



# School Profile

Last updated: 03/17/2015

## Page 1

### School Information

System Name:	Baldwin County School District PreK Competition
School or Center Name:	Baldwin Early Learning Center PreK Competition
System ID	605
School ID	123

### Level of School

Early Learning (Birth to Five)
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### Principal

Name:	Blanche Lamb
Position:	Director
Phone:	478-457-2461
Email:	<a href="mailto:blanche.lamb@baldwin.k12.ga.us">blanche.lamb@baldwin.k12.ga.us</a>

### School contact information

(the persons with rights to work on the application)

Name:	Blanche Lamb
Position:	Director
Phone:	478-457-2461
Email:	<a href="mailto:blanche.lamb@baldwin.k12.ga.us">blanche.lamb@baldwin.k12.ga.us</a>

### Grades represented in the building

example pre-k to 6

PreK

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**Number of Teachers in School**

14

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**FTE Enrollment**

268

**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.



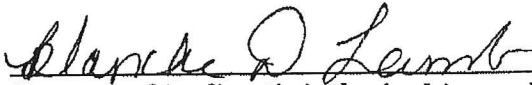
Signature of Fiscal Agency Head (official sub-grant recipient)

Noris Price

Typed Name of Fiscal Agency Head and Position Title

12/2/14

Date



Signature of Applicant's Authorized Agency Head (required)

Blanche Lamb, principal

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

11-19-14

Date

NA

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

NA

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

NA

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: Noris Price


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

Address: 110 North ABC Street

City: Milledgeville, GA Zip: 31061

Telephone: ( 478 ) 457-3303 Fax: ( 478 ) 457-3327

E-mail: noris.price@baldwin.k12.ga.us

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

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

12/2/14  
Date (required)

## History and Demographics

Milledgeville-Baldwin County is a historic and diverse community of 46,000 residents located in Central Georgia, just a dozen miles from the state's geographic center. Baldwin County is comprised of 41% African American and 56% Caucasian residents, with 3% of the population classified as other ethnicities (U.S. Census Data, 2012). The former antebellum capital of Georgia, Milledgeville has not been immune to the challenges of the economic recession, and is one of the most highly impacted areas of the state in terms of unemployment, with an 11.3% unemployment rate in 2012, compared to the state rate of 8.5% (Kids Count, 2012). Additional countywide challenges include nearly 37% of residents living below the poverty line, and 51% of children living in single-parent households (Kids Count, 2012). Due to the large percentage of students qualifying for free and reduced lunch in the county, all students in the district receive free lunch and breakfast.

Baldwin County School District (BCSD) serves approximately 5763 students in grades P-12, encompassing a Head Start/Pre-K Early Learning Center; four elementary schools: Blandy Hills, Creekside, Eagle Ridge, and Midway; one middle school, Oak Hill; one high school, Baldwin High; one Early College in partnership with Georgia College and State University; and one College and Career Academy. Student enrollment is comprised of 65% black, 28% white, 4% multiracial, 2% Hispanic, and 1% Asian populations.

Baldwin County students come to school with a wide range of life experiences, possess a variety of learning styles, present a broad range of abilities, and have varying levels of support in the home environment. A large percent of the parents in this predominantly blue-collar community have less than a twelfth-grade education. Because of the closing of major employers in the area,

the unemployment rate in is now over 10 percent. The median household income is \$35,287 with 28.7 % of the families with incomes below the poverty level.

Stakeholders are committed to ensuring all of our students graduate from high school ready for college and career. Current priorities focus on improving academic achievement for all students.

Priorities focus on:

- Implementing Common Core Georgia Performance Standards (CCGPS)
- Participation professional learning for teachers in grades K - 12 including Depth of Knowledge, rigor, and differentiated strategies
- Using technology as a tool for learning
- Increasing parental involvement
- Implementing *6 + One Traits of Writing* in grades K – 5 and writing across the curriculum in grades K – 12
- Using data to drive instruction both horizontally and vertically

### Strategic Planning

Strategic plans for improving literacy include working with Communities In Schools to provide parenting classes, adult education, and placing parent volunteers in classrooms. Goals specific to increasing literacy skills that will have an impact on future success include increasing the percentage of students who meet or exceed standards in math, reading, science and social studies; preparing students to be successful in obtaining the opportunity to enter higher education; and fostering engaging, rigorous, and relevant education through the effective use of technology.

Each of the schools in the BCSD uses the school improvement planning process as recommended by the Georgia Department of Education. It is aligned with the improvement

process outlined by Georgia Leadership Institute for School Improvement (GLISI) and with AdvancED school improvement planning process. This process operates as a comprehensive needs assessment for each school. The data collected gives feedback for parents, students and the community. Each school analyzes test data for developing improvement strategies.

**Current Management Structure**

The Baldwin County Literacy Team includes administrators at the district and school level, curriculum specialists, and Pre-K directors. The literacy team is advisory in nature and facilitates the decision making process by giving suggestions and recommendations based on student data.

	Individual Responsible	Supervisor
Purchasing	Brenda Phillips	Dr. Noris Price
Site-Level Administrators	Early Learning Center – Blanche Lamb	Dr. Noris Price
	Blandy Hills Elementary – Charlene Thorpe	Dr. Noris Price
	Creekside Elementary – Tracy Clark	Dr. Noris Price
	Eagle Ridge Elementary – Shaun Wells	Dr. Noris Price
	Midway Elementary – Antonio Ingram	Dr. Noris Price
	Oak Hill Middle – Linda Ramsey	Dr. Noris Price
	Baldwin High – Jessica Swain	Dr. Noris Price
	Georgia College Early College – Runee Sallad	Dr. Noris Price
Instructional Specialist	Carol Goings	Dr. Noris Price
Professional Learning	Sharon Simmons	Dr. Noris Price
Technology	Vickie Harmon	Dr. Noris Price
EL/Assessment	Lily Grimes	Dr. Noris Price

*Baldwin County School District Purchasing Policy* is followed for purchases made with grant funds.

**Past Instructional Initiatives**

A variety of instruction initiatives have been implemented: DIBELS, READ 180, Scholastic Reader Inventory (SRI), grandfather readers, STEEP, Accelerated Reader, Thinking

Maps, KeyTrain, SuccessMaker, and Practice Planet. Many of these initiatives have been used at one or more schools, but have not been used countywide.

### **Literacy Curriculum**

Elementary schools in Baldwin County use an integrated trade book basal reading approach at the Tier 1 level in grades K-5. *Saxon Phonics and Spelling*, K - 2 and DIBELS Next, K – 5, are used to develop phonics and phonemic awareness. Leveled readers, adaptive technology, and small group settings are used to address needs at levels beyond Tier 1. A variety of formative assessments unique to each school are individually administered to students to measure early literacy development. SRI, K - 12, DIBELS Next, K - 3 are used to benchmark and monitor student reading progress.

At the middle school level, a trade book reading series approach is used as the basis for reading instruction. SRI and SuccessMaker are used to monitor reading progress.

Literacy instruction at the high school includes basic reading courses offering fundamental literacy skills of reading and writing skills for the struggling reader. Intermediate reading courses focus on critical thinking, vocabulary development, and writing. Advanced placement literature courses include journalism, speaking, and critical thinking.

### **Literacy Assessments**

Schools in Baldwin County use a number of high-quality academic assessments in addition to those identified by the state to monitor student progress and determine success on reading dimensions, and to inform teachers, parents, and students.

The assessment protocol is aligned across grade levels. The administration of DIBELS Next and Scholastic Reading Inventory (SRI) is consistent countywide. Reading levels are monitored through the use of SRI, which is consistent across the district in grades K - 12.



DIBELS Next is consistent across the district in grades K – 5. State assessments include GKIDS, GAA, ACCESS, and all state mandated assessments.

### **Need for a Striving Readers Project**

Due to budgetary constraints funding for the purchase of literacy resources have been cut along with funding for professional learning.

Schools in Baldwin County need the Striving Readers Comprehensive Literacy Grant to successfully implement the Common Core Georgia Performance Standards (CCGPS) and create a culture of reading in Baldwin County that is aligned with the Georgia Literacy Task Force’s definition of literacy. The Striving Readers Project grant will fund the acquisition of necessary materials including informational texts that will support inquiry-based learning, text complexity and professional learning based on the standards for literacy from birth to 12<sup>th</sup> grade.

Providing interactive devices for classrooms will address the Georgia Literacy Plan and expand and enhance techniques to include language development, integrated learning, responsive instruction, and partnerships with families.

Lexile measures determined from state required assessments and SRI will be used to engage struggling readers with a variety of texts, as well as for monitoring student growth in reading ability over time.

With differentiated materials selected by text complexity and considering Lexile measures, struggling students will access content more confidently, increasing their self-confidence and, in the process, improve their reading skills.

Professional learning will include examining resources to make effective instructional placements, gaining information on best practices for reading assessment administration,

learning to read and interpret data for informed decision making at district and school levels, and receiving information to forecast student performance outcomes.

### **District Management Plan and Key Personnel**

The Superintendent will oversee the grant implementation, with support from the fiscal department. The Assistant Superintendent for Curriculum and Instruction and the Instructional Specialist will be co-project director. The project directors will manage the day-to-day implementation. Because Baldwin County School District (BCSD) is a small district, these management positions will be adequate to implement the program. The District Leadership Team will play key roles in monitoring the progress of the program and providing direction.

*BCSD Purchasing Policy* will be followed for purchases made with grant funds. The BCSD, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

<b>Timeframe</b>	<b>Tasks and Milestones</b>	<b>Responsibility</b>
Month 1	1. Monthly Meetings of Literacy Team begin.  2. Planning team members will provide training and monitoring procedures for principals, grant directors, and librarians from each school on outcome/process evaluation policies procedures, program vision and implementation requirements, evaluation timelines, and fiscal accountability.	Project Director           Project Director

Striving Readers Comprehensive Literacy Grant  
 Baldwin County School District  
 District Management Plan and Key Personnel

Timeframe	Tasks and Milestones	Responsibility
Month 2	1. Purchase materials to implement program (including technology – both software and hardware). Professional Development.  2. Baseline assessments conducted on students  3. Professional development (reading, technology, etc.) will begin	Project director  Librarians & Teachers  Vendors of materials.
Month 3	Implementation of program 100%.	Project director  Librarians  Teachers
Month 4	Track data with reports generated for library attendance and parent activities attendance; ongoing results tracked; benchmark assessments for student participants and parent involvement.	Project director  Librarians,  Teachers
2 <sup>nd</sup> Quarter	1. Ongoing data submission and tracking.  2. Monitoring visit is carried out; feedback output is submitted to staff and the committee for recommended improvements.	Project director
3 <sup>rd</sup> Quarter	1. Data submission and tracking of assessments  2. Feedback output is submitted to school staff and the Literacy Team for recommended improvements.	Project director
4 <sup>th</sup> Quarter	1. Ongoing data submission and final reports for first	Project director

Striving Readers Comprehensive Literacy Grant  
 Baldwin County School District  
 District Management Plan and Key Personnel

<b>Timeframe</b>	<b>Tasks and Milestones</b>	<b>Responsibility</b>
	annual report submission.  2. Feedback output is submitted to staff and the committee for recommended improvements.	Site Coordinator
Years 2 – 5	Revise the grant implementation program and complete spending of award money based on evaluation findings; continue all activities and all data collection.	Project director  Literacy Team  Site Coordinator

<b>Area of Responsibility</b>	<b>District Team Member</b>
Project Directors – oversee implementation and funding of grant	Carol Goings, instructional specialist Sharon Simmons, assistant superintendent
Purchasing – district approval	Brenda Phillips, purchasing
Purchasing - initiate school purchase orders and manage school level grant activities	Blanche Lamb – director, Early Learning Center Charlene Thorpe – principal Blandy Hills Elem. Tracy Clark – principal, Creekside Elem. Shaun Wells – principal, Eagle Ridge Elem. Antonio Ingram – principal, Midway, Elem. Linda Ramsey – principal, Oak Hill Middle Jessica Swain – principal, Baldwin High Runee Sallad – director, Early College
Finances – approve grant budgets, submit completion reports and state required reports	Saranna Charping, finance director Donna Epps, finance specialist
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursements	Donna Epps, finance specialist
Payroll – issue stipends	Margaret Wallace, payroll clerk
Site-Level	Early Learning Center – Blanche Lamb
	Blandy Hills Elementary – Charlene Thorpe
	Creekside Elementary – Tracy Clark
	Eagle Ridge Elementary – Shaun Wells
	Midway Elementary – Antonio Ingram
	Oak Hill Middle – Linda Ramsey

Striving Readers Comprehensive Literacy Grant  
 Baldwin County School District  
 District Management Plan and Key Personnel

	Baldwin High – Jessica Swain
	Georgia College Early College – Runee Sallad
Manage system level grant activities – coordinate professional learning, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Sharon Simmons Carol Goings
Technology – organize technology purchases, installation, maintenance, infrastructure, and technology related training	Vickie Harmon, technology director
Special Education – coordinating requirements and managing RTI strategies	Tracie White – special education director Allen Martin – assistant superintendent

The individuals listed are responsible for the day to day grant operations and understand the goals and objectives as well as the implementation plans have been selected due to the role each one plays in increasing student achievement in BCSD. Grant recipients along with district finance personnel will review monthly grant drawdowns and review grant budget. Key personnel involved in the management plan include members of the literacy team and were instrumental in the development of our literacy plan. Each of the team members was selected because of his or her exceptional abilities in working with students in the area of reading achievement providing high level differentiated instruction to students, and his or her motivation to create an atmosphere of cooperative collaboration in building a superior academic team.

**Experience of the Applicant**

Baldwin County School District has proven its capacity to coordinate resources. The district has successfully implemented initiatives and grant awards. These initiatives have resulted in substantial changes in the abilities of individual teachers to improve instruction and are evidenced in a significant increase in overall job satisfaction and new methods of enhancing student achievement. Our teachers and school administrators have increasingly shown a willingness to implement innovative instructional strategies to increase student performance.

In addition, our new superintendent, Dr. Noris Price, was the Principal Investigator of the Clarke County School District grants from 2007-2014. She brings vast knowledge of the GOSA award system and the successful implementation of three Striving Readers Grants in the Clarke County School District; three 21st Century Community Learning Centers Grants; Race to The Top Grant in partnership with UGA; two Mathematics and Science Partnership Grants; and three Department of Human Resources Grants.

Baldwin County School District’s experience with grants is outlined below:

	Project Title	Funded Amount	Status	Is there audit?	Audit results
Midway Elem.	Title IID ARRA Student Literacy Competitive Grant	\$93,538	Past	Yes	No findings
Baldwin High	Title IID Engaging AP Students through Mobile Handheld Computing Complete Grant	\$64,580	Past	Yes	No findings
Baldwin High Oak Hill Middle	Title IID Increasing Student Achievement with Digital Resources Competitive Grant	\$279,896	Past	Yes	No findings

Striving Readers Comprehensive Literacy Grant  
Baldwin County School District  
Experience of the Applicant

Baldwin High	Title IID Teacher, Teamwork & Technology Competitive	\$93,592	Past	Yes	No findings
Baldwin High	Title IID Instructional Technology Enhanced Environment (ITEE) Competitive Grant	\$96,250	Past	Yes	No findings

*The Title IID ARRA Student Literacy Competitive Grant* for FY2011 and FY2012 created a model that built capacity for using technology to improve literacy, improve reading and writing scores, provided high quality literacy professional learning opportunities, and increased student technology literacy by providing students opportunities to use digital media tools. Students in one class at each grade level, first through fifth, at one elementary school experienced the benefits of this initiative. Innovative Approaches to Literacy grant activities expanded on the literacy and technology integration skills that were begun throughout the school and the district. Since the end of the grant period both the school and district have continued to maintain equipment and provide teacher support for initiatives received from the grant. Student learning has continued to be enhance through 21<sup>st</sup> century strategies. Student recognition for achievement in literacy and technology skills at local and state levels prove that the grant provided and continue to provide the opportunities that increase student learning.

*Title IID Teacher, Teamwork & Technology Competitive Grant* provided professional development for standards-based teaching to engage students in the 21<sup>st</sup> Century classroom. The Striving Readers grant will allow teachers who were trained to use 21<sup>st</sup> Century strategies to use those skills while teaching literacy across content areas.

Baldwin County Technology Department continues to enhance the level of support for instructional and administrative technology so educators, students, and staff



can increase their dependency and technology proficiency to solve problems and make decisions; create charts, graphs, and presentations; and manage information by utilizing the benefits of internet connectivity for digital resources, software resources, media center resources and file server access for local applications. The technology department follows district purchasing policies and submits requests for bids to ensure the best possible price is sought on all equipment purchases. Inventory controls are placed on equipment and procedures in place to track any grant funded equipment checked out through the media center.

Baldwin County School District leaders are cognizant of the need for increasing student achievement by moving our classrooms into the 21<sup>st</sup> century and have plans for continuing the implementation of 21<sup>st</sup> Century classrooms in all of our schools. Our system curriculum, special education, English Learners (EL), and technology directors will provide direct support to teachers involved in this project. The system plans to continue to support this endeavor by providing salaries, maintenance of equipment, and substitute teachers so that training and professional learning can take place.

All stakeholders involved in this grant project are fully dedicated to innovative teaching and literacy advancements in Baldwin County School District and to the ultimate goal of improving student achievement in literacy across the curriculum and grade levels. Implementation of the Common Core Georgia Performance Standards and the ongoing commitment to AdvancED accreditation standards has deepened this commitment. Baldwin County School District's teachers and administrators are mindful of the need to change the focus from teacher-centered to student-centered instruction, and

of the need to utilize a wide variety of resources and universal design for learning tools to engage all our students in authentic learning activities. Our local institution of higher learning, Georgia College & State University, pledges to continue close collaboration with Baldwin County teachers by participating in the grant program through support of literacy specialists.

This grant project has the full support of our superintendent and board of education, as well as that of our system instructional and technology directors. Baldwin County School District currently provides full maintenance on all equipment purchased through grants.

*Baldwin County School District Purchasing Policy* will be followed for purchases made with grant funds. The Baldwin County School District, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

### School History

The Baldwin County Board of Education has been the recipient of the Federal Head Start Grant for over three decades. The state of Georgia began funding Grants for the implementation of a PreK program for four-year-olds in 1993. Due to the unique needs of preschoolers and complexities in quality program implementations, the Baldwin County community leaders decided that the most efficient use of resources and effective facilitation of services could be carried out through extensive collaboration between the Head Start and GA PreK programs. Experimental inclusion of Head Start students into PreK classrooms began in the early 2000's. As system planning took place for the construction of new facilities, the concept of one location for both preschool programs was realized. The Baldwin County Child and Family Development Center was built and was opened in the fall of 2004. The school system, entrenched in its commitment to provide high quality services to all preschoolers possible, specifically designed a facility that was infant, toddler, and preschooler friendly. The Center was declared the home of the Early Learning Center (ELC) and was centrally located adjacent to the Board of Education building. Baldwin County's ELC programs serve 268 preschool children with approximately 90% below the federal poverty guidelines.

### Administrative and Teacher Leadership Team

The Baldwin County ELC is headed by an administrative team consisting of a program director, an education coordinator, a mental health and disabilities coordinator, and a health services/family and community partnerships coordinator. Each of these individuals possesses a bachelor degree or higher in her service area of supervision. The ELC Leadership Team is made up of three teachers, three assistant teachers, one family service advocate, in combination with

the administrative team. The parent and community stakeholders participate in decision-making groups such as the Policy Council, Parent Center Committee, Male Advisory Committee, Health Advisory, and Education/Literacy Advisory. The Policy Council is made up of elected parents and community representatives and is heavily involved in decision-making regarding policies and procedures of program operations.

#### Past and Current Preschool Instructional Initiatives

**GA Pre-K** – The Baldwin County ELC is the home of the Baldwin County BOE GA Pre-K program. It serves 4-year old children in the county.

**Federal Head Start Program** – The Baldwin County BOE is the grantee for the Head Start Grant that serves 3- and 4-year old children from low income families. It places an emphasis on services children with disabilities as well.

**Inclusion Georgia and Baldwin Inclusion** - The facility acts as the hub for services to preschool children with disabilities. The ELC has also been involved in initiatives to increase the inclusion of preschool children with disabilities into the regular classroom. Staff are involved with Inclusion Georgia as well as with the Baldwin Inclusion initiative.

**School Readiness Initiative** - The purpose of the initiative is to ensure all children living in Baldwin County will be ready to enter kindergarten and be successful. The initiative brings together all of the individuals who are involved in the preparation of children for school: children, parents, childcare providers, social service agencies, local colleges and universities, and the school system. Through their joint efforts a variety of activities, events, and services will be developed to support families and children during their preschool years.

**Response to Intervention** – The Baldwin County School System is responsible for the management and oversight of the GA RTI model. The ELC and its staff adhere to the protocols

as set forth by this model. Staff of the ELC work with local childcare providers as well as with individual parents for the implementation of the RTI process with children not enrolled with the Center.

### Professional Learning Needs

The primary areas of need for ELC staff center around valid student assessment, data collection, data analysis, and data utilization for planning. Additional needs should be noted in the planning and implementation of developmentally appropriate instructional activities to creatively engage learners in meaningful ways. A specific concern for professional learning is the implementation of effective early literacy development instruction in the modern preschool classroom. Further details of these needs can be read in the sections that follow.

### Need for a Striving Reader's Project

The ELC serves a population of children that statistics show are at high risk for not being successful in school. The primary disadvantage for this student population is the socio-economic level. Over 90% of our students live below the poverty level. The added dilemma of excessively high unemployment rates in Baldwin County complicates the efforts of families to improve their income levels. Parents are so consumed with providing the basic living needs for their children that discussions of literacy and school readiness often seem unimportant relative to their living situations. It is estimated that close to 30 percent of ELC children are in homes where the highest educational attainment by a parent/guardian is LESS than a high school diploma. Approximately another 55 percent are in households where a high school diploma or its equivalent is the highest level of education attained. Roughly, one out of every 5 children at the ELC is served with either progress-monitoring, an RTI Plan, an SST Plan, or an IEP for speech/language delays or deficiencies. Approximately 21% of the currently enrolled students

failed the initial developmental Brigance screener. This reflects achievement gaps present before formalized schooling ever begins. Through piloting a few electronic tablets and applications to target speech/language with children with disabilities, ELC staff has witnessed a significant increase in children's sustained attention to explicit and intense instruction. The devices have allowed for visual, auditory, and kinesthetic differentiation for varying learner needs. Teachers have observed greater than usual strides in alphabet knowledge and letter recognition in particular. Professional development on the use of devices and resources that capture the modern preschoolers' interest for learning basic literacy skills is needed.

Traditional methods and formats used to serve "average" children are not effective enough at remediating skills as rapidly as needed to close these gaps. Differentiation, individualization, and intervention must target specific skills, inherently capture attention, and incorporate multiple learning modalities. It has been proven that the earlier intervention can occur the more likely it is to be successful and the more cost effective it is in the end. Effective interventions implemented in the critical early developmental years can reduce or eliminate the need for additional interventions throughout an academic career.

#### Teacher Professional Learning Needs

Professional learning needs center around assessing student performance, using assessment of student work to drive lesson planning, providing instructional support in concept development and quality feedback. Needs are identified in the planning and implementation of intentional classroom activities that promote literacy knowledge and skills for each learner.

### **NEEDS ASSESSMENT, CONCERNS, AND ROOT CAUSE ANALYSIS**

The ELC program utilizes the “Head Start Self Assessment: Your Foundation For Building Program Excellence” and the “Five Steps to Community Assessment” processes as well as stakeholder surveys designed by NAEYC, Child Outcomes Reports from Work Sampling Online, Brigance Developmental Screeners, and Head Start Program Information Reports (PIR) to design its annual program improvement plan. Continuous input from monthly staff meetings, Leadership Team meetings, Literacy Team/Education Advisory Committee meetings, Health Advisory meetings, and Policy Council meetings is also considered in the design of improvement strategies. Stakeholders and community representatives are involved throughout the process. Ongoing monitoring of the annual program improvement plan is done monthly to assess action item progress. The needs assessment is finalized by March each year through approval from the parent Policy Council and the Board of Education.

Materials and tools used in the Head Start Self Assessment process are included in the manual published by the U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start. The preparing stage is driven by the program director and heavily involves the administrative team. Information is shared with additional stakeholder groups through the director and team leaders. All staff members (15 regular education teachers, 3 special education teachers, 17 paraprofessionals, 2 administrative assistants, 3 family service advocates, 3 program area coordinators, and the director) are assigned to a self-assessment team. Parents and community representatives are encouraged to choose a team based on their interest, expertise, or the convenience of the meeting dates and times for their schedules. During the collecting and synthesizing stage, assessment teams utilize the materials and tools as prescribed

to observe activities, review documents, interview people, and record and summarize their findings. Findings are analyzed to form strengths and needs in each of 19 program components. The administrative team receives the analysis of the findings in the third stage, interpreting the information, and analyzes it further for patterns of identified needs, root causes, and prioritization.

During the fourth stage, strengthening, the administrative team utilizes the results of this self-assessment process as the foundation for designing the program improvement plan. Although the following documents are used during previous stages, they are revisited for program strengthening.

The Five Steps to Community Assessment was designed by the U.S. Department of Health and Human Services Administration for Children and Families Office of Head Start. The three program coordinators, three family advocates, and the program director carry out implementation of this process. Input from other stakeholders takes the form of survey responses and interview questionnaires. Materials and tools for data collection such as checklists, planning guides, review and analysis worksheets, and stakeholder surveys are included in the manual and are utilized for organizing information. Data gathered includes U.S. Census data, program surveys, as well as results from research done by other community organizations. In addition to the Community Assessment, the annual Head Start Program Information Report (PIR) is reviewed for risk indicators of the population served at the ELC when making decisions about program improvement goals and strategies. Work Sampling Online child progress data and the Brigance Developmental Screener results are analyzed in assessing program needs as well. An additional piece, the Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy was added to the overall process of ELC needs assessment process to narrow the lens in which



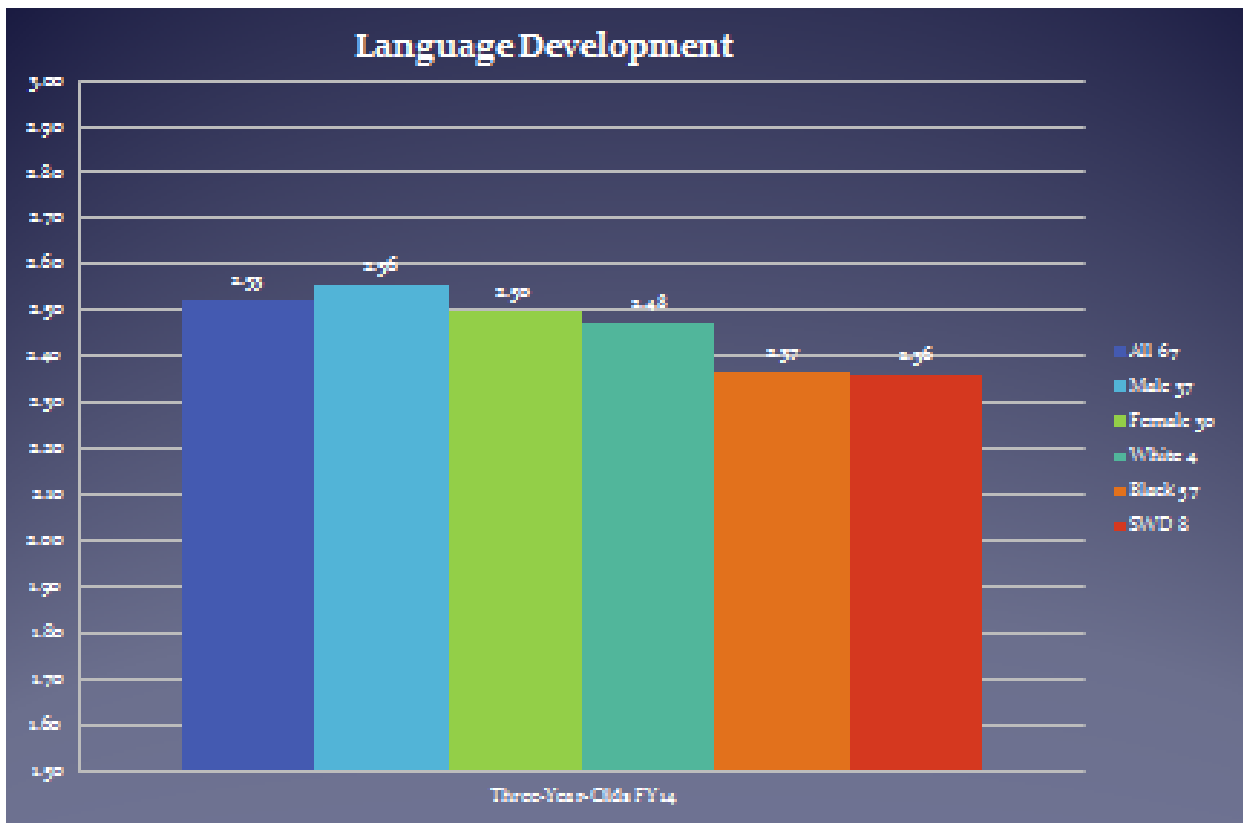
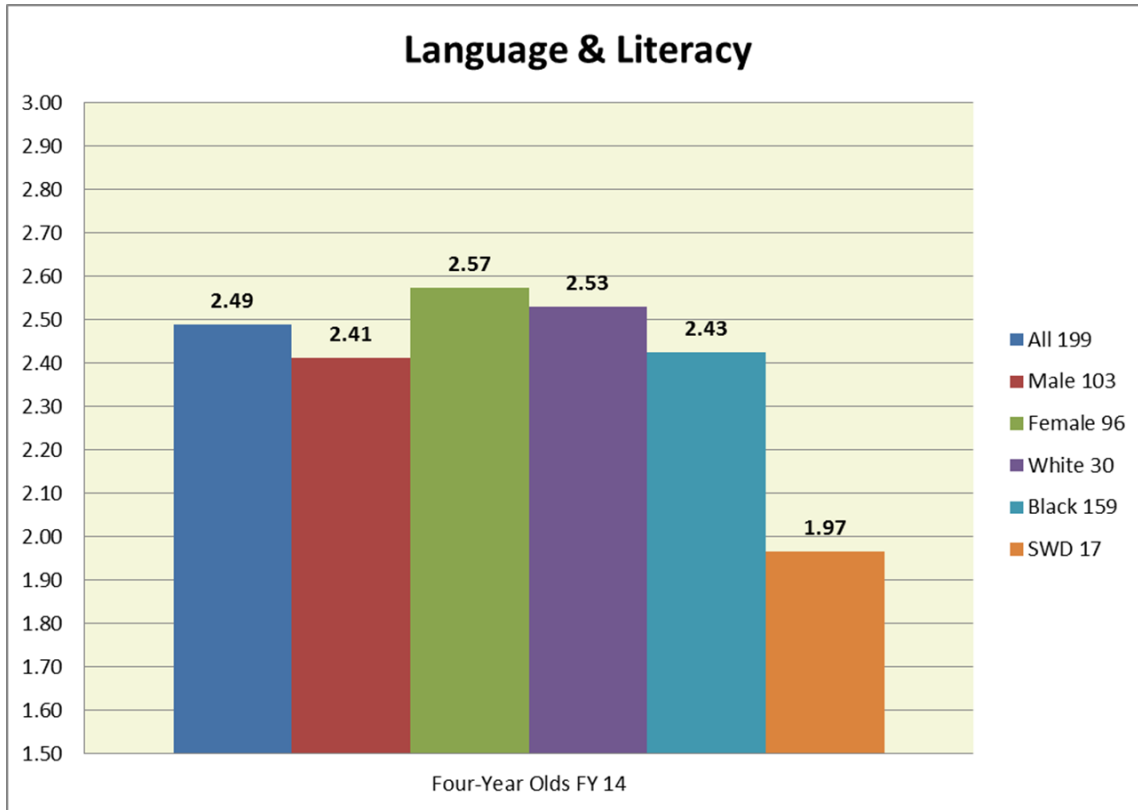
literacy development was observed specifically. All ELC staff (including certified and classified staff) participated in the survey to evaluate strengths and needs and results were tallied by the ELC Literacy Committee. The Striving Readers Self-Assessment component was scored by the ELC administrative team based upon data collected in each of the previously mentioned processes. Strengths were revealed to be evident in the areas of Building Blocks 2 and 5, Continuity of Care and Instruction and System of Tiered Intervention where all indicators reflected “fully operational” levels overall.

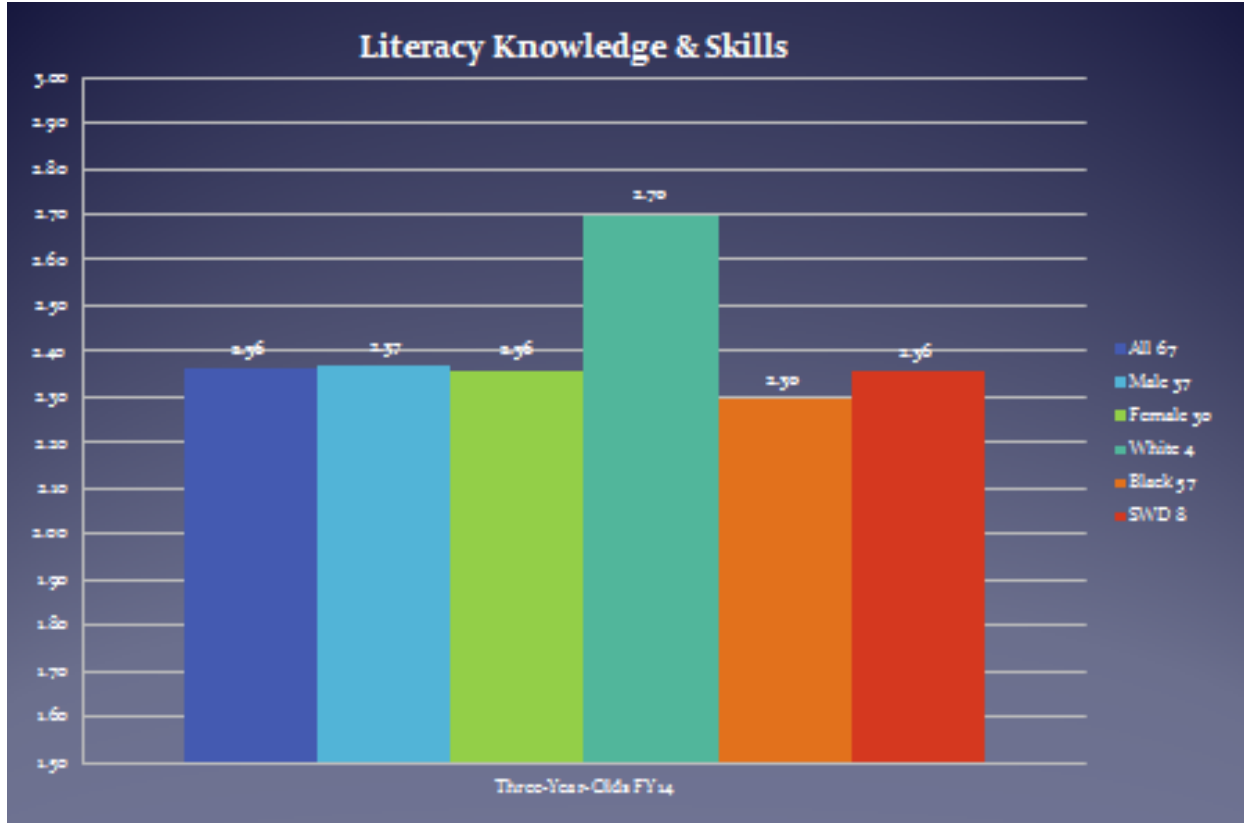
#### Areas of Concern

Areas for improvement reflected in the Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy and the Self-Assessment instrument were noted in the Building Blocks of Ongoing Formative and Summative Assessments, Best Practices in Literacy Instruction, and Professional Learning and Resources. Specific areas of concern identified were in the standard practice of research-based instruction in the development of phonological awareness, concepts of print, alphabet knowledge, writing, and oral language as well as in a consistent focus on student interest for all learners. The use of assessment data to adjust interventions to meet the needs of children and to determine the effectiveness of the interventions and instructional programs continues to demand development as well. These skills are clearly outlined as necessary building blocks of literacy for preschool children (The What page 4-5). Current screeners implemented at the beginning of each school year indicate a great student need for intensive classroom strategies, even interventions, to foster development in this area. End of the year Work Sampling data indicate that teachers need improvement on how to deliver effective instruction to support literacy development.

Professional development is needed in assessing student performance, using assessment of student work to drive lesson planning, providing instructional support in concept development and quality feedback. An administrative review of the recent Child Outcomes Reports by classroom indicated inconsistencies in assessing student work. While the majority of classes had a reasonable distribution of levels of student performance for language and literacy skills, some presented either no distribution of student performance levels across the class or a distribution that was unrealistically distorted toward the high or low end of the spectrum. Upon further investigation, it was decided that intense professional development in objectively assessing student work was needed. It also became clear that teaching staff was collecting data but failing to analyze it appropriately. As a domino effect of the investigation, a need for professional learning in planning instruction based upon data analysis came to the surface. The program improvement plan places emphasis on professional development in these areas.

The charts that follow illustrate data disaggregated by age and subgroups in the areas of Language and Literacy as measured by the use of the Work Sampling Online instrument.





### Root Cause Analysis

The program recruits and enrolls children limited general background knowledge and minimal exposure to language rich environments. Very often, undesirable behaviors resulting from environmental influences or mental health needs impede their academic progress. Unfortunately, these children will be unlikely to have access to printed materials or electronic resources in their own homes. Compounding the concern of the lack of printed materials in the home is the lack of access to electronic devices that could help them prepare for the electronic formats of standardized literacy assessments they will face once they begin school. They will be entering the K-12 arena behind their peers in terms of exposure to a variety of forms of print if they are not provided with opportunities in the preschool setting. Researcher, Donna Beegle, suggested

in "Overcoming the Silence of Generational Poverty" that children from poverty tend to belong to peer groups also from poverty. Just as with generational poverty, the Baldwin County community is seeing generational illiteracy. The lack of exposure to clear and proper word enunciation, the use of expanded vocabulary, and the presence of age- and interest level-appropriate printed materials in the homes negatively affects the speech and language performance of these young children. The lack of parental knowledge to recognize these concerns or their ability to address them effectively contributes to the cause for weak literacy skills at the beginning of school entry. Research indicates that the earlier the detection for weaknesses in speech and language skills the more likely children are to overcome the deficit, with proper intervention, and be successful in school. Equipping teachers with the knowledge and skills necessary to effectively support literacy development is the only way schools can help children overcome such gaps. Although they have a bachelor degree, most of our preschool teachers do not possess teacher certification. Many of the programs through which these degrees were acquired do not provide ample studies of literacy development for the birth-to-five population. Early childhood programs, whether they be for teacher certification or not, focus far more heavily on working with older, elementary school age, children than with preschoolers. Although some strategies would be effective at any level, they must be implemented with a thorough understanding of developmental appropriateness for the targeted aged child. Many of these teacher education programs leave graduates ineffective in working with preschool age students. While the research still debates the exact definition of teacher effectiveness in general, strategies and interventions to target improving literacy skills have been proven. Laura Justice (Promising Interventions for Promoting Emergent Literacy Skills-Three Evidence-Based Approaches) cites previous research indicating that adult-child shared storybook reading,

literacy-enriched play settings, and structured phonological awareness curricula are three specific approaches to enhancing literacy skills in young children. Educating preschool teachers in these areas through professional learning and professional learning communities would undoubtedly improve their skills to support the development of our young children.

Another major concern is that our children will be lacking exposure to a variety of 21<sup>st</sup> century language mediums such as technology devices that will likely be a primary mode of communication as they mature. In a manuscript published by the National Institute of Health in August of 2011, authors Taylor and Zubrick wrote about the importance of early prediction of speech and language impairments.

*A child's ability to communicate is one of the most important accomplishments of early childhood and is the foundation for success at school and beyond. Decades of interdisciplinary research have revealed striking patterns in the way children acquire speech and language, and later, develop literacy. There has been strong uptake of these empirical findings into circumscribed expectations about the trajectories of speech, language and literacy development in the early years. For example, school entry is predicated on children of the same age having similar speech and language abilities and readiness for school.*

Our own root cause analysis yields findings that those students who are engaged the least during explicit instruction regarding language and processing as well as mathematics and science reasoning are the least likely to demonstrate mastery of knowledge and skills in these areas.

There is a need in the area of planning and implementing developmentally appropriate instructional activities that effectively support the Content Standards through meaningful and creative methods. Special educators at the ELC have noted remarkable increases in student interest and engagement in explicit learning activities through the use of the limited technology devices available to them. The devices alone present an intriguing hook. When paired with effective literacy software applications, children embrace learning and remain on task for the instruction. An emphasis in engaging students in explicit literacy instruction is needed in the regular classrooms for children in all tiers of support. The addition of specific software and technology devices into the classrooms could accomplish this by providing unique and authentic experiences for children. Our program could also help set the stage and level the playing field for these students who will likely be required to complete state standardized testing through electronic mediums very early in their K-12 experience.

## Baldwin County Early Learning Center Literacy Plan 2014

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**Building Block 1. Engaged Leadership** – (The ELC leaders for this project would be the Director and the ECE Manager. These individuals would be responsible for most of the actions in this building block and for collaborating with community leadership as appropriate)

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

### **Planning**

Study research-based guidelines, strategies, and resources for literacy instruction set forth in “The Why” document of the most current iteration of the Georgia Literacy Plan. Design literacy goals and objectives based on assessment data and school readiness indicators. Design classroom literacy plans for the school year.

### **Implementing**

Include community literacy resources in Parent Resource Manual that is distributed. (The How)  
Compile a list-serve for email correspondence to share information among community partners. Connect website formed (see Building Block 2A) with other popular sites in the community (such as Chamber of Commerce). (The How)  
Utilize technology and digital formats to engage staff and community partners in ongoing learning.  
Participate in professional learning in literacy leadership in order to support classroom instruction.  
Utilize technology to collect and report results of data collection regularly to all stakeholders. Conduct peer classroom observations to assess effective literacy-based instructional practices and to provide non-threatening feedback.

### **Expanding**

Reassign staff as needed, matching staff strengths to the needs of children.  
Provide opportunities for staff to visit high-quality programs.  
Participate in community forums to address community needs, especially those including literacy and adult education.

### **Sustaining**

Revisit school readiness goals and plans annually and adjust per child outcome results data. Plan for succession by developing teacher leaders. (The How)  
Continue a comprehensive staff Leadership Team to help guide program planning.

**Building Block 2: Continuity of Care and Instruction-** (This building block contains actions that would significantly involve a variety of stakeholders such as leaders, teachers, as well as parents. Preschool and elementary school leaders would drive many of the actions but teachers at the preschool and elementary schools would be instrumental in transition strategies. Additional preschool staff such as Family Service Advocates would help promote parent engagement.)

A. Action: Convene an early childhood coalition is convened where professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another.



## Baldwin County Early Learning Center Literacy Plan 2014

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### **Planning:**

Invite representatives from local agencies to participate in an early learning and literacy coalition. (The How)

Schedule regular meetings of early childhood professionals from local area agencies to learn from and support one another. (The What)

Conduct a community needs assessment to document available resources and to identify areas of need in the development of early literacy.

Establish a web link devoted to early literacy development on the ELC website.

### **Implementing:**

Identify representatives from local agencies to participate in a local early childhood coalition. (The What)

Host regularly scheduled meetings of early childhood professionals from local area agencies to learn from and support one another.

Provide coalition participants with information regarding the GELDS and HSCHELF to familiarize them with the expectations of early literacy development.

Continue to implement kindergarten transition activities in coordination with elementary schools and local child care providers.

Continue to provide summer transition kits for ELC students. (The How)

Continue to work closely with Babies Can't Wait to recruit children with disabilities in to the program as early as possible.

Continue conducting parent orientation sessions prior to each ELC school year

Continue to distribute the ELC Parent Resource Manual each year to provide families with helpful information about local resource agencies.

Continue to make public the ELC Parent Resource Manual online.

### **Expanding:**

Invite preschool parents to join the early childhood coalition.

Establish leaders within the early childhood coalition as officers of the organization.

### **Sustaining:**

Revisit planning and design annual coalition meeting schedule each year.

Update ELC Parent Resource Manual each year.

Maintain the web link and online resources.

Use Head Start funds to continue to provide summer transition kits and parent resource manuals each year.

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

### **Planning:**

Design a transition plan to include transition activities from home to child care/Head Start/Pre-K and from child care/Head Start/Pre-K to Kindergarten.

Establish a transition team of contacts from representatives at each level to help with planning. (The What)

Plan joint professional development with Pre-K and Kindergarten teachers. (The How)

Identify opportunities for children and families to visit the next learning environment. (The What)

### **Implementing:**

## Baldwin County Early Learning Center Literacy Plan 2014

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Strengthen relationships among the multiple learning environments in which young children receive care and/or instruction.

Implement transitional activities to prepare students for the next level including common rituals and routines.

Effectively transfer records from one agency to another.

Conduct visits and/or tours of the future agency of enrollment.

Teaching staff performs periodic crossover observations among agencies.

Provide summer learning packets for students in transition.

Complete information cards to be submitted to kindergarten teachers.

Transfer RTI, academic and health documents from preschools to kindergartens.

Assist parents with registering for kindergarten.

Preschools host meetings with elementary principals.

Elementary schools host parent kindergarten transition meetings.

Preschool students/parents attend field trips to kindergarten classrooms.

Collaboration of preschool staff and kindergarten staff on county-wide Literacy Team meetings.

### **Expanding:**

Develop a yearly calendar of transitional activities for children and families

Increase the distribution of information about effective child care practices with potential incoming parents.

Utilize multi-media resources to recruit and share information with potential families.

Seek resources to make available summer programming for each level. (The What) (The How)

### **Sustaining:**

Revisit the transition plan annually to update and revise activities that support effective transitions within the county.

Maintain the focus on transition planning by incorporating the activities into the annual calendar of events.

Use Head Start funds to continue to provide summer transition kits and parent resource manuals each year.

C. Action: Connect families to schools and child care entities.

### **Planning:**

Plan for opportunities for families to learn about the expectations for the next learning environment. (The How)

Identify points of contact at each child care agency or school to provide to transitioning families. (The How)

### **Implementing:**

Continue collaboration with Babies Can't Wait to recruit child with disabilities.

Recruit preschoolers for enrollment through newspaper and online advertisements, fliers at local agencies serving populations of applicable families.

Conduct school events to include families in their child's care and education.

Conduct Home Visits and Parent Conferences for enrolled children.

## Baldwin County Early Learning Center Literacy Plan 2014

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Continue to facilitate a parent Policy Council to participate in decision-making.

### **Expanding:**

Create a web link or tab for transition resources and activities on the ELC web page. (The What)  
Provide alternate opportunities for child care and instruction to parents of children placed on waiting lists.

Utilize automated calling system to inform families of opportunities for additional programming.  
Plan activities to help families learn how to support their child's early literacy development. (The What) (The How)

### **Sustaining:**

Maintain a current and functioning Policy Council of enrolled families.

Maintain web sites with up to date resources.

Maintain up to date lists of all local child care opportunities available to parents.

Use Head Start funds to continue to provide automated calling system each year.

D. Action: Connect communities to schools.

### **Planning:**

Work with the local Chamber of Commerce subgroup, Partners in Education, to plan for effective use of resources to support families in need.

Continue collaborative planning with Milledgeville / Baldwin County's Communities In Schools and Family Connections organizations to ensure the most efficient use of resources.

### **Implementing:**

Continue collaborations with Milledgeville / Baldwin County's Communities In Schools and Family Connections organizations to maintain current network.

Maintain a CIS coordinator on site to support continuity of collaborations between the school and the community. (The What)

Continue kindergarten transition activities (see Action B). (The How)

### **Expanding:**

Increase recruitment efforts of parents to pursue furthering their educational levels.

Expand off-campus educational opportunities through field trips and visits into the community.

Participate in community health, literacy, and other resource fairs in collaboration with a wide range of community agencies. (The How)

### **Sustaining:**

Maintain the Family and Community Partnerships Coordinator position through Head Start Funding.

Continue collaborations with Milledgeville / Baldwin County's Communities In Schools and Family Connections organizations to maintain current network.

Continue partnerships with various entities through GCSU (Psychology Department, ongoing Empathy study, Nursing Department, Denver screening, etc.) ensure community and ELC connections thrive.

Continue financial support of field trips through Head Start funding.

## Baldwin County Early Learning Center Literacy Plan 2014

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E. Action: Improve access for families to resources for developing early literacy in their homes.

### **Planning:**

Design a plan, schedule and budget to take resources into neighborhoods identified as high need (such as public housing areas). (The What)

Design a plan to connect families to available resources for developing early literacy in their home.

Research grant opportunities to support early literacy development efforts. (The How)

### **Implementing:**

Use social media to inform families about literacy opportunities in the community. (The How)

Equip and utilize mobile units to travel into neighborhoods for the purpose of modeling reading practices, distributing books and/ or making available electronic resources (computers) to families. (The What)

Purchase school- wide subscriptions to weekly newspapers that can be used in classrooms and at home.

Establish center-wide classroom lending libraries to encourage increased literacy experiences in the home. (The What)

Design a calendar of book distribution events.

Utilize social media videos of on-staff teachers (modeling) reading developmentally appropriate books that families can access on home computers or mobile devices and view with their children.

Embed a dedicated literacy page on the already existing school website hosting literacy tools and resources for families, to include staff and/or volunteers recorded reading favorite children's books.

### **Expanding:**

Assist teachers in building their classroom lending libraries.

Review implementation of mobile units for increased use/frequency.

Use automated calling systems to notify parents of new videos available on social media.

### **Sustaining:**

Frequent monitoring and updating school website.

Engage in community book drives through community businesses offering incentives within their businesses for donations to maintain and replenish books/ literacy supplies.

Pool donations, community resources, PreK and Head Start grant funds to sustain established literacy activities and initiatives.

Continue sending summer packets home to each child to reinforce literacy skills and support emergent writing skills learned throughout the school year.

**Building Block 3. Ongoing formative and summative assessments** – (Teachers would be responsible for the ongoing assessments of students. Administrators would implement ongoing monitoring plans to ensure the acquisition of necessary instruments and training as well as the integrity of the schedules and the data themselves. The ECE Manager and Support Services Manager will support the design and implementation of interventions as diagnosed by student performance measures. Assessments regarding health elements will be overseen by the Family Service Advocates.)

## Baldwin County Early Learning Center Literacy Plan 2014

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A. Action: Establish an infrastructure is in place for full implementation for screening and diagnostic assessments.

**Planning:**

Read and discuss formal literature on formative and summative assessment in early learning environments. (The How)

Educate families and staff of the need for ongoing screening, diagnostic, and developmental assessments and the purposes for each. (The How)

**Implementing:**

Continue to collect information regarding children's health and developmental status from medical institutions such as their pediatrician or the health department. (The Why)

Obtain parental permission to perform non-invasive screenings at the ELC.

Continue to perform classroom screenings for speech and language, health observation, social and emotional development, and overall developmental levels. (The What)

Continue to share with parents the results of classroom screenings and diagnostics. (The How)

Continue to follow up with parents on failed screening results. (The How) (The Why)

Continue to assist parents in seeking follow up treatment for concerns identified through screenings. (The What)

**Expanding:**

Implement professional learning communities regarding the use of screening and diagnostic assessment results in early childhood education.

**Sustaining:**

Continue to use Head Start funding to support the collection and follow up of screenings and diagnostic assessments of enrolled children.

B. Action: Ensure that the results of formative assessments are used to adjust intervention to meet the needs of children and students.

**Planning:**

Select developmental or progress monitoring instruments that are aligned with GELDS and Head Start CDEL Framework such as Work Sampling Online, Brigance Screeners, Head Start Health Observations, and parent questionnaires. (The What) (The How)

**Implementing:**

Continue to implement the WSO formal assessment instrument through the electronic data collection platform. (The How)

Ensure that staff attends annual GA Pre-K training on the WSO system and its implementation.

Continue to follow policies and procedures regarding the collection of evidence of student progress to guide instructional planning.

Support new staff through mentoring processes for implementation of developmental screeners used in the classrooms.

Document the collection of evidence and performance ratings in a timely fashion.

## Baldwin County Early Learning Center Literacy Plan 2014

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Individualize lesson plans based on assessment data. (The What)  
Differentiate instruction based on assessment data. (The What)  
Continue to share assessment results with parents at home visits and conferences. (The How)

### **Expanding:**

Review center-wide performance data quarterly to guide decision-making.  
Provide opportunities for children to evaluate their own progress toward goals.  
Celebrate children's ongoing development with families and peers.

### **Sustaining:**

Maintain teacher computer stations with up-to-date equipment enabling them to effectively and independently utilize the WSO system.  
Continue ongoing professional development on effective use of the WSO system.  
Document staff performance in the effective implementation of the WSO system through the GA TKES teacher evaluation process.

C. Action: Ensure that summative assessments are used to determine effectiveness of interventions or instructional programs.

### **Planning:**

Select assessment tools such as the Early Childhood Environment Rating Scales- ECERS and Classroom Assessment Scoring System – CLASS to measure the quality of the early literacy environment and classroom interaction. (The What) (The How)  
Budget and schedule for ongoing staff training on the ECERS and CLASS instruments

### **Implementing:**

Purchase support resources and manuals for the ECERS and CLASS instruments for staff.  
Provide ongoing staff training on the ECERS and CLASS instruments. (The What)  
Use program results to plan additional professional development.  
Report results to stakeholders in a timely fashion.  
Use assessment results to set/revise program goals.  
Implement IQ Guides, as well as CLASS and ECERS classroom assessments to determine effectiveness. (The What)  
Share assessment results with Policy Council and BOE. (The How)

### **Expanding:**

Allow staff to visit exemplary programs.  
Make programmatic changes as needed based on data from various student and classroom assessments.

### **Sustaining:**

Monitor the alignment of lesson plans with GELDS and assessment indicators. (The Why)  
Monitor strengths and weaknesses reflected in classroom quality data and modify staffing patterns, room environments, daily schedules, or other components to improve quality and to recognize exemplars. (The How)

## Baldwin County Early Learning Center Literacy Plan 2014

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D. Action: Ensure that Literacy screenings are used to assess readiness of individual children for reading and writing.

**Planning:**

Research and select literacy screening instruments to assess readiness of individual children for reading and writing in order to guide instructional planning.

**Implementing:**

Purchase the appropriate literacy screeners as required by the SRCL grant to assess readiness of individual children for reading and writing. (ASQ, Ready to Read, ELSA per “The What”)

Provide professional development on the administration of these screening instruments.

Provide professional development on the application of screening results to drive instructional planning. (The How)

Continue WSO implementation. (The What)

**Expanding:**

Increase the frequency of screenings to establish baseline and benchmark results for comparison measures of growth.

**Sustaining:**

Use Head Start funds to help replenish screening score forms and protocols, revised versions of the instruments, and ongoing professional development.

Use the GA Pre-K Grant to continue WSO subscriptions.

**Building Block 4. Best Practices in Literacy Instruction** – (The ELC Director and ECE Manager would ensure the actions steps for this building block take place. Teacher measures would be determined through CLASS observations and TKES observations measures.)

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

**Planning:**

Provide professional learning for all staff in GELDS and Head Start CDELDF. (The What) (The Why)

Provide professional learning for all staff in developmentally appropriate practices for differentiation based on assessment. (The How)

**Implementing:**

Provide exemplar lesson plans that reflect the GELDS and HSCDELDF for all staff. (The How)

**Expanding:**

Ensure that the GELDS are used as the foundation for instruction and are referenced in lesson plans

## Baldwin County Early Learning Center Literacy Plan 2014

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and differentiation is clearly evident. (The How) (The Why)

### **Sustaining:**

Utilize lesson plan templates that require the referencing of GELDS and differentiation used. Provide professional learning to new staff in standards-based instruction and differentiation.

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

### **Planning:**

Identify research-based instructional strategies for developing oral language in children birth-to-five. Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of instructional strategies. Schedule protected time for literacy and teacher collaboration.

### **Implementing:**

Provide professional learning in research-based instructional strategies for developing oral language in children birth-to-five. (The What)

Continue to provide literacy training and data-based professional learning which addresses student and teacher need.

Continue to provide job-embedded professional learning through the support of the Early Childhood Education Manager.

Provide time and support for staff to participate in peer-mentoring, peer observations and , professional learning communities.

Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices.

### **Expanding:**

Ensure that research-based instructional strategies for developing oral language are implemented in all classrooms. (The What)

Use the GA TKES teacher evaluation process to monitor implementation of appropriate instructional strategies.

### **Sustaining:**

Review Kindergarten EIP Screener and Kindergarten Readiness checklists results to cross reference fidelity of preschool assessments.

Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support for the implementation of programs and previously learned strategies, as well as the use of resources.

Make hiring decisions based on the goals outlined in the ELC literacy plan and the School Improvement Plan.



## Baldwin County Early Learning Center Literacy Plan 2014

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

**Planning:**

Ensure that student interest is maintained through the use of developmentally appropriate practices. Choose curricular resources that align with GELDS and provide guidance in developmentally appropriate practice. (The What)

**Implementing:**

Use GELDS to guide lesson planning. (The How)

Use the GELDS website and its resources to support planning individualization and differentiation. Ensure continued excellence in professional learning by continuing to analyze data and adjust professional learning accordingly.

Continue to analyze student data and adjust professional learning as identified through the data.

**Expanding:**

Provide professional learning for teachers to support implementation of all curricular resources. (The How)

Develop a continuum of leaders by identifying and training staff members to act as teacher leaders.

**Sustaining:**

Use data to plan for professional learning based on teacher and student needs (The How).

Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support for the implementation of programs and previously learned strategies, as well as the use of resources.

**Building Block 5. System of Tiered Intervention (RTI) for All Students-** (The ELC Support Services Manager would be assigned to oversee the actions in this building block. The ECE Manager would support academic literacy focuses.)

A. Action: Strengthen the current system of tiered intervention based on screening and guided by progress monitoring is in place.

**Planning:**

Familiarize all staff with the Tiered Intervention model. (The How)

Schedule screening and progress monitoring at least three times per year. (The Why)

Ensure that all children receive exposure to research-based curriculum that focuses on the development of early literacy skills. (The What)

Ensure that all classrooms are literacy-rich environments. (The What)

Provide professional learning for all staff members.

**Implementing:**

Develop resources for Tiered Intervention that are accessible to all staff.

## Baldwin County Early Learning Center Literacy Plan 2014

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Follow protocols for Tiered Intervention and for referrals to the process. (The Why)  
Establish a family resource center to provide texts and guidance for parents at home.  
Provide small-group instruction in pre-literacy skills. (The How)  
Provide individual tutoring for students who fail to make target goals.

### **Expanding:**

Ensure that all domains of learning are considered in the Tiered Intervention process. (The Why)  
Provide ongoing professional learning for all stakeholders in the process, policies, and protocols for Tiered Intervention. (The How)  
Provide professional learning opportunities for teachers in the use of intervention strategies and supports.

### **Sustaining:**

Use data to plan for professional learning based on teacher and student needs.

**Building Block 6. Professional Learning and Resources** – (This building block would require the most significant focus of ELC staff as a whole. The gaps in teachers’ knowledge and skills in early literacy development and developmentally appropriate practice is felt to be a leading barrier to maximizing student achievement. Community partners would be invited to scheduled professional learning opportunities.)

A. Action: Ensure that community partners receive professional learning in the development of early literacy.

### **Planning:**

Evaluate and catalog the knowledge and skills of community partners to contribute to family literacy. (The What)  
Make program standards available to all educators and caretakers.  
Negotiate barriers to providing professional care and early education providers.  
Recognize potential contributions from nontraditional sources  
Plan and schedule current, meaningful, professional learning for community partners on early literacy development. (The What)  
Provide for opportunities for early care and education providers to earn continuing education credits.

### **Implementing:**

Conduct information sharing sessions with community partners on current practices, recent results, and community partner impact on early literacy development.  
Pair with community partners to develop trainings and materials to support family literacy. (The What)

### **Expanding:**

Model best practices for early literacy with families (social media and videos). (The How)  
Provide family literacy opportunities in locations that families can access.  
Provide early literacy training through community-based partners with early care and education providers that model developmentally appropriate practice.  
Use multiple forms of media to engage families in early literacy experiences with their children.

## Baldwin County Early Learning Center Literacy Plan 2014

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### **Sustaining:**

Continue stakeholder and public awareness of GELDS and program standards. (The How)

B. Action: Ensure that in-service personnel receive professional learning in the development of early literacy.

### **Planning:**

Collect and analyze a variety of data to determine needs for professional development. (The What)

Align the content of training to early learning standards to prepare teachers and staff for implementation. (The How)

Schedule and protect time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.

United efforts among birth-to-five providers to plan and schedule current, meaningful, research-based professional development for in-service staff.

Provide parents with resources and tools to support their child's language and literacy development.

Develop methods for evaluating the effectiveness of professional development activities.

### **Implementing:**

Provide training in collection/analysis/utilization of data to align and adjust instructional decisions for in-service staff.

Provide training in effectively integrating digital technology in literacy instruction to motivate/engage all learners for in-service staff.

Provide professional training on early literacy development to include alphabet principles, phonological awareness, emergent reading and writing, and story and book appreciation for in-service staff.

Provide training on how to target early literacy skill development through the use of a variety of mediums to include electronic formats.

Schedule time for teachers to collaborate with mentors or coaches.

Provide opportunities for teachers to practice techniques in nonthreatening situations.

Provide specific feedback following observations and walkthroughs. (The How)

Build a professional library to include research-based books, journals, videos and a variety of electronic media resources for on-going growth.

Purchase interactive projectors, laptop computers, electronic tablet devices, and software programs that support the development of early literacy skills for each classroom.

### **Expanding:**

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.

Assist staff in the use of child assessment data to evaluate the effectiveness of teaching strategies gained through professional learning.

Use observational and walkthrough data to determine additional support needed by staff and to adjust professional development plans.

Partner experienced teachers with pre-services and beginning teachers. (The How)

Encourage staff to pursue post-secondary schooling resulting in credentialing.

Promote memberships in professional organizations.

Use results of evaluations of professional development to make adjustments and determine next steps.

## Baldwin County Early Learning Center Literacy Plan 2014

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Video record training sessions for in-service staff to view as a podcasts or archives as work schedules will allow.

Enhance the current student computer lab with child-friendly equipment and infrastructure to support software programs and websites that promote early literacy development.

### **Sustaining:**

Revisit archived training sessions as needed.

Use feedback from classroom observations for planning future professional training on early literacy development.

Incorporate early literacy development training in new teacher induction.

Utilize resources in the professional library to stimulate ongoing dialogue among staff.

Partner with higher education institutions (Georgia College, Georgia Military College, Central Georgia Technical College) to build networks of support. (The How)

Use mentors to help teachers focus on context specific practices for literacy development.

Ensure staff is trained to meet cultural and linguistic needs of all children.

Provide professional development and resources that support differentiated learning opportunities for all students.

## **ANAYLYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA**

### Developmental Screening

Staff relies on initial developmental screenings through the use of the Brigance Early Childhood Screen III instrument to begin planning their instructional year. Although this is very helpful, the Center does not currently have a way to track progress from the results. It is important to note that interventions are targeted immediately for students with less than satisfactory scores on the Brigance. The ELC begins each year with significant numbers of students who fail an initial Brigance Developmental screener (2011 – 26.9%, 2012 – 33.9%, 2013 – 23.7%, 2014 – 21.5%). These results indicate a prevalence in achievement gaps between the populations served by the ELC and typical peer groups.

Other screenings and diagnostic assessments determined 22.2% of the students needed dental treatment following general dental exams. Fourteen of the 44 children diagnosed with a disability qualified in speech or language impairments. Another 23 diagnoses were Non-categorical/developmental delay which directly impacts early literacy development.

### Summative Assessment

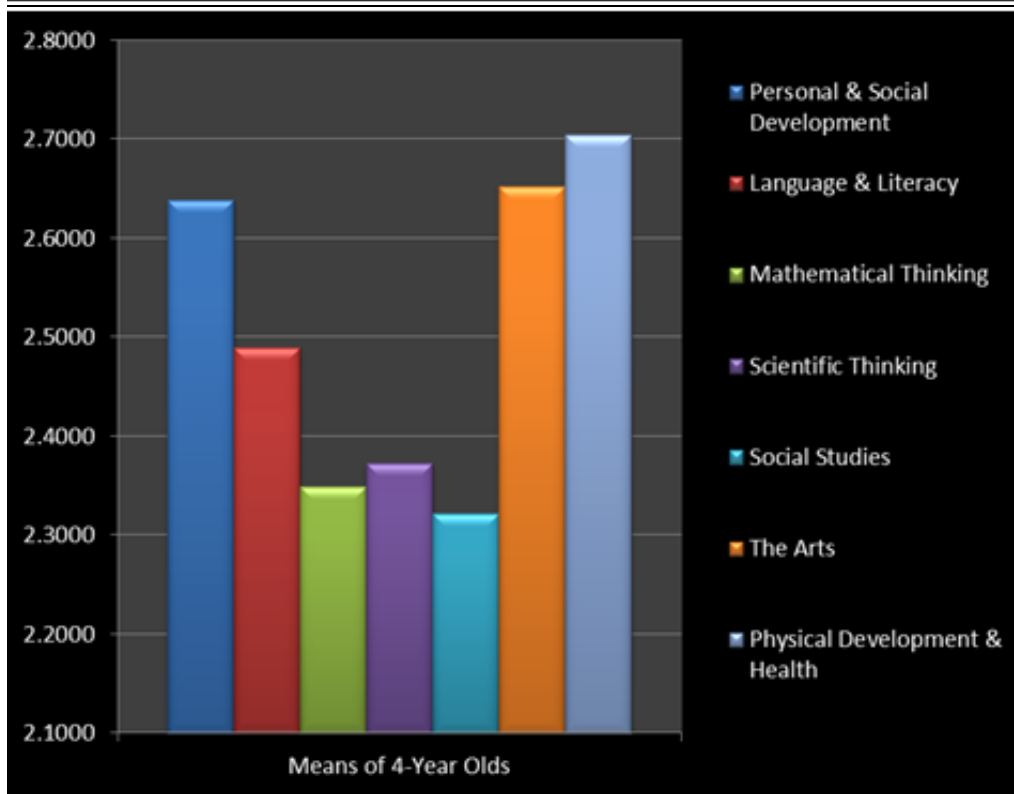
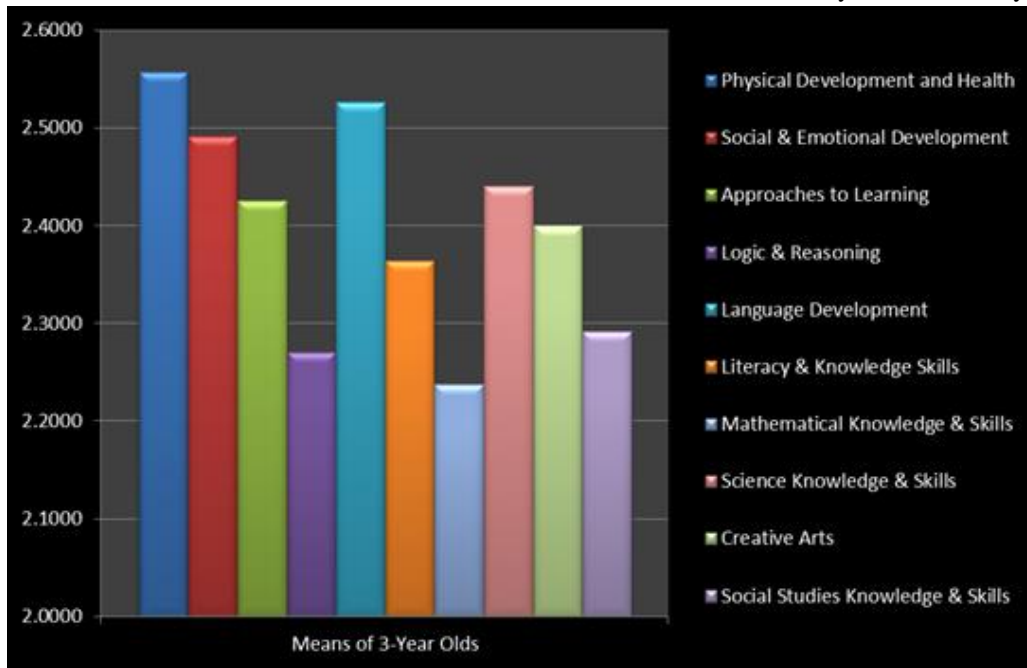
The charts below illustrate measurements of student performance for FY 13-14 through the Work Sampling Online Assessment System. The data is disaggregated by age then by gender, race, and disability. Performance in Language and Literacy areas is highlighted although performance in all domains is assessed. Despite the heavy emphasis on language and literacy throughout the curriculum and throughout daily schedules, achievement is not at the desired levels for either age group. Achievement gaps tend to differ with the age groups. It is felt that

inconsistencies with teacher ratings may partially explain these gaps. The program has not collected data in the same format over a period of years to be able to establish trends. The program makes this type of data analysis extremely difficult and quite laborious. Management staff continues to brainstorm processes to gather the data in formats that are more readily shared and analyzed. There are no assigned measures of “pass” or “fail”, nor are there any state-wide measures that would allow programs to determine where student performance falls in the larger picture. WSO does not allow for any beginning score that could act as a baseline measure from which to measure final growth. Internally, the ELC program did collect PRE- Student Learning Objective (GA SLO) measures for State determined 5 literacy and 5 numeracy indicators in WSO.

Scores are based on a scale where 1.00 = Not Yet, 2.00 = In Process, and 3.00 = Proficient

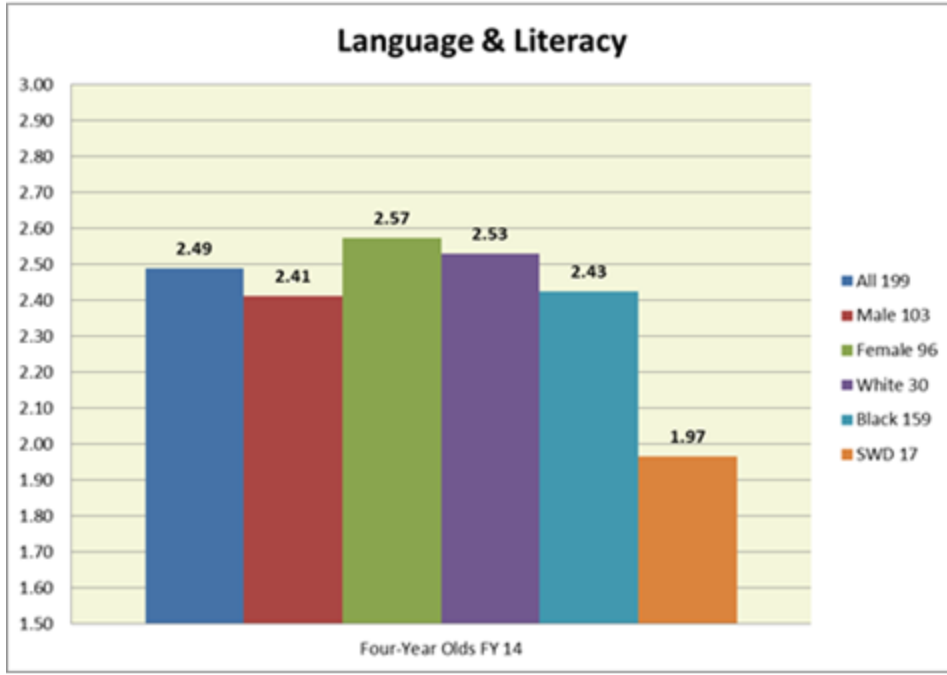
DOMAIN	Means of 4-Year Olds
Personal & Social Development	2.6383
Language & Literacy	2.4892
Mathematical Thinking	2.3492
Scientific Thinking	2.3725
Social Studies	2.3220
The Arts	2.6525
Physical Development & Health	2.7043

DOMAIN	Means of 3-Year Olds
Physical Development and Health	2.5571
Social & Emotional Development	2.4911
Approaches to Learning	2.4250
Logic & Reasoning	2.2700
Language Development	2.5260
Literacy & Knowledge Skills	2.3640
Mathematical Knowledge & Skills	2.2371
Science Knowledge & Skills	2.4400
Creative Arts	2.4000
Social Studies Knowledge & Skills	2.2920

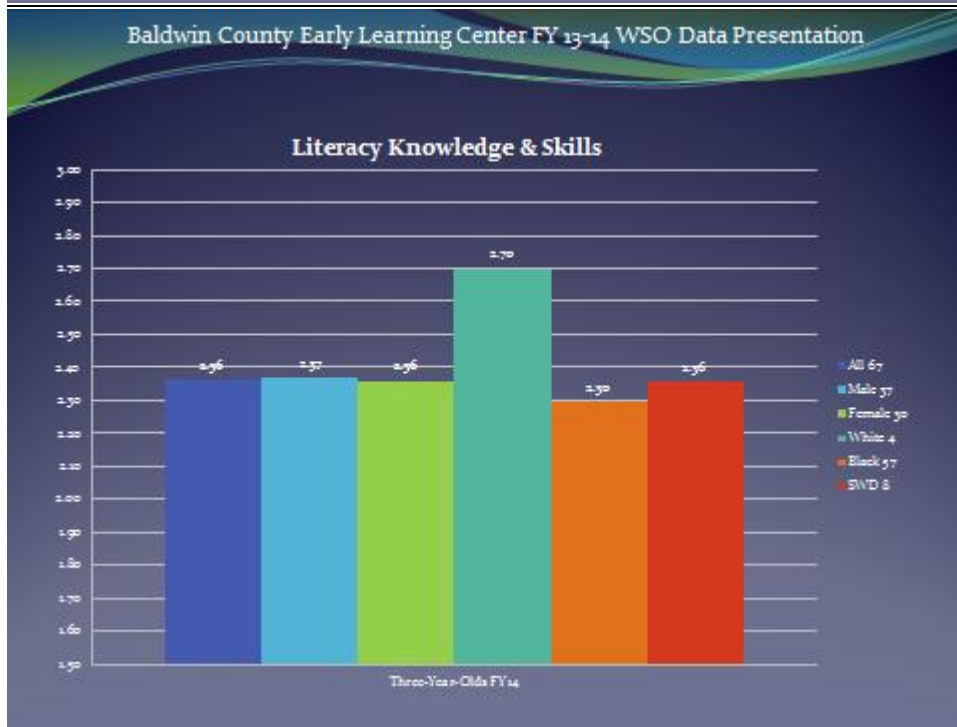
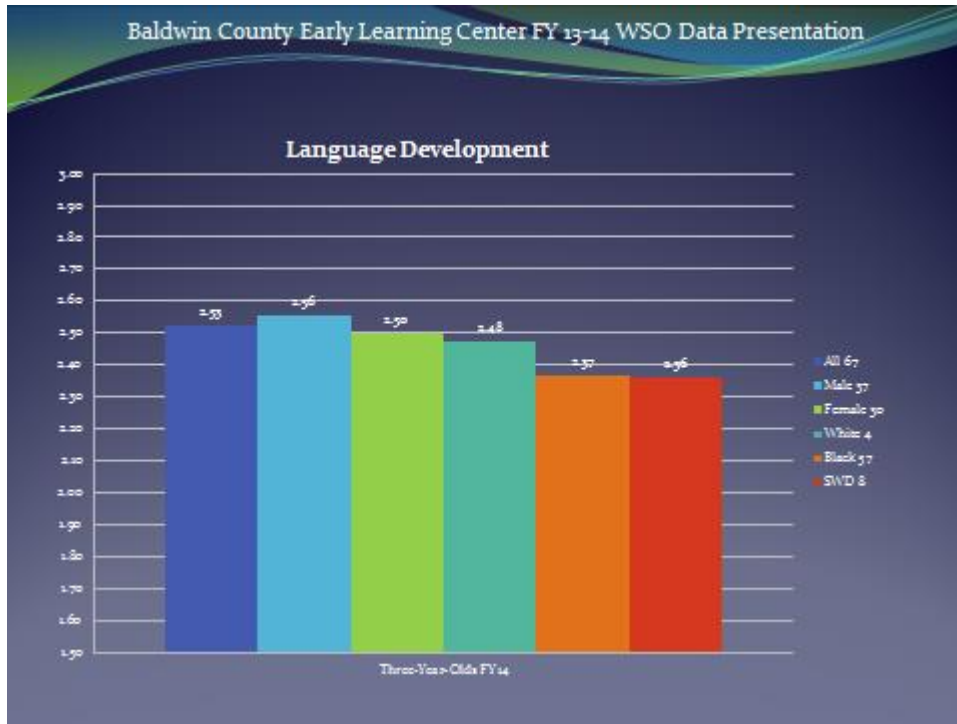


Although strengths and weaknesses can be perceived from the data illustrated here, a great deal of teacher subjectivity of the GA Pre-K WSO instrument required for use makes confidence in

valid and reliable data wane. Language and Literacy do seem to be in the lowest scores each year. Physical Development and health tend to be strengths consistently as well. Other domain values tend to fluctuate over time and do not yield consistent findings.







Striving Readers Comprehensive Literacy Grant  
Baldwin County School District  
Baldwin County Child & Family Development Center

Indicator Description	All 199 (4-year olds)	Male 103	Female 96	SWD Female	SWD Male 12	White Female 18	Black Females	Multi Female	Hispanic Male 4	White Male	Black Males	Multi Male 7	Hispanic Male 3
<b>Language &amp; Literacy</b>													
Gains meaning by listening.	2.67	2.64	2.71	2.8	2.17	2.83	2.68	2.8	2.25	3	2.56	3	3
Follow two- or three- step directions.	2.56	2.49	2.63	2.6	1.92	2.72	2.59	2.8	2.5	2.92	2.39	3	3
Speaks clearly enough to be understood without contextual clues.	2.67	2.63	2.72	2.4	1.92	2.83	2.7	2.8	2.25	2.83	2.58	2.83	3
Follows rules for conversation	2.58	2.55	2.61	2	1.92	2.72	2.56	2.6	2.75	2.75	2.5	2.83	3
Uses expanded vocabulary and language for a variety of purposes.	2.54	2.48	2.61	2.2	1.92	2.67	2.58	2.6	2	2.83	2.39	3	3
Begins to develop knowledge about letters.	2.47	2.38	2.57	2	1.92	2.61	2.55	2.4	2.25	2.67	2.31	2.83	3
Demonstrates phonological awareness.	2.29	2.21	2.37	1.8	1.75	2.44	2.34	2.4	2	2.58	2.11	2.83	3
Shows appreciation and understanding of books and reading.	2.49	2.41	2.57	2.4	2	2.89	2.48	2.8	2.5	2.75	2.32	3	3
Recounts some key ideas and details from text	2.4	2.28	2.53	2.4	1.67	2.78	2.47	2.6	2.5	2.75	2.17	3	3
Represents ideas and stories through pictures, dictation, and play.	2.42	2.34	2.51	1.8	1.83	2.72	2.44	2.6	2.75	2.58	2.26	3	3
Uses letter-like shapes, symbols, and letters to convey meaning.	2.41	2.3	2.53	1.8	1.75	2.61	2.49	2.6	2.75	2.5	2.23	2.83	3
Understands purposes for writing.	2.37	2.25	2.51	1.8	1.83	2.61	2.47	2.6	2.75	2.5	2.17	2.83	3

Indicator Description	All 67 (3-year olds)	Male 37	Female 30	SWD Male 5	SWD Female 3	White Females 2	Black Females 26	Hispanic Females 1	White Male 2	Black Male 31	Other Male 4
<b>Language Development</b>											
Gains meaning by listening.	2.3	2.36	2.24	2.25	2.67	2	2.24	3	3	2.32	2.25
Follow two- step directions.	2.44	2.52	2.36	2	2.67	2	2.33	3	3	2.47	2.5
comprehends or understands the English language	3	3	3					3	3		3
Speaks clearly enough to be understood by most listeners	2.46	2.4	2.52	2	2.67	2.5	2.48	3	2	2.37	2.75
Uses expanded vocabulary and language for a variety of purposes.	2.43	2.5	2.36	2.67	2.33	2.5	2.33	3	2.5	2.39	3
For non-English speaking children, speaks or uses English.	3	3	3					3	3		3
understands and responds to books, storytelling, and songs presented in	3	3	3					3			3
<b>Literacy &amp; Knowledge Skills</b>											
Shows appreciation for books and reading.	2.54	2.52	2.56	2.5	2.67	2.5	2.52	3	3	2.37	3
Comprehends and responds to stories read aloud.	2.4	2.4	2.4	2.25	2.67	2.5	2.38	3	3	2.26	2.75
Demonstrates beginning phonological awareness.	2.2	2.24	2.16	2.25	2.33	2.5	2.14	2	3	2.16	2.25
Shows interest in letters and words	2.24	2.28	2.2	2.25	2.33	2.5	2.19	2	3	2.21	2.25
Uses scribbles and un conventional shapes in writing	2.44	2.4	2.48	2	2.67	2.5	2.43	3	2.5	2.32	2.75

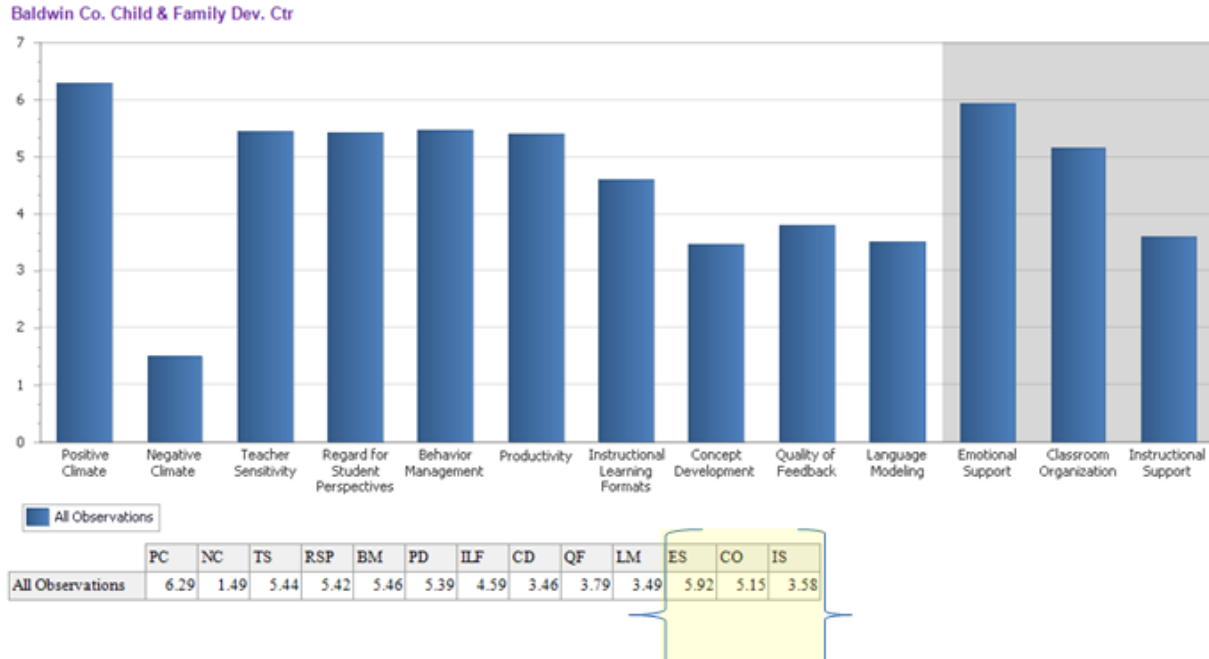
As the reader should see, the results are mostly very closely lumped. This makes determining true specific areas of weakness difficult. More precise measures would help drill down to student needs.

There are no additional district-prescribed instruments or processes for the collection of student data.

### Goals

Current school improvement goals are in place to raise the WSO mean scores in the domains of Language, Literacy, Mathematics, Science, Social Studies, and Social & Emotional Development by 3% for the next year based on the end of year results from the previous year. Within Language and Literacy domains, specific indicators related to phonological awareness, alphabet knowledge and oral language will be targeted through professional learning and professional learning communities. It is felt that the WSO data is insufficient for determining student growth. It is hoped that the acquisition of the screener and assessment instruments through the SRCL grant that more diagnostic information would allow for better goal setting and planning.

Goals are also in place to improve CLASS ratings (see results in Data Analysis Plan) in all three domains by 3% for the upcoming year. A specific emphasis for professional learning will be the third domain, Instructional Support, in order to improve teachers' skills in promoting early literacy development. As of the writing of this grant the CLASS data for the ELC is illustrated in the following image.



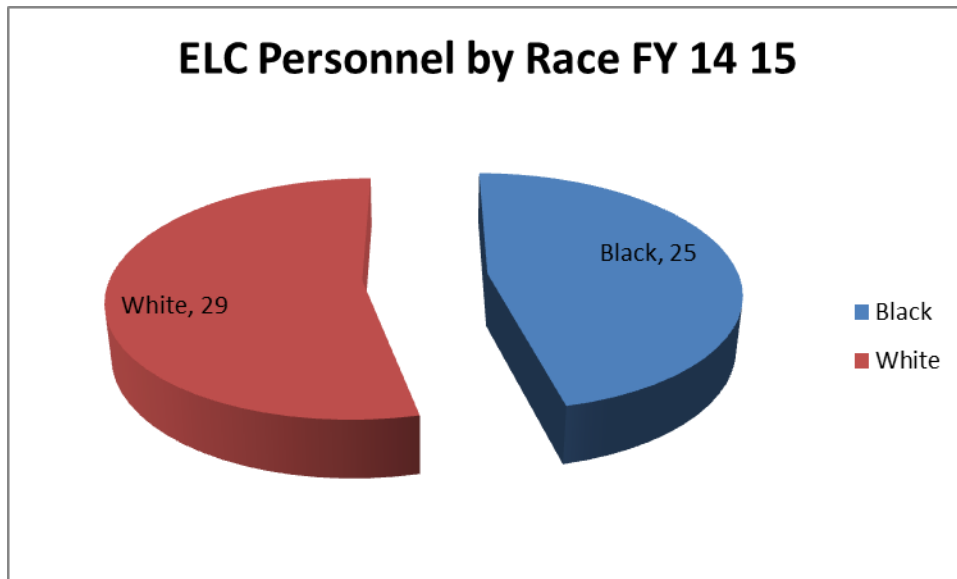
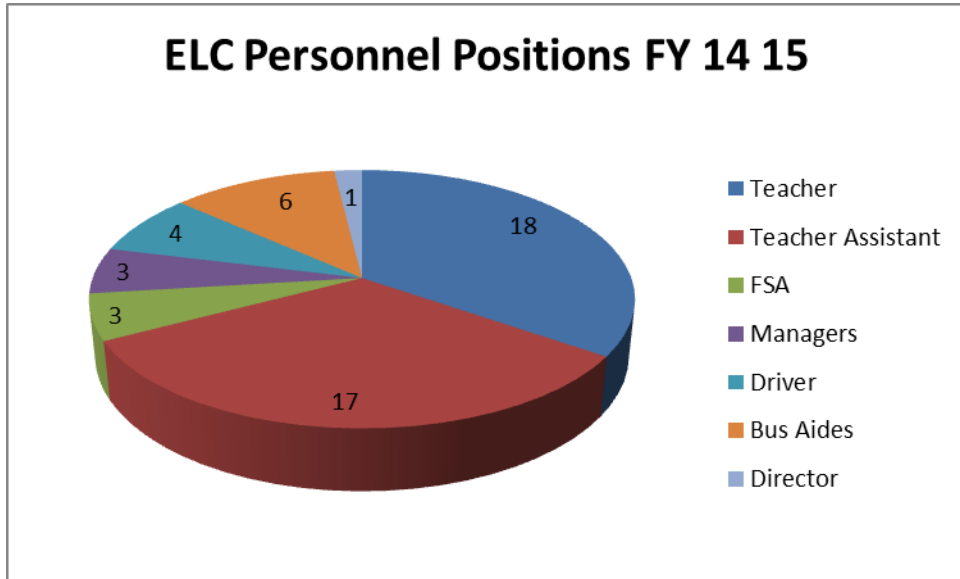
Teacher Retention

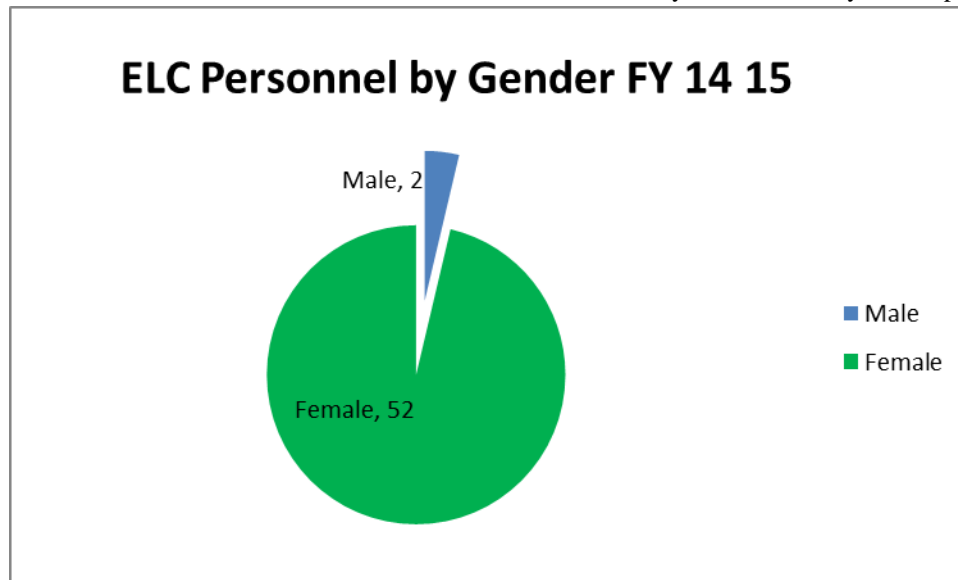
Teacher turnover at the ELC has traditionally been low by standard comparisons to other schools. A reduced funding formula from GA Pre-K has led to an increasing number of teachers leaving each year for higher compensation in a K-12 classroom. This trend is predicted to continue until salaries for early childhood professionals are recognized and compensated appropriately. The lead teaching staff is highly qualified by standard comparisons with other child care entities. With the replacement of a current vacancy, all lead teachers will possess at least a bachelor degree in early childhood development or a related field.

<u>Lead Teachers</u>	<u>New</u>	<u>Total</u>	<u>% Turnover</u>
FY2010	2	21	9.52
FY2011	2	21	9.52
FY2012	1	19	5.26

Striving Readers Comprehensive Literacy Grant  
 Baldwin County School District  
 Baldwin County Child & Family Development Center

FY2013	4	18	22.22
FY2014	3	18	16.67
FY2015	5	18	27.78





Center personnel consist of 15 regular education lead teachers, 3 special education lead teachers, 17 teacher assistants, an Early Childhood Education Manager, a Support Services Manager, a Health/Family & Community Partnerships Manager, a Director, 3 Family Service Advocates, and 2 clerical positions.

All ELC staffs, including all instructional staffs, participate in ongoing professional learning each year. Head Start requires 15 hours of training in the development of knowledge and skills related to the area of service (instruction, family services, etc...) each year. GA Pre-K also requires 10 hours of State approved training for classroom staff in the area of instruction. The GA Professional Standards Commission requires certified teachers and teacher assistants to acquire the equivalent of 100 hours of professional development approved through the school district every five years. This volume of training is implemented in a variety of forms such as off-site conferences and trainings, on-site large or small group training or professional learning communities, and individualized online modules.

**PROJECT PLAN, PROCEDURES, GOALS, OBJECTIVES, AND SUPPORTS**

**Current Instructional Schedule and Tiered Literacy Instruction**

The Early Learning Center preschool programs operate parallel with the Baldwin County School System calendar. The programs serve three- and four-year-old children for more instructional days than required by either Georgia Pre-K or Head Start. The creative blending of these programs makes this possible. Classroom instruction begins at 7:20 am and continues until 2:10 pm each day, Monday through Friday. Children are being served for 180 days for the FY 2014-2015 school year. The Center observes the same holidays and summer break as K-12 students due to community needs for relative child care.

A typical daily schedule may look as follows:

**ELC Preschool Sample Daily Schedule**

<b><u>Duration</u></b> <b><u>Minutes</u></b>	<b><u>Daily Segment</u></b>	<b><u>Imbedded Literacy</u></b>
5	Arrival, Greeting, Check In	Speech, language, and writing Peer interaction for speech and verbal skills
20	Small Group Activity	Language modeling and verbal skills
35	Family Style Breakfast	Explicit instruction
20	Large Group Activity	Verbal and listening skills
10	Music & Movement	Explicit instruction
20	Small Group Activity	Book appreciation and listening comprehension
10	Read Aloud	Peer interaction for speech and verbal skills
60	Outdoor Play	Literacy activity engagement and explicit instruction
30	Circle Time	Language modeling and verbal skills
35	Family Style Lunch	N/A
60	Rest	Peer interaction for speech and verbal skills
70	Center Exploration	Book appreciation and listening comprehension
10	Read Aloud	

5 minutes      Dismissal

N/A

\*Tiers of interventions are implemented and monitored across all daily segments as determined by individualized needs and plans. All students with disabilities are included in the regular classroom for the majority of the day although some IEP's dictate additional services in a smaller settings for specific segments.

It should be noted that time devoted to literacy is imbedded across small group activities, meals, large group activities, story reading times, circle times as well as during music, outdoor play, and center time. Activities for young children must be varied and engaging to maintain their interest so that maximized learning can occur. At least 90 minutes of time devoted to literacy skills would be realized daily.

The ELC preschool programs will maintain current time and calendar schedules, curriculum, and personnel with the implementation of the SRCL Grant. This is sustainable and poses no conflicts with other initiatives. Instructional activities and strategies as well as expanded curriculum support resources will be implemented based on research-based practices for the instruction of preschool children. An emphasis on speech and language skills will prevail in making decisions regarding software program and hardware accessories.

The ELC adheres to the GA Early Learning and Development Standards (GELDS) and the Head Start Child Development and Early Learning Framework (HSCDELF) to guide instructional practices. The ELC curriculum is based on a modified High Scope Curriculum with supports from Investi-Gators (4-year olds) and its Just for Threes (3-year olds) components (multidisciplinary), Zoo-Phonics (literacy), High Five Mathemetize (mathematics), MESS-Marvelous Explorations through Science and Stories (science and literacy), and Head Start On Picturing America (social studies and artistic expression), Second Step (Social/Emotional), and



Good Touch Bad Touch (Health and Safety) to balance classroom experiences across all content areas and to emphasize literacy skills. Zoo-Phonics is an interactive program specific to the reinforcement of literacy instruction. It incorporates visual, auditory and motor cues for alphabet knowledge and letter recognition. Its strength has been observed in its effectiveness to establish a frame of reference for young learners in the recognition of letters and their sounds. All of the resources used include developmentally appropriate materials and activities and opportunities to differentiate and individualize instruction as needed. Most include additional electronic components to be used during instruction that could be accessed through equipment purchased with SRCL funds.

#### RTI Model

Upon application for program enrollment, concerns are reviewed for each student. A developmental screener is completed on each child within the first few weeks of enrollment. Parental concerns, teacher concerns, and results from the screeners are all evaluated for next steps. Re-screeners are performed on students delivering an extremely low score. The teacher meets with the Support Services Specialist, Education Specialist, and Health Services Coordinator to discuss a plan of action for students presenting themselves to be performing behind expectations. Decisions are made at this meeting of Tier I interventions to apply or Tier II candidacy. If a decision for Tier II support is reached, the parent is involved for the consent and development and implementation of an RTI plan. The teacher collects data and monitors progress for the established time period. The RTI committee holds follow up meetings to review progress and address Tiered supports. If a decision is reached to move a child into Tier III or Tier IV, appropriate protocols are completed as required by IDEA and ADA.

**Tier II** – Modifications in instruction to address specific concerns in a child’s development to improve performance and achieve adequate progress may include small group settings, modified activities, increased opportunities to acquire skills in a variety of environments using a wide range of materials, as well as the use of bombardment, prompts, cues, repetition, modeling, and experiential learning.

**Tier III** – Increase in intensity of modifications / interventions to address specific delays in a child’s development who has not demonstrated adequate progress or appropriate skill acquisition in Tier II. Classroom staff in addition to support staff may be responsible for the implementation of these strategies. Strategies may include small groups of three or fewer children, modified activities, one-on-one instruction, establishment of a Student Support Team to gain additional interventions as recommended by peer teachers or professionals from other agencies.

**Tier IV** – Further evaluations and support services provided through Special Education as guided by an IEP committee.

The ELC enrolls between around 1% of EL students. Although close to three percent are from families whose original language is one other than English, the children themselves do not often qualify for the ESOL program. It is anticipated that the SRLC Grant would afford the ELC technology devices that could be used with translation software to enhance communications with these families.

With the award of the grant, goals to improve literacy skills of students would be pursued through expanding instructional methods delivering explicit literacy instruction. Specific resources that include technology equipment and software targeting literacy skill development will be purchased through the grant. Collaborative community activities in addition to intense professional development in literacy instruction will be emphasized. The ELC Director and Education Specialist will play significant roles in the implementation of the Literacy Plan. The plan has been written in a way such that all actions are intentionally designed to support and not supplant, other initiatives and reform efforts. The goals, objectives and actions proposed in the plan align to the mission to implement research-based best practices in literacy instruction, provide high-quality professional development for literacy instruction, and strengthen the use of ongoing formative and summative assessments for instructional planning. The actual goals and objectives can be seen in the Literacy Plan document.

### **Project Goals**

The primary goal for this SRCL grant project is to increase student achievement on Language and Literacy skills in preparation for school readiness. Specific improvements in alphabet knowledge, phonological awareness, and oral language would be measured by pre- and post-assessment measures from the implementation of the screening and assessment tools acquired through the SRCL grant. Student performance in these areas could also be documented through the current WSO electronic portfolio measures (specific indicator and domain mean scores). These three specific areas were gleaned as essential elements to early literacy instruction from National Early Literacy Panel research.

Another goal of the SRCL project would be to enhance teachers' knowledge and skills in delivering effective instruction in these areas. Measures (scores) on the Classroom Scoring Assessment Scoring System (CLASS) would help measure teacher performance. Student growth would also be evaluated as evidence of teacher performance. Participation in online learning modules, professional learning communities, and live training sessions will be vehicles for supporting teachers' growth in literacy instruction. Head Start training and technical assistance funds will continue to provide much of this training in order for the SRCL grant to help support the technical aspects regarding the screeners and assessment tools to be acquired.

A final goal of the SRCL project would be to develop teacher mastery of collecting and analyzing student performance data for use toward planning instruction. Significant professional learning development opportunities for teachers to implement research-based screeners and assessments, analyze the data from such tools, and to use the results in planning effective instruction would be funded through the grant to help achieve this.

It is hoped to cultivate 21<sup>st</sup> century classrooms for ELC preschoolers to provide access to resources that could directly impact early literacy development. Computer-assisted instruction has been identified as an effective way for supporting code-focused skill development (Hecht &

Close, 2002; Mioduser, Tur-Kaspa & Leitner, 2000). The Striving Reader Grant would help equip ELC classrooms with resources such as technological hardware and software that would maximize the use of such tools for explicit literacy instruction, as well as resources for expanded lab-type settings for potential instructional collaboration with other childcare agencies. Quality software programs that prove to be developmentally appropriate for preschool children and include engaging visual stimuli that appealed to their interest would be utilized. The intent of their use would be to motivate meaningful engagement on literacy activities through colorful graphic displays and game-like settings. Software programs that provide high-quality digitized speech for instruction would be utilized, especially for students identified as needing more intense interventions in this area. A heavy emphasis on phonological awareness skills would be integrated with activities that focus on letter knowledge, print concepts, and oral language skills through the incorporation of computer-assisted instruction with traditional classroom methods.

According to the National Early Literacy Panel Report, “Effective code-focused instruction needs to move quickly enough to keep children attentive and engaged, which results in on-task behavior and more time for practice.” Resources that would be availed upon the award of this grant would support teacher efforts to increase literacy skills in ELC students by stimulating student interest and increasing engagement in enriching activities. This would be invaluable to teachers in monitoring student progress and individualizing activities to best meet the need of each learner. The ease in which such resources make possible repetition and review of skills, concepts, and vocabulary promise to intensify traditional instructional differentiation.

Explicit instruction in early literacy skills using these resources could be provided in small groups or one-on-one, planned for consistent and regular implementation for all students, be

adapted to student interests, integrate synthesis and analysis activities with alphabet knowledge, and become more challenging over time. These are all recommendations for effective code-focused instruction as found in the What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction. Enhanced technology resources would also provide more effective methods for teachers to engage in professional learning and to collect and analyze data.

### **ASSESSMENT DATA ANALYSIS PLAN**

The table below lists the current screeners and assessments administered in the ELC programs.

All students refers to all of the 3- and 4-year old students enrolled in the program. Screeners that are administered once per year are typically re-administered if failed. Extreme cases may cause a referral to a more diagnostic instrument. The data gathered is not sufficient to be reviewed in large numbers but must be analyzed for each individual child in order to proceed with follow up interventions or supports.

Striving Readers Comprehensive Literacy Grant  
 Baldwin County School District  
 Baldwin County Child & Family Development Center

<b>Screener/Assessment Administered</b>	<b>Frequency</b>	<b>Performed By</b>	<b>Students</b>	<b>Areas Screened/Assessed</b>
Brigance Developmental Screeners	1x per year	Teachers	All	Cognitive Development, Speech and Language, Motor Development, Social Emotional,
Hearing Screening	1x per year	Physicians	All	Hearing
Vision Screening	1x per year	Physicians	All	Vision
Physical Exam	1x per year	Physicians	All	Physical Health and Development
Dental Exam	1x per year	Dentist	All	Oral Health
Immunization	1x per year	Physicians	All	Immunization
Speech Screener	1x per year	Teachers	All	Speech and Language
GA Pre-K SLO Measures	2x per year	Teachers	4-year olds	Literacy and Numeracy
GA Department of Health Form 3300	1x per year	Physicians	All	Vision, Hearing, Dental, Nutrition
Bright Futures Medical Screening Questionnaire	1x per year	Parents	All	Early Health and Development
Growth Assessments (BMI)	2x per year	Contracted RD	All	Body Mass Index and Growth
Family Partnership Agreements	1x per year	Family Service Advocates	Head Start Families	Family Needs and Educational Levels (Literacy Rates)
ZooPhonics Assessment	3x per year	Teachers	All	Alphabet Knowledge
Work Sampling Online Assessment Portfolio	Ongoing	Teachers	All	Language and Literacy, Health and Physical Development, Social and Emotional Development, Approaches to Learning, Creative Arts Expression, Logic and Reasoning, and Mathematics, Science, and Social Studies Knowledge and Skills
CLASS	3x per year	Director/ECE Manager	Teachers	Quality of Classroom Interactions

Based on our Disabilities Plan the Support Services Manager will ensure that each child receives a speech and language screening, and a developmental screening (Brigance) within 45 days after enrollment. Additional hearing, vision, dental, and nutrition screenings are acquired



within 90 days of enrollment. Teaching staff will inform parents of the results (via letter, phone contact, home visit, or center visit). Family Service Advocates will review screenings and ensure all results are entered into the Child Plus Information system program. For all screenings indicating a concern, the Support Services Manager will collaborate with the appropriate Family Service Advocate to ensure hearing and vision screenings have been passed and that there are no pertinent medical issues. The Support Services Manager will also discuss concerns with the teacher to compare screenings with the individual child's classroom performance and skills checklist. For all speech screenings indicating a concern, the Support Services Manager may: discuss the results and possible options with the parent (including, but not limited to, further observations or evaluations), monitor and rescreen the child at a later date, discuss strategies/modifications with the teacher, or request, with obtained parental permission, the Speech Therapist to observe the child in order to provide recommendations. For all behavior screenings indicating a concern, the Support Services Manager may discuss the results and possible options with the parent including, but not limited to, further observations or evaluations. She may also discuss strategies/modifications with the teacher, monitor and rescreen the child at a later date, or ask the Education Manager to observe the child in the classroom. The Support Services Manager may request parental permission for the Mental Health Consultant to observe as well in order to provide recommendations. For all developmental screenings indicating a concern, the She may discuss the results and possible options with the parent including, but not limited to, further observations or evaluations. She may also discuss strategies/modifications with the teacher, monitor and rescreen the child at a later date, or administer the LAP-D assessment for further information. The Support Services Manager may request parental permission for Special Education Staff to observe as well in order to provide recommendations.

For all screenings indicating further follow-up, the Support Services Manager, the Education Manager and the Family Services Advocate will ensure that the teacher begins the Response to Intervention (RTI) process to address identified concerns.

Some academic measures are recorded early in the year for baseline information such as alphabet knowledge and GA Pre-K defined literacy and numeracy skills (SLOs) which are measured according to the WSO criteria.

Strengths for the program are the follow-up care and referrals resulting from screener and assessment results. Results from these diagnostic tools are meaningfully applied to children's experiences within the program. Although some of the instruments are scientific, weaknesses would be considered in the use of some in-house developed screeners. Another weakness is the lack of instruments for pre- and post- measures in order to determine the effect of participating in the ELC programs. The ELC also does not use all of the required screeners of the SRCL grant requirements. The grant award would allow for the purchase of these tools.

Eliminating current screeners is not considered at this time, although the DP-3, PALS-Pre-K, PPVT4 would need to be added as required by the SRCL grant. These required screeners are not comprehensive and/or objective enough to provide enough similar information on each student for our comprehensive approach to learning.

To Be Added Upon SRCL Award (none removed)				
<u>Screener/Assessment Administered</u>	<u>Frequency</u>	<u>Performed By</u>	<u>Students</u>	<u>Areas Screened/Assessed</u>
DP-3	2x per year	Parents	3-year olds	Development and Function
PALS-Pre-K	3x per year	Teachers	4-year olds	AK, PA, CoP, OL
PPVT4 From A/B	2x per year	Teachers	4-year olds	V, OL

Snapshots below give an extended picture of the data collected by the ELC Head Start Program in order to provide services to children and families. Many factors are analyzed in addition to academic performance of students. Family conditions, educational levels, and employment status play significant roles in the well-being of children and the capacity for families to assist in the development of children's early literacy skills. The ELC program works to encourage the adult family members to further their educational levels. Program staff connect families to resources that can help improve adult literacy and educational levels. Being able to lend electronic devices to families to work on literacy skills has the potential to support adult learning as well as child learning.

## HEALTH SERVICES

### Health insurance - children

	<i>(1)</i> # of children at enrollment	<i>(2)</i> # of children at end of enrollment year
C.1 Number of all children with health insurance	215	216
a. Number enrolled in Medicaid and/or CHIP	207	208
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	8	8
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	5	4

### Medical

#### Medical home - children

	<i>(1)</i> # of children at enrollment	<i>(2)</i> # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	215	220
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

#### Medical services - children

	<i>(1)</i> # of children at enrollment	<i>(2)</i> # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	38	200
		<i># of children at end of enrollment year</i>
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		57
1. Of these, the number who have received or are receiving medical treatment		55
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		Appointment is scheduled for future date

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	14
b. Asthma	6
c. Hearing Difficulties	3
d. Vision Problems	7
e. High Lead Levels	0
f. Diabetes	0

**Body Mass Index (BMI) - children (HS and Migrant programs)**

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	10
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	139
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	33
d. Obese (BMI at or above 95th percentile for child's age and sex)	38

**Immunization services - children**

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	164	180
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	56	40
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

**Dental**

**Dental home - children**

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	194	220

## DISABILITIES SERVICES

### Preschool disabilities services (HS and Migrant programs)

	<i># of children</i>
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	44
a. Of these, the number who were determined eligible to receive special education and related services:	<i># of children</i>
1. Prior to enrollment into the program for this enrollment year	24
2. During this enrollment year	20
b. Of these, the number who have not received special education and related services	0

### Preschool primary disabilities (HS and Migrant programs)

	<i>(1) # of children determined to have this disability</i>	<i>(2) # of children receiving special services</i>
C.27 Diagnosed primary disability		
a. Health impairment (i.e. meeting IDEA definition of 'other health impairments')	1	1
b. Emotional disturbance	1	1
c. Speech or language impairments	14	14
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	1	1
f. Orthopedic impairment	1	1
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	3	3
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	23	23
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	<i># of children</i>
C.28 Number of all newly enrolled children since last year's PIR was reported	159
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	157
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	36
C.30 The instrument(s) used by the program for developmental screening: Brigance Preschool Screen - II	

### Assessment

**FAMILY AND COMMUNITY PARTNERSHIPS**

**Number of families**

	<i># of families at enrollment</i>
C.35 Total number of families:	200
a. Of these, the number of two-parent families	22
b. Of these, the number of single-parent families	178

**Employment**

	<i># of families at enrollment</i>
C.36 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are employed	9
b. One parent/guardian is employed	9
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	4

	<i># of families at enrollment</i>
C.37 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is employed	100
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	78

	<i># of families at enrollment</i>
C.38 The number of all families in which at least one parent/guardian is a member of the United States military on active duty	3

	<i># of families</i>
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	13
C.40 Total number of families receiving Supplemental Security Income (SSI)	21
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	87
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	7

**Job training/school**

	<i># of families at enrollment</i>
C.43 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are in job training or school	0
b. One parent/guardian is in job training or school	2
c. Neither parent/guardian is in job training or school	20

	<i># of families at enrollment</i>
C.44 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is in job training or school	16
b. The parent/guardian is not in job training or school	162

**Parent/guardian education**

	<i># of families at enrollment</i>
C.45 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	
a. An advanced degree or baccalaureate degree	4
b. An associate degree, vocational school, or some college	15
c. A high school graduate or GED	125
d. Less than high school graduate	53

**Family services**

	<i># of families</i>
C.46 Report the number of families who received the following services since last year's PIR was reported	
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	32
b. Housing assistance such as subsidies, utilities, repairs, etc.	1
c. Mental health services	4
d. English as a Second Language (ESL) training	4
e. Adult education such as GED programs and college selection	3
f. Job training	8
g. Substance abuse prevention	0
h. Substance abuse treatment	0
i. Child abuse and neglect services	4
j. Domestic violence services	0
k. Child support assistance	0
l. Health education	13
m. Assistance to families of incarcerated individuals	1
n. Parenting education	6
o. Relationship/marriage education	0
C.47 Of these, the number that received at least one of the services listed above	44



Goals for staff professional development include increasing student performance in all domains of learning as well as improving staff skills in making referrals for children with concerns, involving and engaging parents in the education of their child, strengthening families, cultural diversity and sensitivity, conducting effective parent conferences and home visit, and supporting English language learners. A variety of data sources help prioritize professional development needs among staff. Local, State, and National initiatives also often provide direction for allocating budgetary and time resources for professional development. Current emphasis is on the ECERS instrument in order to acquire a GA Quality Rated status through the GE DECAL BFTS Child Care Licensing Department.

ELC CLASS Scores as seen below are critical measures of classroom quality. Professional development is targeted for the Instructional Support Domain since it is by far the weakest areas.

**Baldwin County Child and Family Development Center**

**Your Grantee-Level Dimension Averages:**

PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM
6.17	1.04	5.88	4.82	5.73	5.78	5.17	3.1	3.57	2.96

**Your Grantee-Level Domain Averages:**

Emotional Support	Classroom Organization	Instructional Support
5.96	5.56	3.21

**Additional Information:**

1. The data reflects two 15-minute baseline observations in each of the 15 classrooms (11 four-year-old classes and 4 three-year old classes) and one cycle of four 20-minute observations for each classroom.
2. August 2013-May 2014.

Data are presented each month to the Policy Council made up of parents of currently enrolled students a community representatives. These reports are also published on the ELC Director’s website for public access. The Board of Education receives all monthly business from the Policy

Striving Readers Comprehensive Literacy Grant  
Baldwin County School District  
Baldwin County Child & Family Development Center

Council and updates from the ELC Director at monthly BOE meetings. Formal presentations of data are hosted annually at official BOE public meetings.

**STRATEGIES, RESOURCES, AND MATERIALS (EXISTING AND PROPOSED)**

**INCLUDING TECHNOLOGY TO SUPPORT THE LITERACY PLAN**

Current classroom resources

Book display shelves for forward-facing titles

Soft areas for reading

Children's literature books, general and instructionally topic-related (fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer)

Class-made props to develop alphabetic principles - letter puzzles/ displayed alphabet/ word cards/ alphabet game/ lotto/letter dominoes/ interlocking letter cubes/ wooden alphabet blocks/ alphabet letter tiles/ alphabet letter stamps

Props to promote language development - Puppets/ telephones/ walkie-talkies/ cell phones/ magnet stories/ flannel board with story choices

Listening book and audio stations

Writing instruments of various sizes

Vocabulary cards with words/pictures

Real/found materials for writing

Minimal computers and software

Some electronic tablets with early literacy tools

**Previous Strategies:**

***On Target for Reading Program-*** *On Target for Reading* was an initiative through Head Start that encourages everyone to read aloud to Georgia preschool children and document books read.

***Reading is Fundamental-***This initiative was designed to help families secure books that are to be kept in the home. ELC children RIF and received a book three times per year.

***Ferst Foundation-***ELC encouraged our families to register with the *Ferst Foundation* as another cost free way of getting quality books in the home. The Foundation strives to improve early childhood learning for every child regardless of income, race, religion, or gender. Children registered for the Ferst Foundation for Childhood Literacy program receive a book at his/her home every month via U.S. mail from birth until their fifth birthday.

***America Reads*** – This program focused on helping every child read on grade level. It provided tutors in the schools to work with children struggling with reading and literacy skills.

**Current Strategies**

***Community Literacy Fair-*** The collaborates with many other community agencies to organize and implement a county-wide literacy fair in the local shopping mall each year.

***Read for the Record-*** Jumpstart's Read for the Record® is a national campaign that mobilizes adults and children to close the early education achievement gap by setting a reading world record.

***Read Across America*** –A one-day event to target reading across the country by all school children.

***Dr. Seuss's Birthday Celebration*** – Center activities tie in to media stories and national recognition of literacy and Dr. Seuss books.

***I Am Moving, I Am Learning (IMIL)***- This is a proactive approach for addressing childhood obesity in Head Start children. IMIL seeks to increase daily moderate to vigorous physical activity, improve the quality of movement activities intentionally planned and facilitated by adults, and promote healthy food choices every day.

***A Head Start on Picturing America***- Picturing America is an initiative of the National Endowment for the Humanities which. Teachers introduce the high quality color productions of American art and facilitate discussions about the images. Family literacy extensions are also facilitated to enhance vocabulary and communication skills.

***ASPIRE***- This Continuum of Care initiative from the Governor's Office for Children and Families is designed to reach out to families and preschool children at the Early Learning center to promote school readiness for 4-year-old children. Children at risk for not being ready to enter kindergarten are selected to be a part of this literacy rich and developmentally appropriate program. It functions as an extension of the school day.

***Book Distributions*** – Funding for the RIF program was eliminated in Baldwin County last year. The ELC taps volunteer groups to assist in book drives in order to continue to send books into homes.

### Current library resources

A small un-staffed Center Library has been designed for preschool use. Classes may visit and have access to a large selection of books. Classroom teachers must be responsible for any

lending library services provided to children and families. Field trips to the local public library are popular.

#### Activities that support literacy – Classroom practices

The 90 minutes of direct literacy instruction and two-four hours of literacy instruction embedded into the content areas takes on a different form in the age-appropriate setting of preschool than it would in a traditional K-12 classroom. The ELC daily schedules incorporate direct literacy instruction daily during large group literacy time, multiple read aloud story times, reading stations, and listening centers. Since receptive and expressive language skills are targeted at this age level, language modeling and student engagement in conversation is embedded during family style dining at breakfast and lunch, during transitions between settings within the school, during music and movement segments, during center exploration, and during small group segments. Content area concepts from mathematics, science, and social studies are embedded across daily activities as well but may more explicitly delivered during center exploration and small group segments. Literacy skills are embedded during the one-hour outside play time primarily in the form of expressive and receptive language and vocabulary. Overall literacy is supported through language and print rich environments in the classrooms and school hallways. The instructional day for the ELC program is 6.5 hours long but does include a one-hour rest time for all students.

#### Activities that support literacy – Intervention programs

A variety of tiered interventions are implemented to support literacy. Observations, screenings, and input from special education professionals and speech language pathologists are considered

when implementing tiered interventions with ELC preschool children. Although a child may not be diagnosed with a disability, he or she may need more intensive interventions for speech and language. Speech and language are the most common areas identified for literacy-related interventions. Examples of interventions include, but are not limited to, auditory bombardment, appropriate speech modeling, prompts for verbal response, peer modeling, extra time for processing, auditory memory practice, repetition and recitation of common nouns and verbs, picture stories, picture communication tools paired with verbal communication. Sound production interventions are implemented as needed. Parents are encouraged to implement prescribed strategies and to read aloud to children daily while emphasizing a combination of visual prompts along with verbal language. Examples of how to incorporate descriptive language and questioning techniques are shared by program staff with parents.

Additional resources needed to ensure student engagement

Books and printed materials for lending libraries and placements in student homes would allow more effective extensions of literacy activities beyond the school day and year. Support for the operations of mobile lending libraries that would travel out into the local neighborhoods is needed due to transportation barriers for some families. A partnership with the local public library system would help enhance this initiative.

Although the current curriculum resources used to support GELDS (which are aligned with CCGPS) are in place, additional resources are needed to more effectively deliver explicit instruction in literacy skills and to record pre- and post-instruction performance levels. The SRCL designated screeners and instruments would be purchased and implemented to collect baseline data, monitor progress, and plan for professional development. More professional

development will be needed surrounding the implementation and results analysis of the required SRCL grant since they will be new to the ELC program. Continued training on how to use results from multiple data sources to plan for instruction will be supported through the Head Start and GA Pre-K grants. Professional learning opportunities regarding instruction to improve student skills in alphabet knowledge, phonological awareness, rapid automatic naming of letters, digits, objects, and colors, writing, and phonological memory are needed since these variables represent early literacy skills that significantly predict later literacy development according to National Early Literacy Panel research. Head Start technical assistance, GA Pre-K training, GA Child Care Resource and Referral agency support, and online resources will contribute to such professional development. Many of these resources are free but Head Start training and technical assistance funds are earmarked for such training each year.

Resources to enhance student engagement and interest in literacy activities are needed.

Experimental use, as well as research, has concluded that electronic tablets for each classroom could maximize access for each student to literacy activities individualized for his/her ability level in alphabet knowledge, letter recognition, and vocabulary usage. Mobile computer/tablet stations to safely move, store, and charge tablets would be needed. Interactive electronic tables to enrich more intense tiers of support would also be ideal for this age group. These technology devices would open up the world for these early learners to take virtual field trips, conduct virtual experiments, and to engage in creative expression. While virtual experiences do not equal or surpass the benefit of real life experiences, they do make available opportunities that would not be otherwise encountered. A few interactive projectors along with peripherals to be located in areas for staff training would be needed for effective professional development. Classrooms are currently awaiting interactive projectors purchased with Head Start funds. Specific literacy



software applications are available and could provide teachers with infinite options to vary learning experiences and to tailor instructional activities to meet the needs and interests of the learners. SRCL funds could help secure such applications for classroom instruction. Specialized software supporting literacy skills for preschoolers for the electronic tablets, tables, and white board systems has shown to increase sustained student attention to explicit instruction. This is a critical piece to effective instruction of early literacy skills. Increased sustained attention to explicit instruction would increase the integrity of progress monitoring of student performance by providing teachers more time to differentiate between behavioral issues and cognitive skill development.

**PROFESSIONAL LEARNING CONTENT AND STRATEGIES IDENTIFIED ON THE**

**BASIS OF DOCUMENTED NEEDS**

Professional Learning Content and Strategies Identified on the Basis of Documented Needs for  
 the Past Year

<b>Title of Professional Development</b>	<b>Hours</b>	<b>Percent of Eligible Staff</b>	<b># Staff</b>
BFTS Ga. Pre-K Returning Assistant Teacher Training - GELDS in Action Podcast	1.5	100	10
BFTS Ga's Pre-K Returning Assistant Teacher Training Competency Quiz	1.5	100	10
BFTS Ga's Pre-K Returning Lead Teacher Training - GELDS in Action Podcast	1.5	100	2
BFTS New Lead Teacher Training Competency Quiz	1.5	100	3
BFTS Pre-K New Lead Teacher Institute Assessment Module Quiz	7.5	100	3
BFTS Pre-K New Lead Teacher Training OFTAGS: Building Community	1.5	100	3
BFTS Pre-K New Lead Teacher Training OFTAGS: Developing Classroom Rules	1.5	100	3
BFTS Pre-K New Lead Teacher Training OFTAGS: Parent Communication	1.5	100	3
BFTS Pre-K New Lead Teacher Training OFTAGS: Reading to Children	1.5	100	3
BFTS Transportation Required 2-hour training	2	77.8	42
BFTS: Pre-K New Lead Teacher Training OFTAGS: Rest Time	1.5	100	3
BFTS: Pre-K New Lead Teacher Training OFTAGS: Classroom Environment	1.5	100	3
CLASS Dimension and School Readiness Goals	1	77.5	31
CLASS Dimension II - Instructional Support	1	90	36
CLASS Reliability Training	14	5.1	2
CLASS training - Domain II Classroom Organization	1	97.1	34
CLASS training -Domain I Emotional Support	1	97.1	34
Code of Ethics / Policies and Procedures	3	96.4	53
Cultural Competency in ECE	2	97.8	44

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 Baldwin County School District  
 Baldwin County Child & Family Development Center

Cut the Cooties! Communicable Disease Prevention in Child Care	2	15.4	6
Data Analysis of FY2013 and 2014 SR Goals Progress	1	72.5	29
Early Literacy	2	2.6	1
ECERS Training- Revised Edition	27.5	5.1	2
Emergency Preparedness	1	82.2	37
Family Engagement: Moving from Good Intent To Great Implementation	6	100	3
Fostering oral Language Development Online Training	2	2.6	1
Functional Communication Training	10	100	3
GA PreK New Assistant Teacher Training	12	100	2
GATTAP Structured Teaching Training	10	100	3
GAYC Conference	12	2.8	1
GHSA Spring Conference The Challenge of Change	6	11.6	5
Head Start Governing Body Certification	4	100	1
Health and Safety/ CLASS Dimensions	1	85	34
I CAN DO It! You Can Do It! Creating Adaptations in Child Care Program	2	97.8	44
Introduction to the CDA	1	100	1
Lead Teacher Evaluation Instrument Orientation	1	100	12
Leadership - Change	2	75	3
Learning Environments: How classroom arrangement impacts behavior	4	2.8571	1
Licensing Regulations	1	73.3	33
Literacy Needs Assessment and Data Analysis	1	89.7	35
Mandated Reporters: Critical Links in Protecting Children	2	2.2	1
Personnel Policies, QR Feedback & DECAL Report	1	66.7	30
PLC Research articles to support closing achievement gaps in literacy and social emotional	1.5	100	44
Positive Behavior Support	30	100	4
Practices for successful classrooms	1	85	34
Preschool Behavioral Health	1	66.7	30
QR, CLASS, HSOMS, SA, & CA	1	75.6	34
Quality Rated updates and ECERS	1	80	28
Safe Spaces to Grow and Learn	3	14.286	1
Seclusion and Restraint - Communication	2.5	100	46
Seizure Training	1	6.7	3
Shawn Brown CLASS	1	94.2	33
Social & Emotional Domain	1	74.2	26
SR Goals aligned with EIP and SLO's	1	71.1	32
Strengthening Families: An Effective Approach to Support Families and Communities	2	84.4	38

Striving Readers Comprehensive Literacy Grant  
 Baldwin County School District  
 Baldwin County Child & Family Development Center

TKES Orientation	1.5	100	8
Work Sampling Online for Administrators	3	50	1
Worker's Comp	1	71.1	32
Zoo-Phonics Workshop Training Course	0	7.7	1

The tables above list the professional development involving ELC staff over the past year. They list the numbers hours devoted to the training as well as the percentage (of eligible) and number of staff involved. Professional development occurs through various formats across each school year. Some courses are attended at off-site locations, while others are held on site. More and more courses are attended through distance learning or on-line formats. Often online formats are used for individualized professional development needs such as behavior management, classroom arrangement, or techniques for early writing. Internal training occurs each week on Training Tuesdays in the Center. Staff comes together for group training over a variety of topics as determined through data analysis as well as according to regulations. Often the dimensions of the CLASSroom Assessment Scoring System are a group focus since center-wide data shows room for growth on this instrument. Staff meet GA DECAL BFTS Child Care Licensing, GA Pre-K, and Head Start requirements for training each year, usually through off site training. BFTS requires 10 hours of certified BFTS training each year for child care staff. Head Start requires 15 hours of training each year for all staff and GA Pre-K designates specific training each year for classroom and management staff. An internal self-assessment process along with classroom observation data and child outcomes data help determine what in-house training is needed in addition to the regulated trainings. The self-assessment process culminates in a Training/Technical Assistance Plan. Needs are identified and action steps are put in place to utilized funding and resources to address areas of concerns.

Professional development will continue to be individualized as much as possible. Results from CLASSroom Assessment Scoring System observations will help determine the effectiveness and/or depth of implementation of training. Classroom walkthroughs as well as annual performance evaluations (GA TKES) will continue to guide individual professional growth plans and targeted support. School Readiness Goals for Language and Literacy will be highlighted in professional development offered to staff. A focus will be placed on developing and improving children's abilities in receptive and expressive language. Training and technical assistance for teaching staff to facilitate language development in children for communication purposes and to promote the children's use of expanded vocabulary for a variety of purposes will be emphasized.

#### Additional professional learning needs

As reflected in the literacy needs assessment findings, quality professional development targeting research-based instruction in the development of phonological awareness, alphabet knowledge, writing, and oral language is needed across all providers for birth-to-five children in the Baldwin County. Incorporation of contemporary instructional practices utilizing technology seem to be a logical direction to help enhance classroom practices that focus on student interest for all learners and one that will help prepare students for the world of standardized testing that awaits. The use of more concrete pre- and post- measures of student learning is needed along with the technical training to effectively use these results to drive instruction. Training focused on the implementation of these added screeners and assessments, including the use of their results for planning, as well as training on technology to support curriculum resources would be needed for the effective implementation of such strategies. Teachers need intense training on the collection of evidence, analysis of data, and use of data analysis to plan for instruction in order for effective

practices to be sustained through the proven cycle of assessing for learning. Professional development would take a variety of forms. Professional learning communities would be effective to help develop teachers' knowledge of why instruction related to phonological awareness, alphabet knowledge, and oral language is so vital in the process of developing literacy skills in young children. Virtual and online methods would be accessed based on individuals' professional development plans. Contracted trainers would be retained to facilitate training at the Center as appropriate. Staff would be allowed release time to attend conferences and training specific to the goals of the SRCL Grant and ELC Literacy Plan. Some of the technology to be implemented will benefit in-house, ongoing professional development and learning communities. Interactive projectors will allow for staff to participate in engaging professional development on-site during group sessions. There are extensive resources as well as webinars and training available online to assist preschool teachers with effective instructional practices. Through electronic mediums, ongoing professional development plans can be individualized and differentiated for staff based on need identified from classroom observations data. Cluster trainings can also be customized to fit the ELC schedule. Staff would have access to webinars, on-line courses, and other instructional tools outside of training sessions to support implementation of learned strategies. Administrative classroom observations as well as teacher surveys of self-assessed needs will drive the prescription of professional development for each teacher. The SRCL Grant would make possible resources for specific and intentional professional development through online courses that would target specific skills such as teaching pre-writing skills, vocabulary knowledge, language modeling, and speech articulation strategies. The ELC would maintain communication with local child care providers and would

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 Baldwin County School District  
 Baldwin County Child & Family Development Center

extend invitations to participate in professional development targeting early literacy development.

The table below summarizes professional learning strategies identified on the basis of documented needs.

Professional Development Need	Fund Source	Model	Measure of Effectiveness	Related Goal
Effective instruction on improving alphabet knowledge in preschool children (NELP)	Combination of Head Start Funds, GA Pre-K Funds, and SRCL funds as appropriate	Combination of Online Modules, Webinars, Live Training	Pre- and post- measures on child outcomes instruments, classroom observation documentation	Increase student achievement in the prescribed area
Effective instruction on improving phonological awareness in preschool children (NELP)	Combination of Head Start Funds, GA Pre-K Funds, and SRCL funds as appropriate	Combination of Online Modules, Webinars, Live Training	Pre- and post- measures on child outcomes instruments, classroom observation documentation	Increase student achievement in the prescribed area
Effective instruction on improving oral language in preschool children (NELP)	Combination of Head Start Funds, GA Pre-K Funds, and SRCL funds as appropriate	Combination of Online Modules, Webinars, Live Training	Pre- and post- measures on child outcomes instruments, classroom observation documentation	Increase student achievement in the prescribed area
Theory of WHY the development of early literacy skills is important in regards to lifelong learning and success (NELP)	Head Start Funding	Professional Learning Communities	Teacher survey on relativity of studies to current practice	Increased teacher knowledge and skills

Implementation of the PALS	SRCL Grant	Live Training	Results of the implementatin of the PALS instrument	Teacher mastery of collecting, analyzing and interpreting data
Analysis of PALS data	SRCL Grant	Live Training	Documents illustrating data analysis attached to lesson plans	Teacher mastery of collecting, analyzing and interpreting data
Use of PALS data results to plan for instruction	SRCL Grant	Live Training	Lesson Plans documenting children by name for prescribed activities based on PALS results	Teacher mastery of collecting, analyzing and interpreting data
Implementation of the PPVT4	SRCL Grant	Live Training	Results of the implementatin of the PPVT4 instrument	collecting, analyzing and interpreting data
Analysis of PPVT4 data	SRCL Grant	Live Training	Documents illustrating data analysis attached to lesson plans	Teacher mastery of collecting, analyzing and interpreting data
Use of PPVT4 data results to plan for instruction	SRCL Grant	Live Training	Lesson Plans documenting children by name for prescribed activities based on PPVT4 results	Teacher mastery of collecting, analyzing and interpreting data

Striving Readers Comprehensive Literacy Grant  
 Baldwin County School District  
 Baldwin County Child & Family Development Center

Implementation of the DP3	SRCL Grant	Live Training	Results of the implementatin of the DP3 instrument	Teacher mastery of collecting, analyzing and interpreting data
Analysis of DP3 data	SRCL Grant	Live Training	Documents illustrating data analysis attached to lesson plans	Teacher mastery of collecting, analyzing and interpreting data
Use of DP3 data results to plan for instruction	SRCL Grant	Live Training	Lesson Plans documenting children by name for prescribed activities based on DP3 results	Teacher mastery of collecting, analyzing and interpreting data
The use of technology devices and software application	SRCL Grant	Live Training	Teacher mastery of the use of technology devices and software applications	Increased teacher knowledge and skills
Effective Implementation of technology devices and software applications in preschool classrooms.	SRCL Grant	Live Training	Lesson plans containing effective uses of technology for instruction	Increased teacher knowledge and skills
<b>Technical Assistance Need</b>				
Writing and implementing effective lesson plans	Head Start Grant	Collaborative teams led by an administrator	Classroom observations indicate alignment between lesson plans and practice	Increased teacher knowledge and skills



## **SUSTAINABILITY PLAN**

The plan proposed for the implementation of the SRCL Grant at the Baldwin County Early Learning Center was designed specifically for sustainability. The bulk of the funding cover the expenses of providing intensive professional development for staff to refine the use of data to guide instructional practices. Once staff has received specialized training and teacher leaders (and other leaders) are developed, in-house redelivery of training can ensure that new staff can acquire necessary knowledge and skills to be immediately effective in the classroom. Traditional redelivery methods as well as peer coaching, parallel planning, and professional learning communities would be avenues for such training. Release time would be financially supported through the Head Start Grant. Free training provided through GA Pre-K, Head Start Technical Assistance, Child Care Resource and Referral Agencies, or other entities will continue to be sought and accessed. The acquisition of the resources purchased with the SRCL Grant will provide for expanded opportunities for staff to engage in professional development in specific skills to support pre-literacy instruction through electronic mediums, which will eliminate many costs associated with travel and registration for out-of-town training. Internal staff redelivery methods will be used to train new staff as well

The SRCL Grant would finance the initial purchase of the expensive screeners and assessment instruments as required by the grant. Replacement materials and ongoing training for the screening and assessment tools would be designated in the Head Start Program Operations and the Head Start Training and Technical Assistance budgets each year following the SRCL grant period. Printed resources (i.e. Parent Resource Manuals, fliers, brochures) and other consumable

materials (i.e. transitional learning packets, subscription literature) will be sustained through the annual Head Start budget. Books for distribution and lending libraries will be acquired through community support and book drives for donations. Community partners such as the public library system, Communities In Schools, Partners In Education, Georgia College, as well as local businesses will be approached to help maintain this effort.

Some costs within the grant would cover the purchase and installation of technology equipment hardware, software, and site licenses to facilitate current literacy instruction. Replacement equipment and maintenance, technical support, and site licenses would be budgeted from the Head Start grant each year after the SRCL award period. Initial training on the hardware and software to be utilized with this equipment would be applied to the SRCL grant. Ongoing training on the equipment hardware and software would be sustained through in-house redelivery which would impose no financial cost. Maintenance of the hardware and infrastructure will be supported by the Baldwin County BOE Technology Department.

Additional ongoing professional development activities based on a variety of evidence (data) are and will continue to be planned each year. The findings of the annual Self-Assessment process include analysis of all child outcomes (screener and assessment results-WSO) as well as other data including curriculum effectiveness, classroom quality (CLASS/ECERS), child health (Form 3300), environmental safety, program governance, and fiscal integrity. Since program needs are not static, this process will ensure ongoing sustained efforts toward identifying needs and making improvements.

An Early Childhood Education Manager (Specialist) is already employed and will continue to support and evaluate curriculum resources, classroom quality, and teacher effectiveness. This position shares many common characteristics of an instructional coach and will continue to be funded through the Head Start Grant.

The acquisition of the resources purchased with the SRCL Grant will provide for expanded opportunities for staff to engage in professional development in specific skills to support pre-literacy instruction through electronic mediums, which will eliminate many costs associated with travel and registration for out-of-town training. Internal staff redelivery methods will be used to train new staff as well.

## **BUDGET SUMMARY**

### **Function Code 1000 – Instruction Narrative (43.5%)**

SRCL grant funds will be used for instructional purposes for computer and electronic equipment and peripherals to help expand instructional options, to extend explicit instructional delivery, and to enhance student interest. The equipment and devices will provide teachers and students access to a variety of mediums through which early literacy skills are promoted and that are not currently accessible.

### **Function Code 2100 – Pupil Services (5.9%)**

Extended services to children and families will be provided through a portion of the SRCL grant. Staff reimbursement and fuel costs to operate mobile lending library units within the community are considered in this budget. Costs for supplies for transition packets for summer learning as well as books for distribution are expenses that would result from providing such resources directly to children in their homes.

### **Function Code 2210 – Improvement of Instructional Services (48.3%)**

A significant portion of the SRCL grant funds would be needed in order to provide a variety of professional development to teachers and other staff. Training would be needed to implement the required screeners and assessments. Professional learning on developmentally appropriate practices, the use of data in instructional planning, and early literacy development would be provided to staff. Staff would also need training on the use of the acquired technology devices

and the software programs, specifically on how to incorporate these into literacy instruction.

Full CLASS and ECERS manuals would be purchased for every classroom. An extensive new teacher induction program would require financial reimbursement to provide one week of training and technical assistance at the beginning of each school year for new teachers.

**Function Code 2220 – Educational Media Services (2.2%)**

Technical support and expertise would be contracted to help establish engaging websites, social media accounts, and video read along tutorials for parents to use as resources for literacy development in their homes. Books for lending libraries would be purchased as well as subscriptions to weekly reader magazines that could be used in the classrooms as well as in the homes.