



# School Profile

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## Page 1

### School Information

System Name:	Bacon County School System Pre-K Competition
School or Center Name:	Bacon County Pre-K
System ID	603
School ID	0102

### Level of School

Early Learning (Birth to Five)

### Principal

Name:	Traci Martin
Position:	Principal
Phone:	912-632-4765
Email:	<a href="mailto:traci.martin@bcraiders.com">traci.martin@bcraiders.com</a>

### School contact information

(the persons with rights to work on the application)

Name:	Eve Thomas
Position:	Pre-K Director
Phone:	912-632-7363
Email:	<a href="mailto:eve.thomas@bcraiders.com">eve.thomas@bcraiders.com</a>

### Grades represented in the building

example pre-k to 6

Pre-K-2

### Number of Teachers in School

45

### FTE Enrollment



**By clicking the "yes" boxes below, you are executing a legally-binding digital signature indicating that you are the authorized signatory of the entity responsible for the operation of the grant program, that you have read, understood, and agree to abide by each specific assurance and that failure to abide by any or all assurances may result in loss or reduction of grant funding.**

## Page 1

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

## Page 2

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

### Page 3

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

Yes

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

Yes

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

Yes

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

Yes

## Page 1

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

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

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

Yes

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

[SRCL Scoring Rubric-Cohort 4](#)

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

Yes

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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

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## 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

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## 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](mailto: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)**

Laine K. Reichert, Superintendent

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head and Position Title**

December 3, 2014

\_\_\_\_\_  
**Date**



\_\_\_\_\_  
**Signature of Applicant's Authorized Agency Head (required)**

Traci Martin, Primary School Principal

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

December 3, 2014

\_\_\_\_\_  
**Date**

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

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

\_\_\_\_\_  
**Date (if applicable)**

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

*Please sign in blue ink.*

Name of **Fiscal Agent's** Contact Person: Laine K. Reichert \_\_\_\_\_

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

Address: 102 W. 4<sup>th</sup> St. \_\_\_\_\_

City: Alma \_\_\_\_\_ Zip: 31510 \_\_\_\_\_

Telephone: ( 912 ) 632.7363 \_\_\_\_\_ Fax: ( 912 ) 632.2454 \_\_\_\_\_

E-mail: laine.reichert@bcraiders.com \_\_\_\_\_



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

Laine K. Reichert \_\_\_\_\_

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

11-18-2014 \_\_\_\_\_

Date (required)

## Bacon County School System – District Narrative

### Brief History

Bacon County, located in southeast Georgia, is a rural community with a population of 11,096 residents. The County has a poverty rate of 16.5% (0.8% above the state). The median household income is \$30,148 and the per capita income is \$17,396 which is considerably below the state average. The county seat, Alma, has more public housing per capita than most cities in the United States. The school system, comprised of four schools and an alternative school, has a total student population of 2,128. These schools include Bacon County Primary, Bacon County Elementary, Bacon County Middle and Bacon County High.

Bacon County is an area with low adult educational attainment. Seventy-one percent of citizens over the age of 25 have graduated from high school with only 7.9% having attained at least a bachelor’s degree. The unemployment rate is currently 8.2% which is more than the state unemployment rate of 7.8%.

### Demographics

School	Students	Black	White	Multi-Racial	Hispanic	Free/Reduced Lunch
Primary	619	136	358	34	88	70.8%
Elementary	487	117	297	14	58	69.1%
Middle	459	136	312	13	48	63.0%
High	563	97	416	11	35	62.9%

### Current Priorities

The increased Literacy requirements of the Common Core Georgia Performance Standards (CCGPS) as well as the increased rigor of the Georgia Milestones Assessments have created a sense of urgency within Bacon County Schools to increase overall literacy among students. The following priorities have been identified to support implementation of the CCGPS and the Georgia Milestones.

Priority	Initiative	School Implemented
Professional Learning	Professional Learning Communities	All Schools
	Differentiation	
	Co-Teaching	
	Common/Interim Assessments	
	CCGPS Implementation	
Writing Across the Curriculum	Writing to Win	ES, MS, HS

Response to Intervention	Implementing a Tiered System of Instruction	All Schools
Achievement via Individual Determination (AVID)	Writing, Inquiry, Collaboration, Critical Reading	Middle School
Formative Instructional Practices	Formative Assessment	All Schools
	Effective feedback	
	Clear learning targets	
	Evidence of student learning	
	Student ownership of learning	
Data Teams	Establishing interim assessments	All Schools
	Analysis of data from interim assessments	
	Adjusting instruction based on data	
PBIS—Positive Behavior Interventions and Support	Establishing Clear and Consistent Expectations for Behavior District-Wide	All Schools

With the increased emphasis on student success and a budget that has suffered 11 million dollars in cuts since 2003, in-house professional learning is vital to the sustainability of system initiatives. As a result, each school has developed professional learning communities to achieve the expectations set by the state curriculum and assessment protocols.

**Strategic Planning**

In 2014, the Bacon County Board of Education adopted a five-year strategic plan which drew from community and stakeholder input. The plan includes district-wide goals which were incorporate into each school’s improvement planning process. The system and school goals are as follows:

- Increase student mastery of the state-approved curriculum
- Incorporate balanced assessments including multiple measures for student success
- Integrate instructional practices that increase students’ motivation, engagement, and success
- Increase achievement and accountability
- Increase stakeholder loyalty and involvement

**Current Management Structure**

Our school system functions as a cohesive team. Many decisions concerning learning and instructional processes are made at the school level in alignment with system goals and initiatives. The district office employs staff members who serve as a support network for school administrators and instructional staff. Together, with the Board of Education, this team is dedicated to high levels of success for each student.

**District Management of Striving Readers Grant (SRG)**

<b>Department</b>	<b>Department Head</b>	<b>Task One</b>	<b>Task Two</b>	<b>Task Three</b>
<b>Financial</b>	Andy Houston	Request and allocate grant funds	Issuance of purchase orders	Audit
<b>Technology</b>	Shane Bennett	Recommend technology resources based on school needs	Inventory and track technology equipment purchased through grant	Support and maintain technology purchase through grant
<b>Professional Learning and Teacher Support</b>	Jana Merritt Eve Thomas	Planning and coordinating professional learning activities for SRG purposes	Issue Professional Learning Units for participating in SRG activities	
<b>Curriculum and Instructional</b>	Eve Thomas	Ensuring SRG initiatives align with district priorities and areas of focus	Monitoring implementation of SRG activities	Evaluating the effectiveness of the SRG activities

**School Management of Striving Readers Grant**

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

<b>Person Responsible</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>School Principal</b>	Overall management of the grant at the school level	Submit purchase orders for resources needed	Document the receipt of materials or services purchased	Ensure SRG initiatives are carried out in the school

<b>Assist. Principal</b>	Ensure staff members participate in professional learning activities	Support and observe implementation of professional learning activities	Assist principal in selecting, purchasing, processing materials purchased	Assist with CCGPS implementation
<b>Media Specialist</b>	Support use of technology needed to implement	Select materials aligned with SRG and CCGPS for the media center	Encourage, facilitate reading and support SRG initiatives	Inventory technology purchased
<b>School Literacy Team</b>	Align literacy needs with SRG	Recommend materials/services needed to implement school literacy plan	Evaluate effectiveness of strategies and materials used	Support the implementation of the literacy plan

**Past Instructional Initiatives**

Some of the past instructional initiatives for the Bacon County School system include: Language for Learning; Writing to Win; Differentiated Instruction; Learning Focused Strategies; Technology Integration in Instruction and Learning; Effective Co-Teaching Strategies; Literacy Design Collaborative; Mathematics Design Collaborative; STEM Gyts; Formative Instructional Practices (FIPs); Everyday Math; Saxon Phonics; Reading Recovery; EDNA; Wilson Reading; SRA Direct Instruction.

**Other instructional strategies that are part of our system’s culture**

The Bacon County School System has had several instructional initiatives that have become ingrained in the daily teaching and learning process. These initiatives include: Depth of Knowledge; Bring Your Own Technology; SMART Technology; Learning Focused Strategies, Positive Behavior Interventions and Support (PBIS).

**Literacy Curriculum**

The following curricula have been and continue to be incorporated into Literacy Instruction in the Bacon County School District: Common Core Georgia Performance Standards (CCGPS); Balanced Literacy Approach; Ready Common Core; Amplify (Core Knowledge)

**Literacy Assessments**

The literacy assessments currently in place in the Bacon County School District include: DIBELS; STAR; GKIDS; AIMS Web; state required tests; locally developed interim assessments



### **Need for Striving Reader Grant**

The Bacon County School System and the surrounding community, as described in the demographic section, have experienced effects of the economic downturn. Incoming Kindergarten students are entering school with greater deficits in language development and a much greater gap between their readiness levels and the high expectations of the CCGPS. In fact, 61% of 2014 Kindergarten students were below benchmark in August.

One of the results of recent state initiatives and changes such as the CCGPS, PBIS, and Georgia Milestones has been a narrowed focus in our comprehensive professional learning program. Because of this trend, there is a need to provide specific literacy content knowledge for teachers of all levels and to implement content-specific embedded professional learning.

Additionally, our most recent four-year cohort graduation rate (70.1%) indicates a severe need in focused literacy instruction and remediation beyond elementary school.

**Bacon County School System—District Management Plan and Key Personnel**

The Striving Reader Comprehensive Literacy Grant (SRCL) will be managed through the office of the Director of Teacher Support, Mrs. Jana Merritt. Mrs. Merritt will coordinate grant implementation with the district technology department, financial department, curriculum department, and each school. Mr. Andy Houston, Director of Finance, heads up the district financial department and will oversee the requesting and allocating of grant funds, purchase orders, and auditing the grant. Mr. Shane Bennett, Director of Technology, will assist and advise as needed the coordination of technology needs. Dr. Linda McQuaig, Director of Federal Programs, will advise on Federal program regulations and guidelines. Mrs. Eve Thomas, Assistant Superintendent for Curriculum, and Mrs. Jana Merritt, Director of Teacher Support, will work together to: align instructional and technology resources with grant priorities, plan professional learning activities funded through the grant, issue professional learning units, and align grant initiatives with the System Strategic Plan.

<b>Department</b>	<b>Department Head</b>	<b>Tasks</b>		
Financial	Andy Houston	Request and allocate grant funds	Issuance of Purchase Orders	Audit Grant
Technology	Shane Bennett	Recommend Technology resources based on school needs	Inventory and tracking technology equipment purchased	Support and maintain technology purchased
Federal Programs	Dr. Linda McQuaig	Advise of Federal Program regulations		
Professional Learning	Jana Merritt Eve Thomas	Plan and coordinate professional learning activities for SRCL initiatives	Issue Professional Learning Units for staff participating in SRLC activities	Monitor implementation of SRCL initiatives
Curriculum and Instruction	Eve Thomas Jana Merritt	Ensure SRCL initiatives align with district priorities	Coordinate the alignment of curriculum documents and assessments with standards.	Evaluating effectiveness of SRLC initiatives

The individuals listed in the table along with the school level administrators work collaboratively to implement system and school improvement goals. Through needs assessments and data analysis, district leaders realized a substantial need to improve our literacy instruction at all

grade levels. As a result, district level stakeholders attended a regional meeting to learn about the Striving Readers Comprehensive Literacy Grant application and process. Following that meeting, a district team meeting was held to introduce the grant, discuss specific requirements, overarching purpose, and identified needs. District leaders met with school level teams to provide overview, deconstruct the grant purpose, components, requirements, needs assessments, and data analysis. Throughout the grant application process, weekly meetings with grant writing teams including administrators have been conducted to ensure a clear understanding of goals, objectives, and implementation of literacy plans. District level personnel as well as school teams have reviewed completed components of the grant for each application to ensure all stakeholders understand the components.

To ensure that the Striving Readers project is implemented successfully and with fidelity, the System Literacy Team will meet on a monthly basis to communicate about the goals, objectives, budget, and implementation of each school’s Project Plan. The district office will maintain sign in sheets and agendas for these meetings. The following table identifies the make-up of district and school level teams to ensure implementation of the Striving Readers project.

<b>Team</b>	<b>Personnel on Team</b>	<b>Meeting Schedule</b>
District Administrative Team	Superintendent, Assistant Superintendent of Curriculum, Directors of Federal Programs, Teacher Support, Finance, Technology, Special Education, and Testing	Monthly
District and School Administrative Team	Those listed above and school principals and assistant principals	Monthly
System Literacy Team	Assistant Superintendent of Curriculum, Director of Teacher Support, and School Principals	Monthly
School Leadership Teams	School Administrators and grade leaders/department heads from each grade/department in their school	Monthly (or more often as needed)
School Literacy Teams	School Administrators and key representatives from each grade-level in their school.	Monthly (or more often as needed)

If awarded the SRCL, the school-level literacy team will be involved in the development of budgets and performance plans. From that point forward, regular, on-going meetings will be conducted between district and school teams to ensure goals and objectives are implemented as

stated in each school's Project Plan. These meetings will also serve to monitor compliance of budgetary guidelines.

**Bacon County School System—Experience of the Applicant**

The Bacon County School System has a 26 million budget for the 2014-15 school year. This budget includes approximately 7% state and Federal funds which provide funds to meet the needs of specific student populations, help keep parents and community engaged in student achievement, ensures proper nutrition programs, and enhances the educational offering to our students. All funding programs have unique expenditure and procurement guidelines and are overseen by the Director of Finance.

Directors of state and Federal programs are trained on the financial/program requirements of their program and work closely with the Director of Finance to ensure program guidelines are followed and internal controls and separation of duties are in place. Bacon County’s procedures include appropriate authorization of purchase from program director and superintendent. Once these signatures are obtained, the order may be placed. Items are shipped to the central office where packing slips and invoices are processed for payment. Bacon County has not had any financial audit findings for the past three years.

Although state funds for technology have virtually been nonexistent, the need for technology advancement has increased substantially. To provide and replace technology for students and staff, Bacon County has had to use a combination of Federal funds, e-SPLOST, and local funds. In addition to these funds, E-rate has made it possible for our system to update internal and external infrastructure and purchase other technology services.

The table below details other initiatives the LEA has been involved in the last three years. There have not been any initiatives implemented internally without outside funding.

PROJECT TITLE	FUNDED AMOUNT	FUNDING SOURCE	PROJECT DURATION	AUDIT RESULTS
Bacon Middle/High New School Facility	\$ 30 million	e-SPLOST and state capital outlay	2+ Years	No findings
Bacon Board of Education New Facility	\$ 1.7 million	e-SPLOST	8 months	No findings
Bacon Elementary Gym & Lunchroom Renovation	\$ 2 million	e-SPLOST	6 months	No findings
Bacon Primary New School Facility	\$ 6 million	e-SPLOST and state capital outlay	15 months	No findings
Bacon Agriculture Building - Renovation	\$228,000	State Grants	12 months	No findings
Telecommunications/e-RATE	\$100,000	Federal & local	Annually	No findings

## **Bacon County Pre-K School Narrative**

### **School History**

The Bacon County School System has valued the importance of Early Learning for students in our county for many years. Our school system began serving the four-year old population in early 1970's by housing a Head Start classroom at Bacon County Primary School. A Georgia Pre-K classroom was added in 1997. From 1997 to 2008, Bacon County Primary School was home to both Head Start and Georgia Pre-K. In the fall of 2008, Head Start moved into a community facility and Bacon County Primary increased our Georgia Pre-K classrooms to four.

In addition to serving four-year old students, we began serving three- year- old Significantly Developmentally Delayed (SDD) students in 1992. We continue to grow in our three-year-old population and have a strong program at our school. We have formed partnerships with Head Start and local daycare centers to provide services both on our campus and at their facilities.

Bacon County Primary School (Pre-K through 2<sup>nd</sup>) houses four Georgia Pre-K classrooms and we serve 88 students. All Pre-K teachers are certified and highly qualified. Each Pre-K classroom has an assistant teacher/paraprofessional. The principal of Bacon County Primary School serves as the site director for the Pre-K program. Sixty-six percent of the students enrolled in Pre-K are considered category one, indicating that the children qualify for Medicaid, Food Stamps, TANF (Temporary Assistance for Needy Families), Peach Care, or Supplemental Security Income.

Bacon County Primary School Pre-School Demographics (Pre-K and Pre-School Special Ed)						
	Hispanic/Latino	Asian	Black or African American	White	Two or more races	Total
Male	7	0	8	34	2	51
Female	8	1	3	37	2	51
Total	15	1	11	71	4	102

### **Administrative and School Leadership Team**

The Bacon County Primary School Administrative Team consists of first-year Principal, Traci Martin, and Assistant Principal, Mr. Gladwin Harper. Their primary commitment is to facilitate a data-driven literacy curriculum and strive for academic excellence. They collaborate closely with each grade level in curriculum planning, data analysis, and professional development.

The Bacon County Primary School Leadership Team collaborates monthly to discuss and resolve pertinent school issues. The primary focus of meetings includes curriculum and school improvement. This team is composed of grade-level leaders and certified support staff members. Members act as a liaison between administrators and other staff members.

<b>Bacon County Primary School Leadership Team</b>	
Name	Position
Traci Martin	Principal
Gladwin Harper	Assistant Principal
Valerie McDonald	Media Specialist
Kristy Garner	Counselor
Judy Moring	Pre-Kindergarten
Tonya Waters	Kindergarten
Marcy Chancey	First Grade
Renee Carter	Second Grade
Myra Sellers	Special Education Coordinator

### **Past and Current Instructional Initiatives**

Pre-K teachers and assistant teachers attend professional learning workshops required by *Bright from the Start* on an annual basis. In the past, training topics have included:

- Classroom Management
- Math Mania
- Writing Songs for the Classroom
- Boys will be Boys
- GELDS
- Work Sampling Online Assessment
- Working with Children with Special Needs
- Conscious Discipline
- All Behavior has Meaning
- Parent Communication
- Phonological Awareness

### **Professional Learning Needs**

Because of recent budget cuts with the Georgia Pre-K program, the Pre-K budget does not allow for step increases in pay based on the degree and experience level of the teacher. Therefore, some of the veteran teachers have moved out of Pre-K and into other positions at different grade levels within the school. This has created somewhat of a “revolving door” effect on our Pre-K resulting in three new teachers in recent years. Professional learning has covered a variety of topics in the past, but literacy training has not been provided in recent years. Through data analysis and our needs assessments conducted as part of writing the Striving Readers Comprehensive Literacy Grant, it is evident that our Pre-K and Preschool Special Education Staff need training on the following:

- Developmental milestones
- Oral language development

- Foundational Pre-Literacy skills and strategies
- Differentiated Instruction
- Intervention strategies
- Analyzing and using assessment data for instruction

**Need for Striving Reader Comprehensive Literacy Grant**

The Bacon County School System is able to formally serve approximately 50% of the students in our community prior to their enrolling in our kindergarten each year. The data from the screening of our kindergarten students using DIBELS Next revealed that the majority of the students are entering kindergarten with a deficit in early literacy skills each year. When students begin school with such a deficit, teachers face the challenge of playing “catch up” before moving students to on-grade level material. There is an identified need to educate all stakeholders on the importance and impact of early literacy on our community and schools. Therefore, the Bacon County School System is applying for the Striving Reader Birth-to-Five Literacy Grant to provide resources and training that will positively impact the literacy development of all students in the Birth-to-Five community in Bacon County.



### Bacon County Pre-K Needs Assessment, Concerns, and Root Cause Analysis

In the fall of 2014, the Bacon County Pre-K Literacy Team administered the Georgia Literacy Plan Birth-to-Five Needs Assessment for literacy to the team members. Members of the team included all Pre-K teachers, paraprofessionals, pre-school special education teachers, kindergarten representatives, speech language pathologists, media specialist, site director, and project director.

The ratings are indicative of the consensus of the needs assessment participants.

<b>Building Block 1: Engaged Leadership</b>	
A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.	Emergent
<b>Building Block 2: Continuity of Care</b>	
A. An early childhood collation for literacy through which professionals form many organizations affecting young children, and other stakeholders may meet to learn from one another is active.	Not Addressed
B. A plan is in place to ensure smooth transitions from one school or agency to another.	Operational
C. A plan is in place to connect families to schools and childcare entities.	Not Addressed
D. A plan is in place to connect communities to schools.	Not Addressed
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.	Emergent
<b>Building Block 3: Ongoing Formative and Summative Assessments</b>	
A. The infrastructure is in place for full implementation of screening and diagnostic assessments.	Operational
B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.	Operational
C. Summative assessments are used to determine effectiveness of interventions or instructional programs.	Emergent
D. Literacy screenings are used to assess readiness of individual children for reading and writing.	Emergent
<b>Building Block 4: Best Practices in Literacy Instruction</b>	
A. Instruction is clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.	Operational
B. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.	Emergent
C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.	Operational

<b>Building Block 5: System of Tiered Intervention</b>	
A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.	Operational
<b>Building Block 6: Professional Learning and Resources</b>	
A. Community partners receive professional learning in the development of early literacy.	Emergent
B. In-service personnel receive professional learning in the development of early literacy.	Emergent

In addition to the grant-specific needs assessment, the following data are being used to determine needs in addition to the literacy surveys:

- School Improvement Plan
- System Strategic Goals
- Annual Professional Learning Needs Staff Surveys
- GKIDS Data
- DIBELS Next Data for Kindergarten

**Concerns/Root Cause Analysis**

Building Block 1: Engaged Leadership

An identified need for a shared literacy plan that ensures all stakeholders understand the importance of early literacy and their role in organizing, implementing, and sustaining a comprehensive approach to early literacy. (The What, p. 5)

*Root Cause Analysis:*

A formal early literacy coalition has not been established. There is a need for the Bacon County School System to take a leadership role in order to bring all stakeholders together to develop a comprehensive approach to early literacy in an effort to increase Kindergarten readiness.

Building Block 2: Continuity of Care

There is a need to form an early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders: meet to learn from and support one another; strengthen relationships between communities and schools; and partner to provide access for families to resources for developing early literacy in their homes. (The What, pp. 5-6)

*Root Cause Analysis*

An early childhood coalition has not been established; therefore, efforts to identify and share resources have been disjointed at best. All stakeholders are not aware of resources/avenues to connect families to schools/childcare entities and connect communities to schools. There is a need to identify and map resources available and establish partnerships with community stakeholders to provide access for families to resources for developing early literacy in their homes.

Building Block 3: On-going Formative and Summative Assessments

The Bacon County Pre-K Literacy team identified a need for summative assessments and literacy screenings that will be utilized to evaluate the effectiveness of interventions; evaluate the effectiveness of instructional programs; determine the need for professional development; and measure the readiness of individual children for reading and writing. (The What, p. 6)

*Root Cause Analysis:*

Currently, Work Sampling System Online (WSO) is the only assessment that Pre-K utilizes. The WSO is used to determine where the individual student is at the end of the year. However, the results are not used to determine effectiveness of the instructional programs, interventions, or professional development needs on a local level.

Building Block 4: Best Practices in Literacy

There is a need for professional learning and resources to ensure research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language. (The What, p. 7)

*Root Cause Analysis:*

Because of budget cuts in the Georgia Pre-K program over the last few years, experienced teachers have moved out of the Pre-K program resulting in a lot of turnover in our program. The current teachers are at various levels in years of experience including one first year teacher. Therefore, there is a need for professional learning in research-based instructional strategies for developing oral language and pre-literacy skills to ensure consistent practices are occurring across the program.

Building Block 5: System of Tiered Intervention

A system of tiered intervention is in place. However, training needs to be provided to ensure that there is a clear understanding of the process. Professional learning in effective intervention strategies and the collection/use of assessment data is also a need. Resources for interventions are needed, as well. (The What, p. 8)

*Root Cause Analysis:*

Due to experienced teachers moving out of the Pre-K program, current teachers in the program have various levels of teaching experience, including two first year teachers in the last two years. There is a lack of a clear understanding of the RTI process, including intervention strategies, and the role teachers play in the RTI process.

Building Block 6: Professional Learning and Resources

There is a need for professional learning and resources, for community partners and in-service personnel, in the development of early literacy, (The What, pp. 8-9)

*Root Cause Analysis:*

The Bacon County School System is only able to serve approximately 50% of the student population age birth-to-five prior to them entering school in Kindergarten. Therefore, children ages birth-to-five are served in a variety of settings prior to entering public school. These settings include home, private in-home childcare, daycares, Early Head Start and Head Start. Providers and educators with varying levels of expertise in early literacy development serve the children birth-to-five in our community. In order to ensure that all providers have access to resources and strategies to improve early literacy, there is a need for professional learning and resources to improve early literacy.

Summary

After analyzing the needs and determining the root causes, the Bacon County Pre-K Literacy Team determined the following needs:

- Increase parent and/or caregiver knowledge level about importance of early literacy.
- Increase parent and/or caregiver access to professional learning and resources to help develop early literacy.
- Implement the use of ongoing formative and summative assessments including literacy screenings to evaluate interventions, evaluate instructional programs, determine professional development needs, and assess students' readiness to read and write.
- Provide professional learning and resources in research-based instructional strategies for developing oral language and pre-literacy skills to ensure consistent age-appropriate level standards are taught in a manner that engages students and maintains their interest.
- Provide professional learning and resources to enhance understanding of the RTI process, the implementation and use of assessment data, and interventions as well as intervention strategies.

## **Building Block 1: Engaged Leadership**

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

The Bacon County School System values the role of early literacy and recognizes the influences that family and caregivers play in the development of literacy prior to students entering school. The need to establish a formalized plan for an effective approach to literacy for birth-to-five in our community is evident. Bacon County Primary School supports Georgia's Pre-K Program and Bright from the Start's goal to change "the perception of child care from one of *baby-sitting* to one of early education." (The Why, p. 21)

### **What? (In current practice)**

Currently a school-based Pre-K Literacy Team is in place. Team members include:

- Pre-K Project Director (District Level)
- Pre-K Site Director (School Principal)
- Pre-K Teachers (4)
- Pre-K Assistant Teachers (4)
- Pre-School Special Education Teacher
- Pre-School Special Education Paraprofessional
- School level Speech/Language Pathologists (2)
- Kindergarten Teacher Representative

Bacon County Primary School works with many community agencies such as Babies Can't Wait, local healthcare providers, the local health department, Head Start, and local daycare agencies to provide services to students. However, there is not a formal platform for collaboration in which all partners come together on a regular basis to discuss concerns and needs.

### **How? (To Move Forward)**

- Identify stakeholders and partners from governmental, business, educational, and medical communities, as well as, parents and private early childhood providers. (The How, p. 1)
- Form the Bacon County Early Learning Coalition with identified stakeholders and partners. (The How, p. 1)
- Build relationships with providers of early childhood care and education services: establishing lines of communication utilizing email to share information; hold regular Early Learning Coalition meetings to create a forum to discuss early learning in our community; and issue invitations to participate in trainings provided to district pre-k teachers. (The How, p. 1)

- Initiate the collection of data with an Early Literacy Screening Tool (such as Early Language and Literacy Classroom Observation (ELLCO) checklist), to assess areas of weakness and strength in the development of literacy. (The What, p. 5)
- Develop a brochure/video/website highlighting community resources for families of young children. (The How, p. 1)
- Establish a system for sharing information with all partners through the Early Learning Coalition meetings. (The How, p.1)

## **Building Block 2: Continuity of Care and Instruction**

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

According to “The Why” (p. 21), “research clearly supports that the first years of a child’s life are critically important in laying the foundation for future academic success, including success in literacy.” The Bacon County School System recognizes the need to take a leadership role in opening the lines of communication between parents, early childcare providers, and professionals from organizations affecting young children to ensure that resources are identified and made available to help lay the foundation for future academic success.

### **What? (In Current Practice)**

An early childhood coalition is not currently in place.

### **How? (To Move Forward)**

The Bacon County Pre-K Literacy Team will

- Establish a system of communication for sharing language and literacy project information with other community-based early childhood programs. (The How, p. 3)
- Issue invitations to participate in the Bacon County Early Learning Coalition to stakeholders and partners from local community agencies. (The How, p. 3)
  - Representatives from Head Start, Faith-Based Community Daycares, and in-home daycare providers will be invited to attend.
- Schedule regular meeting day/time/location. (The How, p. 4)
- Conduct a needs assessment to document available resources and identify areas of need in the development of early literacy. (The How, P. 4)
- Provide participants in the Bacon County Early Learning Coalition 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. (The How, p. 3)

- Identify projects to increase access to literacy resources in the community. (The How, p. 4)

## **Building Block 2: Continuity of Care and Instruction for All Young Children, Continued**

### *B. Ensure smooth transitions from one school/or agency to another.*

According to “The Why” (p.93), transition is defined “as a process that prepares all partners—students, families, schools, and communities—to develop knowledge, skills, and relationships that help students move from one educational setting to another.” The Bacon County School District recognizes that one of the necessary building blocks for literacy is to have “a plan in place to ensure smooth transitions from one school or agency to another.” (The What, p. 5) Our school district has long embraced the importance of doing our part to ease the transition for students, parents, and teachers.

### **What? (In Current Practice)**

#### **Transition from “Babies Can’t Wait” to “Bacon County Primary Preschool Special Needs”**

Protocols exist in the Babies Can’t Wait Implementation Manual for the transition of children in “Babies Can’t Wait” to the next learning environment. Prior to student’s third birthday, the regional representative contacts the Bacon County Preschool Special Education Coordinator. The Coordinator schedules a meeting with the parents and completes a referral. After the appropriate assessments are administered, an IEP meeting is held and eligibility for services is determined. The Coordinator is available to describe the expectations for the upcoming year, as well as, provide a tour of the school.

#### **Transition from Early Head Start, home, childcare to Bacon County Pre-K or Kindergarten**

Transition into the Bacon County Primary Pre-K or Kindergarten has proven to be an important stepping stone in determining a student’s future social adjustment and academic success. Therefore, Bacon County Primary School staff work to support young students and their parents during this transitional period.

In the spring of each year, representatives from Bacon County Primary School attend parent meetings at the local Head Start to share Kindergarten Readiness information, as well as, share with parents what to expect when their child enters public school. Bacon County Primary School also allows Head Start and private daycare facilities to bring their students on a field trip to visit the Primary School. Registration for Pre-K and Kindergarten is advertised in all local media outlets. In addition, Bacon County Primary School coordinates with the local Head Start to hold Kindergarten registration at their site for current students to help families with the process.

We are fortunate to house Bacon County Pre-K in the same building as Kindergarten. Students enrolled in Bacon County Primary School’s Pre-K program participate in a “Transition to Kindergarten” plan in which Pre-K teachers and Kindergarten teachers work together to allow current Pre-K students to spend time in the Kindergarten classroom to get familiar with the

environment. Pre-K teachers also hold a parent night in which they communicate Kindergarten expectations as part of the Transition to Kindergarten Plan.

### **How? (To Move Forward)**

- Strengthen relationships among the multiple learning environments in which young children receive care and/or instruction by forming the Bacon County Early Learning Coalition. (The How, p. 5)
- Identify opportunities for children and their families to visit the next learning environment by offering invitations for the birth-to-five population to attend events at Bacon County Primary School usually designed for only students enrolled. (For example, book fairs, family reading night, etc.) (The How, p. 5)
- Consider a summer transition program for students transitioning into a Georgia Pre-K program. (The How, p. 5)
- Consider a summer transition program for students transitioning into Kindergarten who did not attend our Bacon County Pre-K.

## **Building Block 2: Continuity of Care and Instruction for All Young Children, Continued**

### *C. Connect Families to Schools and Childcare Entities*

It is important for families to begin thinking about the expectations for the next learning environment long before the actual transition occurs. The more informed parents are, the more they can do to prepare their child for the next transition.

### **What? (In Current Practice)**

- Migrant preschool offers an EXITO Program for all three and four-year-old migrant students that are not served in the school system's Pre-K or public Head Start. Parent and child both attend sessions one day a week for a 10 week period to teach parents strategies for working with their child on early readiness skills at home.
- See Building Block 2B for current transition practices already in place.

### **How? (To Move Forward)**

- Collaborate to create brochures and other educational tools to provide families with guidance on supporting their child's early literacy development. (The How, p. 6)
- Distribute materials to parents with guidance on supporting their child's early literacy development. (The How, p. 6)
- Plan learning opportunities for parents to inform them about developmental milestones and ways to prepare their children to meet the milestones. (The How, p. 6)



## **Building Block 2: Continuity of Care and Instruction for All Young Children, Continued**

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

As stated in “The Why” (p. 31), one of the Belief Statements of the Georgia Literacy Task Force is that “ALL stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy.” Therefore, the building block should include “contacts of community leaders and organizations to enlist to support early literacy” and a plan for developing relationships as they are vital components to developing a plan to connect communities to schools. (The What, p. 6)

### **What? (In Current Practice)**

Our superintendent, Dr. Laine Reichert, plays a vital role in strengthening the relationship between the school system and civic and governmental organizations. She is an active member of the local Lion’s Club and has developed relationships with the City Council, County Commissioners, Recreational Board, and faith-based organizations.

Our preschool special education coordinator, counselor, migrant education coordinator, and school social worker assist families in accessing services needed for transition. Our school system participates annually in the local “Day of The Child” celebration. We set up a booth with representatives from the schools. This activity provides information to parents and helps us make connections with families in a setting outside of the school.

### **How? (To Move Forward)**

- Continue to participate in community events such as “Day of the Child.”
- Utilize these opportunities to provide brochures and other educational tools to give families guidance on supporting their child’s early literacy development.
- Identify other events and locations frequented by parents of young children within the community to distribute materials to families ensuring awareness and access to services for early childhood population. (For example: local health department, pediatrician’s office, daycares, ) (The How, p. 7)

## **Building Block 2: Continuity of Care and Instruction for All Young Children, Continued**

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

Bacon County School System realizes that all families do not have the same access to resources for the enhancement of early literacy in their homes. Our population at Bacon County Primary School includes 70.8% of students who qualify for free/reduced lunch. Because of their economic status, these families may not have access to the internet or may not be able to afford to purchase books to enhance early literacy.

### **What? (In Current Practice)**

We have a Title I parent resource center in our media center at Bacon County Primary School. The resources are available for checkout by parents. The center is only utilized by a small percentage of parents.

### **How? (To Move Forward)**

- Foster communication with local education agencies, early care and education providers, and other established organizations to advertise availability of resources in the parent resource center. (The How, p. 7)
- Update resources available in the parent resource center.
- Coordinate with other agencies to provide community-based literacy training. (The What, p. 6)
- Coordinate with the Migrant Education program to provide for families whose first language is not English to engage in trainings. (The What, p. 6)
- Provide links to literacy resources on our school webpage.
- Utilize resources to establish a school-to-home literacy program to provide materials for Pre-K students to take home and leave at home on a regular basis.

### **Building Block 3: On-going formative and summative assessments**

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

In education, we have learned to utilize screenings and diagnostic assessments to guide our decision-making process. According to “The Why” (p. 97), “a screening helps determine the level of intervention needed to assist individual students,” and “an informal diagnostic assessment helps the educator plan and focus on various interventions.” These are two valuable components.

### **What? (In Current Practice)**

Georgia Pre-K requires a hearing and vision screening be completed on each Pre-K student during the first 30 days of the school year. At Bacon County Primary School, we utilize the services of our school nurse to conduct these screenings. The goal of these screenings is to identify any physical barriers to learning.

Georgia Pre-K teachers use the Work Sampling System Online. Teachers record the behaviors they observe, enter authentic work samples into the system, periodically rate students based on these observations/work samples. The information is used to guide instruction. The information is also shared with parents at least twice a year during parent/teacher conferences.

The DP-3 is utilized with our three-year-old special-needs students.

### **How? (To Move Forward)**

- Add the following formative and summative assessments: PALS Pre-K, PPVT4 Form A/B (as required by the SRCL grant).
- Provide professional learning on screening and diagnostic assessments (The How, p. 9)
- Inform parents of their children’s progress and collaborate with them to strengthen positive outcomes. (The How, p. 9)
- Evaluate screening and diagnostic tools to ensure appropriateness for all children for identifying early learning delays. (The How, p. 9)

### **Building Block 3: On-going formative and summative assessments**

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

According to “The Why” (p.95), Dr. Richard Stiggins states that “there is almost complete neglect of assessment where it exerts the greatest influence on pupils’ academics lives; day-to-day in the classroom, where it can be used to help them learn more.” We must provide training for teachers and administrators on the benefits and uses of formative assessments to ensure that they are being used to make the most impact on instruction.

### **What? (In Current Practice)**

Our Pre-K teachers utilize the Work Sampling System Assessment (WSO) to assess the students’ development in multiple domains. The domains include: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development—health and safety. The goal for the assessment is to document and evaluate students’ skills, knowledge, and behavior as well as to help teachers make instructional decisions.

### **How? (To Move Forward)**

- Continue to monitor the use of WSO to ensure implementation with fidelity. The site director is attending training this year on the WSO in order to understand, monitor, and provide assistance.
- Identify qualified professional learning providers to train staff in administration and interpretation of assessments. PALS Pre-K and PPVT4 Form A/B to be implemented as part of Striving Readers Grant Requirements. (The How, p. 10)
- Ensure that administrators (site and project directors) are involved in training to monitor implementation of assessments and appropriate use of results to drive instruction.
- Administer assessments according to established timelines. (The How, p. 10)

- Create procedures and time for staff to review and analyze assessment results, i.e., release time. (The How, p. 10)
- Use multiple means to communicate with parents about their children’s progress and provide them ways to build on strengths. (The How, p. 10)

### **Building Block 3: Ongoing formative and summative assessments**

#### *C. Use summative assessment to determine effectiveness of instructional programs.*

As stated in “The Why” document, (p. 97), “summative assessments occur at the end of learning in an academic year or a learning segment” and are “used to make summary judgments about learning or instruction.” Bacon County Pre-K needs to do a better job of ensuring that the teacher at the next level (kindergarten) understands the results of the summative assessment (WSO) to be able to utilize the results. We also need to do a self-reflection of the results in order to improve instruction in our Pre-K classrooms and determine professional learning needs.

#### **What? (In Current Practice)**

We currently use the WSO to evaluate and report the progress to Pre-K parents. We report this to parents twice a year. The information is also placed in permanent records for the next grade level and in the State Longitudinal Data System (SLDS). However, results are not formally used to reflect on current practices or drive local professional development. Training has not been provided to Kindergarten teachers on how to interpret and utilize results.

#### **How? (To Move Forward)**

- Select assessment tools to evaluate program effectiveness. Possible assessment tools include: (The How, p. 11)
  - Early Language and Literacy Classroom Observation (ELLCO) Checklist
  - Infant-Toddler Environment Rating Scale-Revised (ECERS-R)
  - Classroom Assessment Scoring System (CLASS)
- Use approved trainers to provide professional development for all staff on the program evaluation tools—administration and interpretation. (The How, p. 11)
- Make programmatic changes based on data from various student and classroom assessments. (The How, p. 11)
- Use results of summative assessments to plan professional learning for the upcoming year. (The How, p. 11)
- Report results to parents and stakeholders (Pre- K Literacy Team and Bacon County Early Learning Coalition) in a timely and easily interpreted manner. (The How, p. 11)
- Provide training to kindergarten teachers so that they understand the results of summative assessments from incoming Pre-K students.

### **Building Block 3: Ongoing formative and summative assessments**

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

“The Why” document lists the recommendations/goals made by the Department of Early Care and Learning (DECAL) to GADOE for children birth to age five. Recommendation 7 is to implement a system of screening assessments to inform planning and instruction. (The Why, p. 36)

#### **What? (In Current Practice)**

Pre-K teachers currently utilize the WSO to assess students’ readiness to read and write. They utilize these results to plan for instruction.

#### **How? (To Move Forward)**

- Research and select an additional literacy screening to assess readiness of individual children for reading and writing. Example: ASQ, *Ready to Read*, The Early Literacy Skills Assessment (ELSA). (The How, p. 12)
- Provide professional learning on the use and interpretation of selected instruments. (The How, p. 12)
- Develop a schedule to ensure assessments are administered at designated times. (The How, p. 12)
- Ensure data is collected and distributed in a timely manner. (The How, p. 12)
- Ensure data is used to inform instruction and to make programmatic evaluations. (The How, p. 12)

### **Building Block 4: Best Practices in Literacy Instruction**

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

According to the GELDS website ([www.gelds.dec.state.ga.us](http://www.gelds.dec.state.ga.us)), the GELDS address the question, “What should children from birth to age five know and be able to do?” The website states, “They (the GELDS) are a set of appropriate, attainable standards.” The GELDS are aligned with the Head Start Child outcomes framework, the CCGPS for K-12, and the Work Sampling System Assessment. ([www.gelds.dec.state.ga.us](http://www.gelds.dec.state.ga.us))

### **What? (In Current Practice)**

Annual professional learning is required through DECAL each year for all lead Pre-K Teachers and assistant Pre-K teachers. Based on the experience level of the teacher or assistant, they may or may not attend the same training each year. Therefore, this results in inconsistent training for the staff. Lesson plans are submitted to the administrators with reference to the GELDS. Pre-K special education teachers receive training through GLRS.

### **How? (To Move Forward)**

- Provide all staff with professional learning in age-level standards to ensure consistency in practice. (The How, p. 13)
- Provide all staff with professional learning in differentiation strategies. (The How, p. 13)
- Utilize the webinars and resources on the GELDS website. [www.gelds.decal.ga.gov](http://www.gelds.decal.ga.gov)
- Provide professional learning to new staff in standards-based instruction and differentiation. (The How, p. 16)
- Utilize professional learning modules on [www.comprehensivereadingsolutions.com](http://www.comprehensivereadingsolutions.com) that are appropriate for Birth to Pre-K educators.

### **Building Block 4: Best Practices in Literacy Instruction**

*B. 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.*

### **What? (In Current Practice)**

- Teachers participate in professional learning required by DECAL and GLRS.
- Teachers participate in local professional development initiatives such as technology trainings, formative instructional practices, and differentiated instruction trainings.

### **How? (To Move Forward)**

- Utilize the professional learning modules on [www.comprehensivereadingsolutions.com](http://www.comprehensivereadingsolutions.com) in their professional learning community to ensure a consistent understanding of research-based instruction.
- Provide professional learning in research-based instructional strategies for developing oral language for children birth to five and include opportunities for caregivers for birth to five to participate in professional learning. (The How, p. 13)
- Ensure that researched-based instructional strategies for developing oral language are implemented in birth-to-five classrooms through classroom observations with the TKES process and monitoring lesson plans. (The How, p. 13)

#### **Building Block 4: Best Practices in Literacy Instruction**

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

As stated in “The Why” document (p. 63), “research has shown that high-quality preschool language and early literacy experiences are highly correlated with later academic success.” Also, “motivation for literacy learning is especially intertwined with playful interactions and routines.” (The Why, p. 54) Therefore, literacy instruction birth-to-five should be developmentally appropriate, engaging, and focused on student interest.

#### **What? (In Current Practice)**

Currently, the Pre-K classrooms utilize the GELDS, the sample lesson plans from Bright From the Start, and resources from the OWL (Opening the World of Learning) curriculum that was purchased in 2010 to develop lesson plans.

#### **How? (To Move Forward)**

- Research and choose curricular resources that align with the GELDS and Learning Standards for Georgia Pre-K which provide guidance in developmentally appropriate practice. (The How, p. 14)
- Use GELDS and Learning Standards for Georgia Pre-K to develop instructional strategies and assessment protocols that are developmentally appropriate. (The How, p. 14)
- Provide professional learning for teachers to support implementation of all curricular resources. (The How, p. 14)
- Provide resources to expand more developmentally-appropriate, high interest books, materials, and technology applications to ensure that students are engaged and interest is maintained. (The How, p. 14)

#### **Building Block 5: System of Tiered Intervention**

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

According to “The Why” document (p. 125), “the Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early, effective assistance for ALL underperforming students.”

### **What? (In Current Practice)**

At Bacon County Primary School, we currently have written procedures for Pre-K RTI in place. The process includes an infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring. (The What, p. 8)

### **How? (To Move Forward)**

- Enhance current screening and progress monitoring tools and incorporate them into the protocols for Pre-K RTI. Include the required SRCL formative and summative assessments (PALS Pre-K and PPVT 4 Form A/B) and administer them at the frequency required. (The How, p. 15)
- Ensure that all children receive exposure to research-based curriculum that focuses on the development of early literacy skills through classroom observations (TKES and CLASS) and the IQ guides for daily schedule and lesson planning. (The How, p. 15)
- Ensure that all classrooms are literacy-rich environments through classroom walk-throughs, observations, and the IQ guide for classroom environment. (The How, p. 15)
- Provide professional learning for all staff (especially new staff) on the protocols of RTI and tiered-interventions. (The How, p. 15)
- Research intervention strategies; provide professional learning for staff in the implementation of intervention strategies; monitor the use of intervention strategies through observations and progress-monitoring data. (The How, p. 15)

### **Building Block 6: Professional Learning and Resources**

*A. Develop professional learning for community partners.*

According to “The Why” (p. 19), “there is a concrete need for professional learning that includes the early childhood community and local school districts.”

### **What? (In Current Practice)**

Currently, there are not any formal efforts initiated by the school system to provide professional learning in the development of early literacy.

### **How? (To Move Forward)**

- Ensure, through the Bacon County Early Learning Coalition, all applicable program standards will be made available to educators and care takers. (The How, p. 16)
- Provide childcare providers with a list of available instructional resources. (The Why, p. 155)
- Model best practices for early literacy during family reading night. (Example: have teachers or librarian model story time for families.) (The How, p. 16)
- Provide early literacy materials through community-based partners. (The How, p. 16)



- Provide family early literacy training through community-based partners (example: public librarian) with early care and education providers that model developmentally appropriate practices. (The How, p. 16)

### **Building Block 6: Professional Learning and Resources**

#### *A. Provide professional learning for in-service personnel.*

According to “The Why” (p. 155), “the 2010-2011 Task Forces acknowledged that meaningful professional development requires a commitment of funding, energy, and patience.” It also states that schools/districts should commit to dedicating “sufficient professional learning in literacy in the school calendar.” (The Why, p. 156)

#### **What? (In Current Practice)**

Professional learning surveys, teacher surveys (TKES self-assessment), and teacher observations are used to determine needs for professional development.

#### **How? (To Move Forward)**

- Provide professional development based on children and teacher needs in meeting early learning standards. (The How, p. 17)
- Provide opportunities for staff to participate in professional learning activities offered by district, region, and/or state that address identified needs and early learning guidelines and standards. (The How, p. 17)
- Provide protected time and training for Pre-K teachers to analyze data, share expertise, study the standards, plan lessons, and reflect on practice. (Example: release-time for planning) (The How, p. 17)
- Involve administrators in literacy trainings to learn how to promote change in practice and how to provide specific feedback aligned with early learning guidelines and standards. (The How, p. 18)
- Build a professional library that includes research-based books, journals, magazines and videos for ongoing professional growth and make available for both educators and caregivers. (The How, p. 18)
- Partner experienced teachers with beginning teachers as part of the mentoring program for the school system. (The How, p. 18)

### Bacon County Pre-K Analysis and Identification of Student and Teacher Data

Bacon County Pre-K serves approximately 50% of the eligible four-year-old students in our county. Therefore, only 50% of the students enrolled in kindergarten each year attended Pre-K. In the fall of each school year, the DIBELS Next is used as a universal screener on all Kindergarten students. The composite score is the combination of First Sound Fluency and Letter Name Fluency universal screeners. Nationally-normed benchmarks are set through the DIBELS database. This data is disaggregated into male and female students and those students who attended Pre-K and those students who did not attend Pre-K.

<b>Kindergarten DIBELS Next Composite Score—Fall 2013</b>			
	Well Below Benchmark (1 <sup>st</sup> -19 <sup>th</sup> percentile)	Below Benchmark (20 <sup>th</sup> – 39 <sup>th</sup> percentile)	At or Above Benchmark (40 <sup>th</sup> -99 <sup>th</sup> percentile)
All Students	34%	31%	35%
Students Attended Pre-K	22%	39%	39%
Students <u>Did Not</u> Attend Pre-K	42%	26%	32%
Male Students	36%	32%	32%
Female Students	31%	31%	38%
<b>Kindergarten DIBELS Next Composite Score—Fall 2014</b>			
	Well Below Benchmark (1 <sup>st</sup> -19 <sup>th</sup> percentile)	Below Benchmark (20 <sup>th</sup> – 39 <sup>th</sup> percentile)	At or Above Benchmark (40 <sup>th</sup> -99 <sup>th</sup> percentile)
All Students	46%	18%	36%
Students Attended Pre-K	40%	18%	42%
Students <u>Did Not</u> Attend Pre-K	52%	18%	30%
Male Students	49%	16%	35%
Female Students	43%	21%	36%

DIBELS Next data for Fall 2013 Kindergarten students and the current Fall 2014 Kindergarten students reveal that the majority of students entering into kindergarten are performing below or well below benchmark norms. Fall 2013 data indicate that 65% of the students were performing below or well below the benchmark norms. Fall 2014 data indicate that 61% of the students were performing below or well below the benchmark norms.

The above data also indicate that a higher percentage of students who attended Pre-K scored at or above benchmark as compared to students who did not attend Pre-K. In 2013, 52% of the students who did not attend Pre-K scored Well Below the benchmark. In 2014, 42% of the students who did not attend Pre-K scored well below the benchmark.

These results support the need to increase early literacy in the birth- to- five community of Bacon County. Students are beginning school with a deficit in literacy. The Bacon County School System would utilize the funds from the Striving Reader Comprehensive Literacy Grant to improve early literacy for all children.

## GKIDS

Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment. The goal is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade. The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in English/ Language Arts, Math, Science, Social Studies, Personal/Social Developments, and Approaches to Learning.

<b>Bacon County Primary School Kindergarten GKIDS Data (last 3 years)</b>			
	2012	2013	2014
Content Area/Strand	Mean % Elements Meets/Exceeds	Mean % Elements Meets/Exceeds	Mean % Elements Meets/Exceeds
<b>English/Language Arts</b>			
Reading	81.0	75.2	82.2
Writing	68.4	64.6	75.9
Listening/Speaking/Viewing	83.5	81.5	81.3
Language	n/a	73.9	78.3
<b>ELA Total</b>	<b>79.3</b>	<b>73.8</b>	<b>80.2</b>

The percentage of ELA standards met/exceeded by Bacon County Primary School kindergartners over the last three years has been inconsistent. The strengths are in the areas of reading and listening/speaking/viewing. The greatest areas of concern are in writing and in language. From an early literacy perspective, the concern is the number of students entering kindergarten below benchmark and the amount of growth required to meet standards by the end of kindergarten. This justifies a need to enhance early literacy with the goal of increasing kindergarten readiness.

## Teacher Data

### CLASS Observation Results

The CLASS (Classroom Assessment Scoring Inventory) is a nationally validated observational tool used to assess classroom quality specifically related to the interactions that take place throughout a typical school day. The CLASS measures interactions that research supports as impacting children the most.

The results from the CLASS observations conducted in Pre-K classrooms at Bacon County by DECAL Pre-K consultants between the years of 2010-2013 indicate that the following dimensions were consistently rated as follows:

	2010-2011	2011-2012	2012-2013
Concept Development	Low	Low	Low
Quality of Feedback	Low	Low	Low
Language Modeling	Mid	Mid	Low

- **Concept Development:** Degree to which discussions and activities promote children’s higher-order thinking skills versus focusing on rote and fact-based learning. A rating of low indicates that the assessor rarely observed adults in this classroom making efforts to develop children’s understanding of concepts and ideas. Additionally, connections were rarely or never made between classroom learning and children’s lives outside of school.
- **Quality of Feedback:** Teachers’ provision of feedback to children focused on expanding learning and understanding, not simply correctness or the end product. (A rating of low indicates that the assessor noted that students rarely received feedback that helped them stay involved in learning, expand their understanding, or encourage them to keep participating in an activity.)
- **Language Modeling:** Quality and amount of teachers’ use of language-stimulation and language-facilitation techniques during interactions with children. (A rating of low indicates that the assessor observed few conversations in the classroom-- either between adults and children or among children.) Conversations were brief, questions were closed-ended, or there was little use of strategies to improve language, such as introduction of new words or language repetitions and extensions.

In summary, the CLASS data indicates a need for professional development for Pre-K teachers with an emphasis on concept development, quality of feedback, and language modeling including oral language development which is essential to early literacy.

**Teacher Data for Pre-School Staff**

The preschool staff at Bacon County Primary School consists of four Pre-K teachers, four Pre-K assistant teachers, one preschool special needs teacher, and one preschool special needs paraprofessional.

<b>Years of Experience of Certified Teacher</b>	<b>N</b>	<b>% Total</b>
<1	1	20%
1-10	2	40%
11-20	1	20%
21-30	0	0
>30	1	20%

<b>Highest Degree Level of Certified Teacher</b>	<b>N</b>	<b>% Total</b>
Bachelor's	4	80%
Master's	0	0%
Specialist	1	20%
Doctoral	0	0%

<b>Years of Experience of Paraprofessional</b>	<b>N</b>	<b>% Total</b>
<1	1	20%
1-10	2	40%
11-20	1	20%
21-30	1	20%
>30	0	0

**Professional Learning**

Pre-K teachers and paraprofessionals participate in at least 15 hours of professional learning each year which is geared specifically for Pre-K through Georgia's Department of Early Care and Learning (DECAL). They are also involved in local, site-based professional development.

The Preschool Special Education teacher participates in training provided by GLRS, as well as local/site-based professional development.

<b>Pre-K Teachers/Preschool Special Ed Teacher /Paraprofessionals Professional Learning</b>	
Professional Learning	Percent of Pre-K/Preschool Special Ed Teacher Trained
Curriculum –Technology Integration (Local Training)	100%
Work Sampling Online	100%
GELDs Training	100%
New Lead Teacher Institute	10%
Formative Instructional Practices (FIPS)	100%
Returning Lead Teacher (2 <sup>nd</sup> Year)	40%
Returning Assistant Teacher Training	30%
New Assistant Teacher Training	10%

### **Goals/Objectives Based on Analysis of Data**

Based upon the analysis of the current Kindergarten DIBELS Next data, the last three years’ GKIDS data, and the Teacher Data, the Bacon County Pre-K Literacy team has identified goals and objectives to improve literacy.

1. Increase Readiness for Kindergarten
  - a. Provide professional development for parents and caregivers on early literacy development.
  - b. Provide professional development for Pre-K teachers in best practices for teaching young children for developing early literacy skills including phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.
  - c. Provide professional development for Pre-K teachers on teacher/student interactions that have the most impact (according to the CLASS Observation Data): concept development, quality of feedback, and language modeling.
2. Increase access to resources and technology to increase early literacy development.
  - a. Provide technology/curriculum resources and professional learning for implementation of those resources for Pre-K teachers to enhance student engagement; maintain student interest; and provide teachers access to age-appropriate literacy instructional materials.
  - b. Provide early literacy resources and access to those resources for parents and caregivers of birth-to-five children.

## Bacon County Pre-K Project Plan, Procedures, Goals, Objectives and Support

The Bacon County Pre-K Literacy Team reviewed the Needs Assessment and Root Cause Analysis section and the Analysis and Identification of Student and Teacher Data section of this application to develop the goals and objectives aimed at improving literacy with research-based initiatives and best practices.

Consideration was given to practices and resources already in place when developing the goals. Although, literacy resources including books, technology, and an early literacy curriculum are in place within the school district, the quality and quantity of these resources are limited due to limited funds. In order to improve the quality of early literacy instruction in the Bacon County School District, upgrades and additions to existing technology resources, books, and a research-based literacy curriculum for our Pre-K classrooms are required.

### Goals to be funded by Striving Reader Literacy Grant

Bacon County Pre-K plans to use the funds from the Striving Reader Comprehensive Literacy Grant to supplement the literacy program already in place. The goals and objectives listed below will allow us to impact early literacy in our birth-to-five community.

**Goal #1:** *Increase students' readiness for Kindergarten by establishing a comprehensive plan to improve early literacy. (The What, p. 5)*

Objectives	Measurement/Evidence/Artifacts
1. Develop a network of stakeholders to ensure a common understanding of early literacy by forming the Bacon County Early Learning Coalition. (The What, p. 5; The How, p. 1)	<ul style="list-style-type: none"> <li>• Meeting Notices, Agendas, Sign-In Sheets, Minutes</li> <li>• Stakeholder surveys</li> </ul>
2. Develop a brochure /video/website to emphasize the importance of early literacy and the impact of early literacy on K-12 education; share tips for developing early literacy from birth; outline resources in the school and community. (The How, p. 1)	<ul style="list-style-type: none"> <li>• Products (brochures/video/website)</li> <li>• Assessment data</li> </ul>
3. Increase stakeholders' access to information and resources to assist in developing oral language and pre-literacy skills and to ensure continuity of care. (The What, p. 6)	<ul style="list-style-type: none"> <li>• Website</li> <li>• Map of Resources/location</li> <li>• Assessment data</li> </ul>
4. Provide professional learning opportunities on developmental milestones and the development of	<ul style="list-style-type: none"> <li>• Sign-In sheets/agendas</li> <li>• Assessment data</li> </ul>

early literacy skills for all birth-to-five stakeholders. (The What, p. 6, The How, p. 1)	
5. Provide a summer transition program for students entering public school for the first time. (Pre-K and Kindergarten). (The What, p. 5; The How, p. 5)	<ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Lesson plans</li> <li>• Assessment data</li> </ul>

**Goal #2:** *Provide professional learning for age-appropriate best practices in literacy instruction. (The What, p. 7)*

<b>Objectives</b>	<b>Measurement/Evidence/Artifacts</b>
1. Provide professional learning on foundational early literacy instruction that is aligned to the early learning standards, GELDS, and best practices. (The What, p. 7)	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Walk-throughs/observations</li> <li>• Lesson Plans</li> <li>• Assessment data</li> </ul>
2. Provide ongoing, job-embedded professional learning for all teachers, assistant teachers and staff on how to implement developmentally-appropriate, high-interest literacy and language activities. (The What, p. 8; The How, p.14)	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Walk-throughs/observations</li> <li>• Lesson Plans</li> <li>• Assessment data</li> </ul>
3. Provide ongoing professional learning in differentiation. (The What, p. 7)	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Walk-throughs/observations</li> <li>• Lesson Plans</li> <li>• Assessment data</li> </ul>
4. Provide ongoing professional learning for teachers to support implementation of all curricular resources including technology and software applications. (The How, p. 14)	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Walk-throughs/observations</li> <li>• Lesson Plans</li> <li>• Assessment data</li> </ul>
5. Provide ongoing professional learning in teacher/student interactions to improve content development, quality of feedback, and language modeling.	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Walk-throughs/observations</li> <li>• Lesson Plans</li> <li>• CLASS Assessment data</li> </ul>



**Goal#3:** *Increase access to literacy resources including technology in the birth to five community in Bacon County. (The What, p. 6)*

Objectives	Measurement/Evidence/Artifacts
1. Purchase an updated research-based early learning literacy program and materials that are aligned with the GELDS and early learning standards. (The How, p. 14)	<ul style="list-style-type: none"> <li>• Walk-throughs/teacher observations</li> <li>• Lesson plans</li> <li>• Assessment data</li> </ul>
2. Provide school-to-home literacy materials to send home with students in all Pre-K and Preschool special education classrooms on a monthly basis.(The How, p. 6)	<ul style="list-style-type: none"> <li>• Parent Surveys</li> <li>• Assessment data</li> </ul>
3. Provide interactive boards for the Pre-K classrooms. (The How, p.14)	<ul style="list-style-type: none"> <li>• Walk-throughs/teacher observations</li> <li>• Lesson plans</li> </ul>
4. Provide wireless document cameras for the Pre-k classrooms to enhance read aloud time. (The How, p. 14)	<ul style="list-style-type: none"> <li>• Walk-through/teacher observations</li> <li>• Lesson plans</li> </ul>
5. Provide interactive technology for students use (tablets/computers/touchscreen monitors/software applications). (The How, p. 14)	<ul style="list-style-type: none"> <li>• Walk-throughs/teacher observation</li> <li>• Lesson plans</li> <li>• Assessment data</li> </ul>
6. Provide updated literacy materials for parent resource room. (The What, p. 6)	<ul style="list-style-type: none"> <li>• Parent Surveys</li> <li>• Parent Resource check out log</li> </ul>
7. Supply community partners such as health department, public library, daycares with read-aloud books, literacy videos, and/or literacy bags. (The What, p. 6)	<ul style="list-style-type: none"> <li>• Parent Surveys</li> <li>• Distribution Log</li> <li>• Assessment Results</li> </ul>

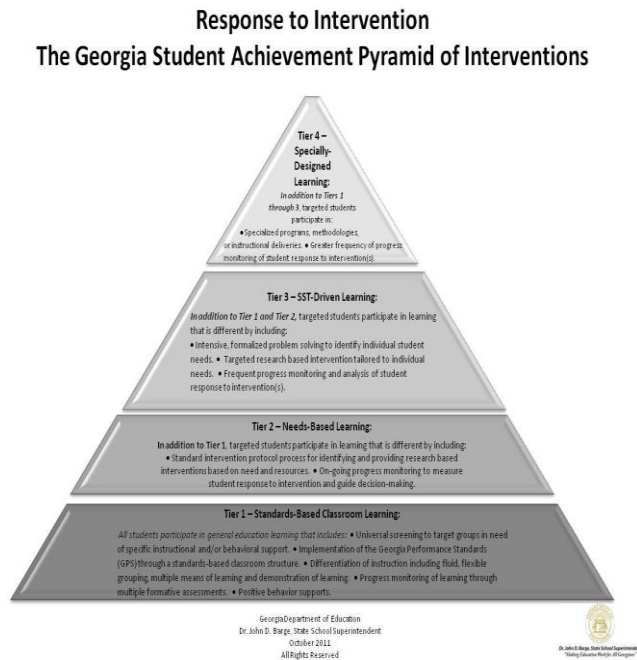
**Goal #4:** *Implement the use of formative and summative assessments and intervention strategies to enhance the system of tiered intervention. (The What, p. 8)*

Objectives	Measurement/Evidence/Artifacts
1. Purchase, provide training, and implement the use of assessment required by the SRCL grant— PALS Pre-K and PPVT4 Form A/B. (The How, p. 15)	<ul style="list-style-type: none"> <li>• Sign in sheets/agendas for professional learning</li> <li>• Assessment data</li> <li>•</li> </ul>
2. Research and implement the use of literacy screener (s). (The What, p. 7)	<ul style="list-style-type: none"> <li>• Literacy Screening data</li> </ul>
3. Provide professional learning on interpretation and utilization of assessment data. (The How, p. 10)	<ul style="list-style-type: none"> <li>• Sign-in sheets/agendas</li> <li>• Lesson plans</li> <li>• Assessment data</li> </ul>
4. Provide protected time and training for Pre-K teachers to analyze data, share expertise, study the standards, plan lessons, and reflect on practice. (The How, p. 10)	<ul style="list-style-type: none"> <li>• Sign-in sheets/agendas</li> <li>• Lesson plans</li> <li>• Walk-throughs/teacher observations</li> <li>• Assessment data</li> </ul>
5. Provide professional learning on RTI and intervention strategies to enhance early literacy skills. (The How, p. 15)	<ul style="list-style-type: none"> <li>• Sign in sheets/agendas</li> <li>• Lesson plans</li> <li>• Assessment data</li> </ul>

**Goals to be funded by other sources:**

All additional literacy goals will be supported with local, state, federal, and competitive grant funds when available.

## RTI Description



### Tier I

- Standards-Based Classroom Instruction given to all students.
- Give ample time in the classroom to adjust.

### Tier II

- Small-group instruction based on needs of students. Data identified through formative assessment (example: WSO).
- Teacher contacts parents regarding concerns and gets a consultation form signed.
- Teacher discusses concerns with support personnel. Teacher completes a Pre-K progress monitoring checklist (pre-test) for developmental delays.
- Teacher talks with support personnel regarding possible classroom interventions.

### Tier III

- Support personnel provide small group instruction/interventions in deficit areas.
- Support personnel use formative assessments and other informal checklists to keep data on progress.
- Teacher completes a progress monitoring checklist (post-test) to determine how much progress has been made with interventions.

### Tier IV

- If little or no progress has been made, the child will be screened using the Developmental Profile-3 to assess for specific developmental delays.
- Teacher conducts another parent conference to discuss further evaluation and obtain consent for evaluation.

**Daily Schedule for Pre K Classrooms**

Bacon County Pre-K Daily Schedule

Time	Activity	Explanation
7:30 a.m. - 8:00 a.m.	Greeting	Teacher and Assistant Teacher welcome children; assist them with backpacks and folder; children will choose literacy activities at the tables/large group rug. (Tier I/II)
8:00 a.m. – 8:30 a.m.	Breakfast & Restroom	Children will get their trays and engage in meaningful conversations with teachers and other students. (Tier I)
8:30 a.m. – 8:55 a.m.	Large Group/Calendar	Discussion of current topic or interests. Planned Story, Phonological activity and musical interaction/movement. (Tier I)
8:55 a.m. - 9:15 a.m.	Small Groups <ul style="list-style-type: none"> <li>Tiered instruction occurs in small group including push in from Special Education teacher and para during this segment.</li> </ul>	A small group reading and supporting activity will be read and discussed as one “activity.” Students will be placed in groups according to what skills need to be addressed. (Tier I/Tier II/III)
9:15 a.m. – 10:15 a.m.	Center Time	Teacher and Assistant Teacher will rotate through centers to engage in conversations, promote oral language development, collect assessments, and encourage learning through play. During this time teachers will be available for “informal reading” at the children’s request.
10:15 a.m. – 10:30 a.m.	Center clean-up time	
10:30 a.m. – 11:10 a.m.	Restroom/Lunch	Teacher and Assistant Teacher will assist in the restroom to ensure proper hygiene. Teacher and Assistant Teacher will engage in meaningful conversations with the children as well as encourage good manners and nutrition.
11:10 a.m. – 12:00	Outside Time/Multi-purpose Room	Children will participate in teacher-led games and/or use of the playground equipment. The children may also choose items such as balls, books, writing materials, and hands-on materials.
12:00 p.m. – 12:30 p.m.	Math Activity	Small or Large Group Activities
12:30 p.m.—12:45 p.m.	Restroom and Prepare for nap	
12:45 p.m. – 1:45 p.m.	Rest time	Non-sleepers will be offered quiet activities
1:45 p.m. – 2:10 p.m.	Snack Time/Restroom	
2:10 p.m.—2:30 p.m.	Large Group	Story Time
2:30 p.m.	Bus Riders and Car Riders Leave	
2:45 p.m. – 3:30 p.m.	T and TA planning	Planning

**Bacon County Pre-K Assessment/Data Analysis Plan (a) (h)**

<b>Current Early Learning Assessments and Screeners Protocol</b>				
Assessment	Type	When Administered	Who Administers	How Assessments are Accomplished
Eye, Ear, and Dental	Physical Assessment	First 30 days of school year	Trained LPN-- School Nurse	Hearing Test/Vision Test/Dental Screening
Work Sampling System Online	Assessment	Ongoing in Pre-K classrooms	Pre-K Teachers	Observation, Speech/Language communication, Writing, and Motor Skills
Developmental Profile 3 (DP-3)	Screening	When progress is not made with interventions. Tier III	Preschool Special Ed Teacher or School Psychologist.	Assesses the five areas of significant Developmental delay: social/emotional, adaptive, cognitive, motor, and communication
Fluharty-2	Screening	Tier II	Speech and Language Pathologists	Assesses articulation and receptive/expressive language skills
CLASS Classroom Assessment Scoring System	Observational Tool to observe Teacher –Student interactions	Once per year in Pre-K classrooms	Pre-K Consultants Site Director (with training)	Observation
Instructional Quality (IQ) Guides	Observation Tool	Ongoing Pre-K	Pre-K Site Director	Observation
Dynamic Indicators of Early Literacy Skills (DIBELS) Next	Screening, Progress Monitoring, Outcome	Kindergarten in Fall, Winter, and Spring	Support Staff	First Sound and Letter Name Fluency
GKIDS	Assessment	Ongoing in Kindergarten Classrooms	Kindergarten Classroom Teachers	Performance- based during instruction throughout the year.

**Comparison, Table Detailing Assessment Implementation (b) (c) (d)**

The Bacon County School System will continue to administer the assessments listed in the previous table. If awarded the Striving Reader Comprehensive Literacy Grant, we will also implement the following required assessments:

New Assessments to be implemented with SRCL Grant				
Assessment	Type	When Administered	Who Administers	How Assessments are Accomplished
PALS Pre-K	Screening, Progress Monitoring, Outcome	Fall, Winter, Spring	Pre-K Teachers	Phonological Awareness and literacy screening
PPVT4 Form A/B Peabody Picture Vocabulary Test	Screening, Progress Monitoring, Outcome	2 X per year	Support Staff	A measure of receptive vocabulary

**Professional learning needs as a result of new assessment requirements (e)**

The Pre-K teachers and support staff will need professional development for utilizing PALS Pre-K and PPVT 4 Form A/B. They will need to be trained on the administration of these assessments, on interpreting the data, and utilizing the data to inform instruction. Training will also be provided to teachers on the WSO –Work Sampling Online Assessment System which is already in place to ensure that all teachers including new teachers utilize the results effectively to inform instruction. Kindergarten teachers will also be provided training on interpreting and understanding the data available on their upcoming Kindergarten students.

**Presenting data to parents and stakeholders (f)**

Currently, parents of Pre-K children are invited to attend two parent conferences each school year to review the WSO data. When the new assessments are implemented, the results of those assessments will also be shared with parents. With the RTI process, parents of identified children will be invited to Student Support Team meetings where results will be discussed in terms of progress made. Assessment results will also be presented to stakeholders at the Bacon County Early Learning Coalition meetings.

**Using the data to develop instructional strategies and determine materials needed (g)**

As stated in Building Block 3 (Page 7 of our Literacy Plan), we plan to implement procedures and build in time for staff to review and analyze assessment results. With the implementation of the Striving Readers project, we will provide release time and training for staff to analyze data, share expertise, plan lessons, and reflect on practice. (See Goal 4, Objective 4) Staff members will also utilize results to help determine needed materials to address areas of weakness and improve instruction in the classroom.

**Bacon County Pre-K Resources, Strategies, and Materials (a)**

The Bacon County Pre-K Literacy Team developed a list of resources, strategies, and materials needed to implement the Literacy Plan based upon the needs assessment, student and teacher data, and root cause analysis.

Instructional Resources and Materials Needed	Strategies Needed to Support Student Success	Literacy Needs addressed in Literacy Plan	Funding Source (s)
Professional Learning resources: <ul style="list-style-type: none"> <li>• consultants,</li> <li>• materials</li> <li>• supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental milestones</li> <li>• Best practices in early literacy development</li> <li>• Differentiation</li> <li>• Implementation of curricular resources including technology</li> <li>• Implementation of Formative and Summative Assessments</li> <li>• Interpretation and Utilization of Assessment Data</li> <li>• Understanding RTI process and appropriate intervention strategies</li> </ul>	Professional learning for all stakeholders on oral language development, best practices in early literacy	SRG Pre-K Funds Community Resources such as Family Connections, Babies Can't wait Local Budget
Purchase PALS Pre-K and PPVT4 Form A/B Assessments	SRLC Grant Required assessments	Implement the use of formative and summative assessments	SRG
Interactive boards	Provide Interactive boards for all Pre-K classrooms	Use technology to implement standards-based literacy instruction, maintain interest and engagement of learners	SRG
Wireless document cameras	Provide wireless document cameras in Pre-K classrooms to support read aloud time	Use technology to implement standards-based literacy instruction, maintain interest and engagement of learners	SRG Pre-K Funds

Interactive technology	Provide tablets/computers/touchscreen monitors and or software applications to support literacy development.	Use technology to implement standards-based literacy instruction	SRG
Books and literacy resources appropriate for birth-to-five population	<ul style="list-style-type: none"> <li>• Supply community partners with books, educational videos, and literacy bags.</li> <li>• Supply school-to-home literacy materials for Pre-K students.</li> </ul>	Increase access to literacy materials	SRG
Curricular literacy resources for the classrooms	Provide an updated research-based early learning literacy program aligned to GELDS.	Curricular resources are chosen to align to all standard and developmentally-appropriate methods and pacing.	Pre-K Funds SRG

**The following is a list of activities/resources that support literacy intervention: (b)**

- Opening the World of Learning (OWLS) preschool curriculum
- Flexible small groups based on WSO data.
- Language for Learning

**Shared resources (existing) (c)**

- Classroom libraries
- Leveled readers
- Brain Pop Jr.
- Computer Lab
- Center Materials
- Playground equipment

**Library Resources (existing) (d)**

Pre-K classrooms have access to the Bacon County Primary School media center. They have the opportunity to participate in story time on a weekly basis. Teachers have access to check out books and materials for their reading center. They also have access to read-aloud books and videos. The materials are utilized by all Pre-K through second-grade classrooms, which may limit access to specific titles at specific times during the year. The media center also houses a Parent Resource Library which houses books and resources available for check out.



**Activities that support classroom practices (existing) (e)**

- Collaborative teacher meetings
- Vertical team meetings
- Family Reading Night

**Additional strategies needed to support student success (f)**

- Tier 2 and Tier 3 Intervention Strategies
- Professional Learning
  - Developmentally appropriate literacy strategies
  - PALS Pre-K
  - PPVT-4 Form A/B
  - Assessment Data to inform instruction
  - Technology and Curriculum Resources

**Current Classroom Resources (g)**

- Teacher computer station
- Four tablets for small group
- Listening Center Station

**Clear Alignment Plan for SRCL and Other Funding (h)**

Funds from the Striving Readers Comprehensive Literacy Grant, the Pre-K Grant, and the local budget will be used to implement the project plan. Because of a reduction in funds from Bright from the Start, professional learning and instructional resources have been limited over the last several years. SRCL funds will be used to supplement the funds currently provided and afford us the opportunity to provide professional learning and resources to impact early literacy in the birth-to-five community of Bacon County.

**Demonstration of how proposed technology purchases will support RTI, student engagement, instructional practice, writing, etc. (i)**

Technology integration into instruction is essential to learning for students of all ages. Technology purchases through the SRG will be used to enhance instruction by providing resources that visually engage students; allow interaction appropriate for the level of the learners; and provide more effective instruction for all students at Tier I. The technology will support teachers with identifying and targeting student instructional needs. This will allow teachers to provide targeted interventions for students through in the RTI process at Tier 2 and Tier 3. Increased technology will offer teachers access to an array of resources as they plan for instruction. These resources will offer teachers more opportunities to utilize individualized instruction for targeted instructional needs.

**Professional Learning Strategies**

**Professional Learning Activities Attended in the Past Year (a) (b)**

Pre-K teachers and paraprofessionals participate in at least 15 hours of professional learning each year which is geared specifically for Pre-K through Georgia’s Department of Early Care and Learning (DECAL). They are also involved in local, site-based professional development.

The Preschool Special Education teacher participates in training provided by GLRS as well as local, site-based professional development.

<b>Pre-K Teachers/Preschool Special Ed Teacher /Paraprofessionals Professional Learning</b>	
<b>Professional Learning</b>	<b>Percent of Pre-K/Preschool Special Ed Teacher Trained</b>
Curriculum–Technology Integration (Local Training)	100%
Work Sampling Online	100%
GELDs Training	100%
New Lead Teacher Institute	10%
Formative Instructional Practices (FIPS)	100%
Returning Lead Teacher (2 <sup>nd</sup> Year)	40%
Returning Assistant Teacher Training	30%
New Assistant Teacher Training	10%

**On-going Professional Learning Activities (c)**

- DECAL required trainings
  - Returning Lead Teacher Training
  - Returning Assistant Teacher Training
  - New Lead Teacher Training
  - New Assistant Teacher Training
- Technology Integration into the Curriculum (Local)
- Health and Safety (CPR and Behavior Management)
- Differentiation

**Professional Learning needs identified in the needs assessment (d)**

- Developmental milestones
- Best practices in early literacy development
- Differentiation
- Implementation of age-appropriate early literacy curricular resources including technology
- Implementation of Formative and Summative Assessments
  - PALS Pre-K and PPVT 4 Form A/B
- Understanding RTI process and appropriate intervention strategies

**Professional Learning Plan (e) (f) (g)**

Professional Learning Activity	Description	Measurement of Effectiveness of PL
Implementation of Formative and Summative Assessments <i>(Project Plan Goal 4—Objective 1, 2, 3,4,5)</i>	The addition of the new assessments to be implemented as required by the SRCL assessment plan (PALS Pre-K and PPVT 4 Form A/B) will necessitate professional learning on how to administer assessments, utilize the accompanying software components, and interpret the scores to make instructional decisions.	<ul style="list-style-type: none"> <li>• Implementation of Assessments</li> <li>• Teacher observation to ensure administration with fidelity</li> <li>• Evaluation of Assessment Data</li> <li>• Professional Learning Surveys</li> <li>• CLASS and GKIDS data</li> </ul>
Best Practices in Early Literacy <i>(Project Plan Goal 1- Objective 4)</i> <i>(Project Plan Goal 2-Objective 1,2,3)</i>	Training will be provided in early literacy development, developmental milestones, and appropriate early literacy activities. Training will be offered to community partners and all birth-to-five providers, including but not limited to GELDS and Learning Standards for Georgia Pre-K.	<ul style="list-style-type: none"> <li>• Professional learning surveys</li> <li>• Lesson plans</li> <li>• Formative and Summative Assessment Data results</li> <li>• Walk-through/ teacher observation data</li> <li>• DIBELS Next data of incoming Kindergarten students</li> <li>• CLASS and GKIDS data</li> </ul>
Ongoing professional learning for any new curriculum or curriculum resources <i>(Project Plan Goal 2-Objective 4)</i>	Training will be provided to support implementation of any new curriculum or curricular resources purchased.	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Walk-throughs/teacher observation data</li> <li>• Assessment data</li> </ul>
Ongoing professional learning for age appropriate technology resources to support early literacy <i>(Project Plan Goal 2—Objective 4)</i>	Training will be provided to support implementation of any new technology or software purchased.	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Walkthroughs/teacher observation data</li> <li>• Assessment data</li> </ul>
Professional learning to enhance RTI process for early learning. <i>(Project Plan Goal 4-Objective 3, 4, 5)</i>	Ongoing training to ensure teachers understand the RTI process and their role in Tier II and Tier III instruction including differentiation and age-appropriate literacy intervention strategies based on assessment data.	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Walk-throughs/teacher observation data</li> <li>• Assessment data</li> </ul>

## **Bacon County Pre-K Sustainability Plan**

The Bacon County School System realizes that being awarded the Striving Reader Comprehensive Literacy Grant involves a commitment to sustain practices beyond the funding period of the grant. We have a supportive Board of Education and much collaboration among program directors, administrators, and teachers that will help ensure we continue to focus on literacy.

### **Extending Assessments (a)**

We will continue to utilize the required assessments: PALS Pre-K, PPVT4 Form A/B, and DP-3. Recurring costs of forms and updates will be funded through Preschool IDEA and/or local funds.

### **Developing Community Partnerships and/or Other Sources for Funding (b)**

The Bacon County School System will lead the formation of the Bacon County Early Learning Coalition. The formation of this coalition will increase public awareness of the importance of early literacy. Through partnerships with stakeholders, we will continue to plan and seek funding to improve early literacy.

### **Training New Employees/Teacher after Funding has ended (c)**

Bacon County Schools provide support for new teachers by facilitating New Teacher Induction. Teachers attend RESA trainings and local school system trainings as part of the induction process. New teachers are provided with a mentor to offer job-embedded support. As new teachers are hired, they will be trained in the assessment protocols and best practices. Pre-K funds and local funds will be used to continue to provide training to new teachers as needed. We will continue to utilize the Georgia Department of Education resources such as the Comprehensive Reading Solution modules, as well.

### **How Print Materials will be replaced (d)**

Print materials will be replaced with local funds, Pre-K funds, or Preschool IDEA funds.

### **Ongoing Professional Learning (e)**

Pre-K teachers will continue to participate in job-embedded professional learning at the school level. They will also participate in webinars and trainings facilitated by Bright from the Start consultants. The district maintains a database of courses and Professional Learning Units accumulated by teachers. Professional learning on topics as such use of assessment data, integration of instructional technology, and best practices in early literacy will be maintained by Pre-K funds, local funds, and/or state professional development funds.

**Sustaining Technology (f)**

Bacon County employs a system Instructional Technology Director to serve the schools. The technology specialists maintain hardware, support software concerns or issues, and provide training for integrating technology into the curriculum. Maintaining technology, site licenses, and professional learning will be ongoing. Technology will be sustained by utilizing funds from E-SPLOST, Title I, state and local.

**Expanding Lessons Learned (g)**

Lessons learned from the Striving Reader Comprehensive Literacy process will be incorporated into the School Improvement Plan. It is evident that we need to extend our focus beyond K-12 to include early literacy if we want to make an impact on K-12 education. The Pre-K Literacy Team will meet on a regular basis to analyze data and discuss best practices to make systematic programming decisions to impact early literacy. These efforts will be supported and encouraged at the district level. The Bacon County Early Learning Coalition will play an important role in communicating the importance of early literacy with all stakeholders.

### **Bacon County Pre-K Budget Summary**

Bacon County Pre-K will use the Birth-to-Five SRCL grant funds for the following:

- To provide professional learning including training for parents, caregivers, and stakeholders, materials, consultants, registration for workshops, and substitutes
  - Developmental Milestones
  - Best Practices in Early Literacy Development
  - Differentiation
  - RTI
  - Intervention Strategies
  - Implementation of required universal screeners
- To purchase universal screening materials required by SRCL
  - PALS Pre-K
  - PPVT-4 Form A/B
- To purchase additional early literacy materials for classrooms
- To purchase additional early literacy materials for parent resource rooms
- To purchase early literacy materials for school-to-home use
- To purchase early literacy materials for community partners
- To purchase age-appropriate instructional technology to enhance instruction, encourage student engagement, and support the RTI process
  - Wireless document cameras
  - Interactive boards
  - Computers/tablets
  - Software application