab (lack of software that is pre-k appropriate)

Library Resources (d)

- 693 print titles in the Washington-Wilkes Pre-K book collection (many outdated)
- Videos (limited selection)
- Color printer
- Laminator

**** All resources shared with WWES.**

List of Activities that Support Classroom Practices (e)

- Large group instruction
- Small group instruction
- Professional learning through DECAL
- Center time
- Music and movement
- Differentiated instruction
- Story time

Additional Strategies Needed to Support Student Success (f)

- Professional learning in developmentally appropriate literacy strategies.
- Professional learning on interventions (e.g. PALS-Pre-K, PPVT4 for A/B, DP-3) to ensure successful implementation and data analysis
- Birth-5 Literacy Leadership Team includes parent and community stakeholders and stresses the importance of early language and literacy in the early years
- Collaborative planning and vertical alignment between all Birth-5 providers
- Utilization of assessment data to drive student interventions/grouping, as well as, program decisions
- Integration of high-quality instructional technology
- Workshops for parents to help engage children in quality literacy activities at home

Current Classroom Resources (g)

- One non-modern computer in each classroom
- One iPad in each classroom
- One digital camera in each classroom
- Televisions in all classrooms
- Twenty books and CDs for listening centers
- Small classroom library
- Classroom materials required by Bright from the Start

Alignment Plan for SRCL and Other Funding (h)

Resource	SRCL	Other Funding
Professional Learning	Professional learning for all Birth-5 providers	State Professional Learning Local Funds
Literacy Materials	Additional books for media center and classrooms, literacy resources, RTI materials	Pre-K Funds Local Funds
Intervention Materials	Intervention materials and/or software	Pre-K Funds Local Funds
Technology	All technology addressed in the needed resources section	Title VIB (Low Income) Local Funds
Literacy Assessments	Universal screener, diagnostic assessments, progress monitoring, benchmark	Local Funds
Community and Parent Engagement	Literacy events and reading nights, etc.	Title I (Parent Involvement)

Demonstration of How Needed Technology Supports RTI, Student Engagement, Instructional Practices, Writing, etc. (i)

Technology Needs	
Tablets with cases	Students will be engaged in intervention and literacy applications that will enhance instruction.
Tablet management software	This software allows teachers to better utilize tablets making it more likely to use the technology in their classes.
Apps for tablets	Selected applications will engage students and will allow them to practice literacy skills such as phonological awareness, alphabet knowledge, concept of word, letter/sound correspondence, etc.

Technology Needs	
Desktop computers to replace outdated classroom computers	Students will be engaged and able to access early literacy software in the classroom. These computers would also be used to implement literacy interventions.
Laptops for instructional use by teachers	Laptops will be used to create interactive lessons, show video clips, model early literacy strategies and writing, etc, leading to increase engagement.
Interactive white boards	IWB will be used to create interactive lessons, show video clips, model early literacy strategies and writing, etc.
Listening Centers	Listening centers would engage students and present books using different modalities.
Assistive technology for nonverbal and low-verbal children	This technology would allow students with special needs to engage in literacy instruction.
Literacy Software	Software would provide interventions for struggling students and would provide all students with engaging literacy activities.
Projectors	Projectors would allow teachers to use IWB for engaging literacy activities.

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Activities from the Past Year (a, b, c)

Professional Development Activity (a)	Percent of Staff Participating (b)	On-Going Initiatives (c)
Bright from the Start	100%	Yes
Write from the Beginning	75%	Yes
GELDS	100%	Yes
Thinking Maps	75%	Yes
Research-Based Instructional Strategies (Book Studies)	50%	Yes
TKES	50%	Yes
Collaborative Planning	50%	Yes

Programmatic Professional Learning Needs Identified in the Needs Assessment (d)

According to the needs assessment, root cause analysis, and data analysis, more professional learning is needed in literacy strategies across the content areas, including direct, explicit literacy instruction. Teachers also need extensive professional learning on teaching writing and including writing in their instructional plan. There were several other professional learning need areas noted including:

- Using data
- Literacy instruction
- Print materials
- Modeling literacy and writing strategies
- Differentiated instruction
- RTI and Supports
- Assessment use and development (formative)

Process Used to Determine if Professional Development was Adequate and Effective (e)

Data from teacher walk-throughs and observations will be used as one means of determining if teachers are utilizing information and strategies gleaned from professional learning sessions. The Georgia Literacy Plan Needs Assessment will be given each year to all faculty and staff. This will be used to determine level of implementation and effectiveness of professional learning. It will also be used to identify which professional learning topics need to be made a priority. Finally, the Birth-5 Literacy Leadership Team (B-5LLT) will discuss effectiveness of professional learning.

Professional Learning Plan (f)

*All professional learning topics would be tied to Goal 4: Providing On-Going Professional Learning Focused on Literacy

Professional Learning	Participants	Project Goals and Objectives
Assessments (administration and data analysis)	All teachers participating in grant	Goal 2: Utilize a System of Assessments to Drive Instruction 2.2 Use universal screener for all students Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.5 Purchase and use diagnostic assessments as needed 3.6 Monitor the use of data to drive instruction through lesson plans observations, work samples, and walk-throughs
Differentiated instruction	All teachers participating in grant	Goal 2: Utilize a System of Assessments to Drive Instruction 3.6 Monitor the use of data to drive instruction through lesson plans observations, work samples, and walk-throughs
Instructional Technology	All Washington-Wilkes Pre-K teachers	Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.4 Purchase modern technology to motivate and engage students

Professional Learning	Participants	Project Goals and Objectives
RTI and research-based interventions	All teachers participating in grant	<p>Goal 2: Utilize a System of Assessments to Drive Instruction</p> <p>2.2 Use universal screener for all students</p> <p>2.3 Purchase and utilize diagnostic assessments, as needed</p> <p>2.4 Establish a consistent system of progress monitoring to ensure students are on-track to meet standards</p> <p>Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students</p> <p>3.5 Research and purchase intervention materials and/or software for use with at-risk students</p> <p>3.7 Monitor the fidelity of the RTI process already established in the school's RTI manual</p> <p>Goal 4: Providing On-Going Professional Learning Focused on Literacy</p> <p>4.3 Train all teachers on the establish RTI policy and protocols</p>
Assessment practices, data analysis and data to drive instruction	All teachers participating in grant	<p>Goal 2: Utilize a System of Assessments to Drive Instruction</p> <p>2.1 Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments</p> <p>2.4 Establish and implement a consistent system of progress monitoring to ensure are meeting on-track to meet standards</p> <p>2.6 Monitor use of data to drive instruction through lesson plans, walk-throughs, work samples, observations.</p>

Professional Learning	Participants	Project Goals and Objectives
Direct, explicit research-based literacy instruction	All teachers participating in grant	<p>Goal 1: Create a Culture Focused on Literacy</p> <p>1.2 Monitor progress using walk-throughs and the Literacy Observation Checklist</p> <p>Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students</p> <p>3.2 Provide and monitor the use of direct, explicit early literacy and reading instruction through lesson plans, observations, and walk-throughs</p>
Writing instruction	All teachers participating in grant	<p>Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students</p> <p>3.1 Design a vertically and horizontally articulated writing plan that includes Washington-Wilkes Pre-K</p>
Modeling literacy and writing strategies	All teachers participating in grant	<p>Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students</p> <p>3.2 Provide and monitor the use of direct, explicit early literacy and reading instruction through lesson plans, observations, and walk-throughs</p>
Peer observations and effective feedback	All teachers participating in grant	<p>Goal 1: Create a Culture Focused on Literacy</p> <p>1.1 Monitor progress using walk-throughs and the Literacy Observation Checklist</p> <p>Goal 4: Providing On-Going Professional Learning Focused on Literacy</p> <p>4.2 Form collaborative teams that meet monthly to plan instructions, analyze data, and examine student work</p>

Professional Learning	Participants	Project Goals and Objectives
Family Engagement and community involvement	All teachers participating in grant	Goal 1: Create a Culture Focused on Literacy 1.5 Provide opportunities for parents and community members to learn about early literacy and how to help their children
New approved curriculum	All Washington-Wilkes Pre-K teachers	Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.2 Provide and monitor the use of direct, explicit early literacy and reading instruction through lesson plans, observations, and walk-throughs

Method of Measuring Effectiveness of Professional Learning Tied to the Goals and Objectives (g)

All teachers (Washington-Wilkes Pre-K, Head Start, and faith-based Pre-K) will evaluate professional learning by completing a survey that asks for specific strengths and weaknesses, and allows teachers to focus on individual needs. The Georgia Literacy Plan Needs Assessment will be utilized annually to determine if teachers have adapted teaching practices to focus on literacy and implement direct literacy instruction across the curriculum. All teachers and paraprofessionals will participate in on-going professional learning which will be documented through agendas, presentations, and sign-in sheets from sessions. Student work, walk-throughs and observation data, lesson plans, and peer observations will be used to determine the consistency of literacy instruction and implementation of strategies addressed in professional learning. Another means of determining the effectiveness of professional learning is student achievement data. This data will be analyzed to look for gains in achievement and identify areas of weakness.

Sustainability Plan

Clear Plan for Extending the Assessments Protocol Beyond Grant Period (a)

Wilkes County is committed to funding assessments beyond the grant period. The system would continue funding for all implemented assessments, including DP-3, PALS Pre-K, PPVT4, and CLASS. These assessments will be funded through the use of local funds earmarked for the purpose of sustaining the grant.

Plan for Developing Community Partnerships (b)

Wilkes County Schools is developing strong partnerships with Head Start and the faith-based preschools in the county. The Wilkes County Pre-K Program is operated by the school system at one of the system’s schools. We will continue these partnerships and develop new partnerships as the grant and our literacy plan are implemented. The system hopes to engage the local public library to create meaningful literacy events for children and their parents. During the grant, we will work to build relationships with parents and the community through a variety of events focused on developing literacy. Stakeholders will be asked to work with the school in helping students learn real-world application of their literacy skills. The system will communicate with community partners through the Birth-5 Literacy Leadership Team network, website, radio, and newspaper. Beyond the grant period, the system hopes to continue these partnerships, as well as, develop new partnerships.

Sustainability Table (c, d, e, f, g, h)

Sustainability Table	
Expanding Lessons Learned	<ul style="list-style-type: none"> ➤ Teachers will work collaboratively throughout the grant to develop literacy resources. These resources, as well as, all professional learning resources will be maintained and stored for easy accessibility. Teachers within the school and system will have access to these resources during and after the grant period. Teachers will continually work to improve the developed resources and look for ways to make literacy instruction more effective.
Extending Assessment Protocols	<ul style="list-style-type: none"> ➤ As the grant is implemented and teachers learn more about best-practices in literacy instruction, the developed literacy plan will be reviewed and revised. ➤ Throughout the grant, teachers will work on developing high quality assessments and utilizing data to make instructional decisions. This process will continue because of the knowledge teachers have gained through the grant.

<p>Training for New Employees</p>	<ul style="list-style-type: none"> ➤ New employees will be trained on the implementation of the Wilkes County Early Literacy Plan, universal screener, progress monitoring tools, and technology through redelivery at the beginning of each year. Once employees are in the system, they will receive training with all other teachers.
<p>Maintaining Technology</p>	<ul style="list-style-type: none"> ➤ Technology will be maintained by the county technician.
<p>Maintaining Software and Databases</p>	<ul style="list-style-type: none"> ➤ Site licenses and subscriptions that have been researched and deemed effective in meeting the goals stated in our literacy plan will be funded using local, state, and federal monies.
<p>On-Going Professional Learning Practices</p>	<ul style="list-style-type: none"> ➤ School-based teachers will participate in job-embedded professional learning. Community-based caregivers will be given a schedule and invited to all professional learning sessions. Teacher effectiveness will be enhanced due to this continued professional learning. Professional learning is supported by the school and district in order to increase teacher effectiveness and student achievement. ➤ Professional learning opportunities will be on-going after the life of the grant. Funding from state, local, and federal funds will be used to support professional learning. State professional learning funds will be designated for continued training.
<p>Replacement of Print Materials</p>	<ul style="list-style-type: none"> ➤ Pre-K and other local funds will be used to replace print materials on a consistent basis.

*Wilkes County is a small system, and we are accustomed to coordinating all available resources to sustain initiatives.

Budget Summary

Washington-Wilkes Birth-5 plans to use SRCL grant funding to address essential literacy needs in the following areas for children and students ages birth to five.

- 1. Professional Learning Needs:** An ongoing, comprehensive and effective professional learning program that covers all areas of early literacy instruction will lead to better instruction and students who are better prepared to meet challenges in college and the workplace. In order to provide teachers with instructional strategies to implement best-practices as they engage children in early literacy skills, professional learning will be provided on the following topics:

- Assessments (administration and data analysis)
- New approved curriculum
- RTI and research-based interventions
- Data analysis and use to guide instruction
- Direct, explicit research-based literacy instruction
- Modeling literacy and writing strategies
- Writing instruction
- Differentiated instruction
- Instructional technology
- Family engagement and community involvement

Expenses will include cost of training/classes, instructional learning materials, travel expenses, substitute pay, and stipends for participants.

- 2. Curriculum Needs:** In an effort to meet the instructional needs of children and students while implementing the GELDS, the following needs have been identified:

- Approved curriculum for Washington-Wilkes Pre-K
- DP-3 (Universal screener)
- PALS-Pre-K (Universal screener)
- PPVT-4 (Universal screener)
- Literacy materials for classrooms
- Literacy materials for Washington-Wilkes Pre-K media center
- Literacy materials for in-home use with families
- Literacy Materials for use in various community locations
- Variety of high quality books (informational and content area) to add to classroom libraries
- Intervention materials and teacher resources
- Audio books for listening centers

3. Technology Needs: Each Washington-Wilkes Pre-K class is equipped with a computer, iPad, and digital camera; however, these computers are non-modern and need to be updated. Students have limited access to the school computer lab, but this lab has limited software and programs to meet the needs of early learners. Students do not currently have technology which allows them to practice early literacy skills and receive needs-based interventions. Based on the list of curriculum needs, we will be required to update existing technology, as well as purchase new devices to adequately implement and maintain the programs that will help support our early literacy instruction. Funds from the SRCL grant will enable us to purchase the following:

- Tablets with cases
- Tablet management software
- Apps for tablets
- Desktop computers to replace outdated classroom computer
- Laptops for instructional use by teachers
- Interactive white boards
- Projectors for use with interactive white boards
- Listening centers (new and updating)
- Assistive technology for nonverbal or low-verbal children
- Literacy software