

## Hill City Elementary School (HCES) Literacy Plan

### Building Block 1: Engaged Leadership

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

**Needs Assessment Results:** Fully Operational

#### *The “Why”*

#### **Researched-Based Practices:**

The Georgia Literacy Task Force defines literacy in the “Why” document as the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas through:

- best practices, with instructional content aligned to the CCGPS
- researched based strategies and resources
- regular monitoring and mentoring literacy instruction within the school
- protecting instructional time and allowing for teacher collaboration (p.26)

Literacy instruction is no longer just learning to read and write. In order to be prepared for a global society, literacy instruction must include the ability to read, write, speak, listen, and communicate with all types of media across all content areas. In today’s world, literacy extends well beyond the basics of reading (phonics and decoding skills). Not only does literacy include a person’s ability to be a lifelong learner and contributor to society, but also the ability to retrieve and understand new information (page 30, The “Why”).

#### **School Vision:**

There is a continual commitment to strive toward academic excellence in all domains at Hill City Elementary. A recent focus on revitalizing our literacy instruction came about with implementation of the rigor enhanced College and Career Georgia Performance Standards. In order to support continued growth of teachers as they endeavor to facilitate these demanding standards, Hill City administrators make professional learning a priority.

<b>GOAL (What)</b> <i>School Mission Statement:</i> We will educate our students in a safe, nurturing, respectful, and fiscally responsible environment that holds the highest expectations <b>Building Block 1a: Engaged Leadership</b> Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school.				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
1. Implement a master schedule of 100 minutes allocated to literacy instruction.  (The "How" p.20)		<b>Fall 2014</b>	Administration	Master Schedule
2. Provide Professional Development to promote best practices in literacy instruction (The "How" p.20)	PD360, Differentiation Facilitator, RESA  Literacy Coaches	Ongoing  <b>Fall 2014</b>	Administration	Sign-in sheets, Minutes and Agenda
3. Schedule time allocated to vertical and horizontal teacher collaboration (The "How" p.20)	Allocated time	Ongoing	Administration	Master Schedule
4. Ensure best literacy practices in all classrooms using Georgia observation tools during walkthroughs (The "How" p.20)	TKES Checklist <b>Literacy Instruction Checklist (GA)</b>	Ongoing  <b>October 2014-Ongoing</b>	Administration	TKES dashboard, completed literacy instrument checklists

**Building Block 1: Engaged Leadership**

**Goal: B.** Organize a Literacy Leadership Team

**Needs Assessment Results:** Emergent

*The “Why”*

**Researched-Based Practices:** The role of leadership in developing literacy in the nation, state, district, school, and classroom cannot be overstated. It is a key piece in virtually every literacy initiative undertaken at any level of education. Only through a comprehensive effort to make changes within the district, school, and classrooms can an optimal literacy plan come forth. (Page 156, The “Why”)

**School Vision:** Hill City Elementary School’s administrators believe in shared governance. Under the guidance of administrators, all teachers, students, parents, and stakeholders are involved in the leadership of HCES. The leadership team is data driven, which in turn guides the literacy instruction of students in all content areas.

A recently commissioned Literacy Team at HCES consists of school administration, grade level leaders, media specialist, and the gifted coordinator. It is the goal of administration to provide essential literacy direction for the school and community through continued analysis of formative and summative student assessments, and to refine literacy goals based on Common Core Georgia Performance Standards.

<b>GOAL (What)</b>				
<b>Building Block 1b: Engaged Leadership</b>				
Organize a literacy team comprised of teacher leaders and community stakeholders organized by the administrator.				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<p><b>1a. Continue to involve community stakeholders by creating an ongoing list of <i>Partners in Education</i>. (Community in Action)</b></p> <p><b>b. Of those <i>Partners in Education</i> (Community in Action), identify those willing to be part of the</b></p>	Community Outreach through newsletters, phone calls, school website	Ongoing	Administration Building Community Committee	Stakeholders added to literacy team roster

<p><b>school literacy team.</b> <b>(The “How” p.21)</b></p>				
<p><b>2. Create a shared literacy vision with school faculty, community stakeholders, board of education members, and district leadership team. (The “How” p.21)</b>  <b>Create Literacy Website</b></p>	<p>Facebook, newspaper articles, Open House, newsletters, school website, Twitter,</p>	<p>ongoing  October 2014-ongoing</p>	<p>Administration Literacy Team</p>	<p>Multimedia Retrieval</p>
<p><b>3. Maintain a focus on goals and objectives of the School Improvement Plan derived from the analysis of formative and summative student assessments (The “How” p.21)</b></p>	<p>Student data from multiple sources: CRCT, 3<sup>rd</sup> /5<sup>th</sup> grade Writing Assessments, OAS Benchmarks, AIMSweb, <b>GKIDS</b></p>	<p>Ongoing</p>	<p>Administration, Literacy Team</p>	<p>Meeting Agenda and Minutes</p>

**Building Block 1: Engaged Leadership**

**Goal: C.** Maximize and protect instructional and collaborative planning time through effective scheduling

**Needs Assessment Results:** Operational

***The “Why”***

**Researched-Based Practices:**

Reading Next identified several research-based program elements that improve literacy achievement:

- Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction

- Ongoing formative assessments of students and how they are progressing under current instructional practices
- Interdisciplinary teacher teams meet regularly to discuss students and align instruction  
(Biancarosa & Snow, 2004) The “Why” p. 66

Extended literacy instructional time is also a key element to any balanced literacy program. Biancorosa & Snow, report extended time for literacy, anywhere from two to four hours should occur in content-area classes. (2006, p.20) The “Why” p. 58.

**School Vision:**

Current daily schedules at Hill City Elementary reflect 90 minutes of protected literacy instructional time. Additionally, there are 20 minute strategic focus groups each morning. Flexible groups are created based on data gathered from ongoing formative assessments. Students are remediated or challenged based on assessment results.

The master schedule at HCES facilitates a common planning time for grade level teachers to collaborate. An important part of the literacy plan would be to provide professional development in the area of differentiation. With better training in this area, common planning time could be more effectively used to create tiered literacy lessons. The goal being to facilitate best practice in meeting individualized student needs in literacy instruction. Additionally, based on the HCES literacy survey, there is a need for more vertical planning to ensure alignment of common core practices across grade levels. An improved literacy plan would reflect additional time allocated for vertical planning.

<b>GOAL (What)</b>				
<b>Building Block 1c: Engaged Leadership</b>				
Maximize and protect instructional and collaborative planning time through effective scheduling				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>Extended Time:</b> <b>1a. Current master schedule- Focused 90 minute of literacy instruction.</b>  <b>b. Implement a master schedule of 100 minutes allocated to literacy instruction.</b>  <b>c. Schedule additional time</b>	Allocated Time	Ongoing          Fall 2014	Administration	Master Schedule

allocated to vertical and horizontal planning (The “How” p.22)		Ongoing		
2. Continue daily 20 minute flexible intervention/focus groups(The “How” p.23)	Allocated Time	Ongoing	Administration	Master Schedule

**Building Block 1: Engaged Leadership**

**Goal: D.** Facilitate a school culture in which teachers accept responsibility for literacy instruction across all content areas as articulated by the Common Core Georgia Performance Standards

**Needs Assessment Results:** Emergent

**The “Why”**

**Researched-Based Practices:** Georgia’s goal is for all students to become self-sustaining, lifelong learners, and contributors to their community. An important part of reaching this goal is for all stakeholders, including educators, media specialists, and parents to be responsible for promoting literacy. (Georgia Task Force Belief Statements, The “Why” p.31)

In order for Georgia’s youngest learners to begin to build a foundation which will eventually sustain them as lifelong learners, Early Literacy Standards (GELS) have been created to address the needs of the whole child: (K-3)

- Physical – develop gross and fine motor skills, acquire self-help skills, and practice healthy and safe habits
- Emotional – develop personal relationships with adults and peers, acquire self-awareness, self-control, and self-expression
- Language and Literacy – begin to acquire learning approaches that support development and school success
- Cognitive Development – begin to develop mathematical reasoning and logical thinking and demonstrate early scientific inquiry skills

The “Why” p.78

**School Vision:** HCES realizes the importance of including all stakeholders in the promotion of literacy. The recent implementation of parent information and resource nights – **Caterpillar Kids (Pre-school)** and **Parent Academy (K-5)** help to support them in this endeavor. Participants are provided with resources to supplement CCGPS. Furthermore, creating a parent resource center will provide additional resources such as literacy brochures, articles on best practices, homework help tips, and hands-on activities.

HCES also subscribes to Georgia’s Literacy Task Forces belief in supporting the whole child in order to build a strong literacy foundation. “Community Houses” were created this year. Each student belongs to a “Community” (Bears, Lions, or Dolphins). Each teacher in the building also belongs to a “Community” where he/she has several students from various grade levels assigned to them. During “Community” meetings teachers begin to form a mentoring relationship with those students. The goal is for each student to have a network of support. At risk students can be provided strategic mentoring in academic, behavioral, or emotional areas, but most important, every child in the building has *someone* they can go to with a need.

<b>GOAL (What)</b>				
<b>Building Block 1d: Engaged Leadership</b>				
Facilitate a school culture in which teachers accept responsibility for literacy instruction across all content areas as articulated by the Common Core Georgia Performance Standards (CCGPS)				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Family Focused Literacy Services: (The “How” p.24)</b>  ~Caterpillar Kids (pre-school) ~Parent’s Academy (K-5)  ~Parent Resource Center ~Literacy Website ~Social Media: Facebook, Twitter, Blogs	~Preschool/ K-5 Instructional materials for parents  ~ Literacy Brochure outlining CCGPS and support resources ~Social Media Accounts	Ongoing  Fall 2014	Administration, Literacy Team, Media Specialist, Teachers	Parent participation sign in forms  Multimedia retrieval
<b>2. School Wide Mentoring System (The “How” p.26)</b>  “Community Houses”	Community T-Shirts: Bears, Lions, Dolphins Meeting Time	Ongoing	Administration, All Teachers	Master Schedule

**Building Block 1: Engaged Leadership**

**Goal: E** Optimize literacy instruction in all content areas.

**Needs Assessment Results:** Emergent

***The “Why”***

**Researched-Based Practices:**

Text complexity as an integral part of the College and Career Georgia Performance Standards (CCGPS). CCGPS states that students will, “Read and comprehend complex literary and informational text independently and proficiently.” Since 2006, Lexiles have been aligned to the Criterion Referenced Competency Test (CRCT) in order to provide parents and teachers with information about the levels of text complexity at which their students are able to successfully read, *The “Why”* P. 47.

Based on research from the National Commission on Writing (2004, p.3) People who cannot write and communicate clearly will not be hired. Half of responding companies reported that they take writing into consideration when hiring professional employees and when making promotion decisions. “In most cases, writing ability could be your ticket in . . . or it could be your ticket out,” said one respondent, *The “Why”* p. 44.

**School Vision:** Based on research that text complexity is intertwined with CCGPS and CRCT and most importantly a predictor of student success in a 21<sup>st</sup> century global society, it becomes of crucial importance to HCES. A renewed focus to infuse literacy throughout the day and to target Lexiles will necessitate rich classroom libraries; development and implementation of a school-wide writing program; vertically CCGPS aligned writing rubrics; and increases in the use of technology such as eReaders and eBooks to promote digital age literacy skills. Continued professional development for each literacy initiative will be crucial to successful implementation.

HCES is currently vertically planning in grades K-5 to create rubrics aligned to state writing assessments used at 3<sup>rd</sup> and 5<sup>th</sup> grades. If the *Writing to Win* curriculum is purchased through Striving Readers funding, HCES will then be vertically aligned with the Middle School’s writing program. Continuity of writing instruction in grades K-8 would positively impact written communication of all students, better preparing them for college and/or a career.

<b>GOAL (What)</b>				
<b>Building Block 1e: Engaged Leadership</b>				
Optimize literacy instruction in all content areas.				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Expand writing in all subject areas. (The “How” p.26)</b>	School-wide writing Program – Writing to Win	Fall 2014	Administrator, Media Specialist	Student writing samples
<b>2. Provide teacher with resources needed to provide variety and choice in reading materials and writing topics (The “How” p.27)</b>	Variety of Texts for all K-5 classrooms libraries  Achieve 3000	2014-2015 school year	Administration, Media Specialist, Learning Support Specialist	Rich Classroom Libraries
<b>3. Use of informational texts in Language arts classes (The “How” p.27)</b>	Expository Texts for all K-5 classroom libraries			
<b>4. Provide text complexity that is grade appropriate and adjusted to needs of individual students (The “How” p.27)</b>	Lexile-Leveled Texts for all K-5 classroom libraries  Achieve 3000			
<b>5. Use technology to expand meaningful opportunities for students write, speak, and listen</b>	Ipads, e-readers, app funding,	2014-2015 school year	Administrators, Teachers, Media Specialists	Student writing published on HCES literacy website,

<p><b>(The “How” p.27)</b> <i>Current student blog: Literary Lizards</i></p>				<p>student wikis, and blogs</p>
<p><b>6. Use school-wide writing rubric that is aligned with CCGPS to set clear expectations</b> <b>(The “How” p.27)</b></p>	<p>Vertical Planning Time, Student Writing Exemplars, State Writing Rubrics for 3<sup>rd</sup> and 5<sup>th</sup> grades</p>	<p>Fall 2013</p>	<p>Administration, teachers</p>	<p>Vertically aligned writing rubrics developed 10/13.</p>
<p><b>7. Create a 5 year plan for targeted sustained professional development in best practices in literacy</b></p>	<p>Trainers for Professional Development in: Lexile Use, Daily 5, Writing to Win implementation, Technology Use</p>	<p>2014-2019</p>	<p>Administration</p>	<p>Agendas, Minutes, Sign-In Sheets</p>

**Building Block 1: Engaged Leadership**

**Goal F:** Actively engage community member in the support the school and teachers in the development of college-and-career ready students as articulated in the Common Core Georgia Performance Standards

**Needs Assessment Results:** Emergent

***The “Why”***

**Researched-Based Practices:** College and Career Readiness (CCR) Anchor Standards represent the target for which all grade levels are aiming. Listed below are some of the CCR Anchor Standards: The “Why” p. 87

Writing:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Listening and Speaking:

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**School Vision:** In an effort to actively engage community members in the development of college and career readiness, HCES will invite key community, governmental members, and business leaders to be part of the career module exhibit. Student will share career module research projects through various types of media. The overarching goal of this event will be to foster an environment for communication and mentoring between students and local business representatives.

<b>GOAL (What)</b>				
<b>Building Block 1f: Engaged Leadership</b>				
Actively engage community member in the support the school and teachers in the development of college-and-career ready students as articulated in the Common Core Georgia Performance Standards				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Create a shared vision for literacy for the school and community making the vision tangible and visible (The “How” p.28) Student Research College and Career Projects shared at the HCES: Career Module Exhibit</b>	Business Community Members, Tri-boards, computer access to PowerPoint software, Facebook, Prezis	Spring 2014	Administrators, Teachers, Gifted Coordinator, Media Specialist, Counselor, and Students	HCES 2013-2014 School Calendar, newspaper articles, School Facebook Page
<b>2. Open school building for adult learners from the community in the evenings, encouraging a</b>	Instructors for Classes, Computer Access, School Insurance	Ongoing	Administrators	Adult Learner Class Roster

<p><b>community of learners</b> <b>(The “How” p. 28)</b> <b>HCES has historically had an open door policy for community learners: GED Classes, Piedmont College Cohorts, Boy Scouts</b></p>				
<p><b>3. Establish a mentoring system from within and outside of the school for every student who needs additional support (The “How p. 28)</b> <b>School Wide Mentoring System “Community Houses”</b></p>	<p>Community T-Shirts: Bears, Lions, Dolphins Meeting Time</p>	<p>Ongoing</p>	<p>Administration Regular and Special Education Teachers, Counselor, Media Specialist, Gifted Coordinator, LSS</p>	<p>Master Schedule</p>

**Building Block 2: Continuity of Instruction**

**Goal A:** Facilitate active collaborative teams ensure a consistent literacy focus across the curriculum

**Needs Assessment Results:** Emergent

**The “Why”**

**Researched-Based Practices:**

In order to improve literacy achievement, *Reading Next* (Biancarosa and Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement. (Page 66-67, The “Why”). Three elements validate using collaborative teams through:

- Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
- Teacher team, which are interdisciplinary teams that meet regularly to discuss students and align instruction.
- A comprehensive and coordinated literacy program, which interdisciplinary and interdepartmental and may even coordinate with out-of school organizations and the local community.

**School Vision:**

Hill City Elementary Educators are committed to ensure the success of all students. Through horizontal and vertical collaboration, teachers will research and implement best practices for literacy instruction. The administration sees the benefits of common planning among grade level teachers. With fifty minutes of planning daily, teachers have the advantage of a sustained period of time for collaboration. Cross curricular differentiation, assessment strategies, and student driven data are examined to ensure the literacy success of all students.

<b>GOAL (What)</b>				
<b>Building Block 2a: Continuity of Instruction</b>				
Facilitate active collaborative teams ensure a consistent literacy focus across the curriculum				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<p><b>1. Provide awareness sessions for entire faculty to learn about the CCGPS for literacy in social studies, science, and mathematics.</b></p> <p><b>(The “How” p.30)</b></p>	<p>PD 360</p> <p>Writing to Win training</p> <p>Writer’s Workshop training on how to write across the curriculum</p> <p>The Daily 5 literacy process training</p> <p>Differentiation Training through GA DOE</p> <p>Professional Training on the resources provided by Georgia LDS</p> <p>Lexile leveled non-fiction classroom libraries</p>	<p>Fall 2014</p>	<p>Administrators, Classroom Teachers, LSS, Media Specialist, DOE trainers</p>	<p>Meeting agendas, sign-in sheets, meeting minutes</p> <p>Web tracking through Georgia LDS</p> <p>AIMSWEB</p>

<p><b>2. Study a variety of strategies for incorporating writing in all content areas. (The “How” p.30)</b></p>	<p>PD360</p> <p>Writing to Win program</p> <p>Writer’s Workshop training on how to write across the curriculum</p> <p>The Daily 5 literacy process training</p> <p>Differentiation Training through GA DOE</p> <p>Professional Training on the resources provided by Georgia LDS</p> <p>Lexile leveled non-fiction classroom libraries</p>	<p>Fall 2014</p>	<p>Administrators</p> <p>Classroom Teachers, LSS, Media Specialist, DOE trainers, Literacy Team</p>	<p>Meeting agendas, sign-in sheets, meeting minutes</p> <p>Web tracking through Georgia LDS</p> <p>Progress monitoring through AIMSweb and Solo</p> <p>School Wide Writing Data</p>
<p><b>3. Discuss ways to infuse literacy throughout the day including the use of technology. (The “How” p.30)</b></p>	<p>Solo Literacy Computer Program</p> <p>Writing to Win program</p> <p>IPads</p> <p>Smart Board training</p> <p>eReaders</p> <p>Updated classroom technology</p> <p>Grade Level Computer</p>	<p>Fall 2014</p>	<p>Administrators, Technology Resource Staff, Media Specialist, Classroom Teachers, LSS, Literacy Team</p>	<p>Progress Monitoring and data collection through AIMSweb and Solo</p> <p>Meeting agendas, sign-in sheets, meeting minutes</p> <p>School Wide Writing Data</p> <p>Georgia OAS benchmark assessments</p>

	Labs  Classroom Computers  Document Cameras			CRCT Assessments  School Wide writing assessments utilizing the school wide writing rubrics  State Mandated writing tests and mock writing tests.
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**Building Block 2: Continuity of Instruction**

**Goal: B** Provide support for teachers in their literacy instruction across the curriculum

**Needs Assessment Results:** Emergent

*The “Why”*

**Researched-Based Practices:**

Research shows that students who practice reading and writing in all content areas become voracious readers and writers in life. Educators are responsible for ensuring that students are capable of manifesting the definition of Literacy. Specifically, content area teachers at all grade levels must include reading comprehension and process subject specific texts in all areas: mathematics, science, and social studies (Page 26, “Why”).

**School Vision:**

Teachers at HCES are visionaries who embrace the idea that writing across the curriculum will enhance the literacy instruction provided in the traditional language arts class. In order to be prepared for a lifetime of learning and leading, students must be actively engaged in meaningful literacy instruction in all content areas. This type of cross curricular instruction will close the achievement gap in order for all students to be better prepared for the work force.

<b>GOAL (What)</b>				
<b>Building Block 2b: Continuity of Instruction</b>				
Provide literacy support for teachers in their instruction across the curriculum				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Provide awareness sessions for entire faculty to learn about the CCGPS for literacy in social studies, science, and mathematics. (The “How” p.30)</b>	PD 360 Writing to Win training Writer’s Workshop training on how to write across the curriculum The Daily 5 literacy process training Differentiation Training through GA DOE Professional Training on the resources provided by Georgia LDS Lexile leveled non-fiction classroom libraries Solo Literacy Computer Program.	Fall 2014	Administrators, Classroom Teachers, LSS, Media Specialist, DOE trainers	Meeting agendas, sign-in sheets, meeting minutes Web tracking through Georgia LDS Progress Monitoring through AIMSweb and Solo
<b>2. Study a variety of strategies for incorporating writing in all content areas. (The “How” p.31)</b>	PD360 Writing to Win program	Fall 2014	Administrators, Classroom Teachers, LSS, Media Specialist,	Meeting agendas, sign-in sheets, meeting minutes

	<p>Writer’s Workshop training on how to write across the curriculum</p> <p>The Daily 5 literacy process training</p> <p>Differentiation Training through GA DOE</p> <p>Professional Training on the resources provided by Georgia LDS</p> <p>Lexile leveled non-fiction classroom libraries</p> <p>Solo Literacy Computer Program.</p>		<p>Dr. Pam Colvin (DOE), Literacy Team</p>	<p>Web tracking through Georgia LDS</p> <p>Progress Monitoring and data collection through AIMSweb and Solo</p> <p>School Wide Writing Data</p>
<p><b>3. Discuss ways to infuse literacy throughout the day including the use of technology.</b></p> <p><b>(The “How” p.31)</b></p>	<p>Solo Literacy Computer Program</p> <p>Writing to Win program</p> <p>IPads, Smart Board training, eReaders</p> <p>Updated classroom technology</p> <p>Grade Level Computer Labs</p> <p>Classroom Computers</p> <p>Document Cameras</p>	<p>Fall 2014</p>	<p>Administrators, Technology Resource Staff, Media Specialist, Classroom Teachers, LSS, Literacy Team</p>	<p>Progress Monitoring and data collection through Solo</p> <p>Meeting agendas, sign-in sheets, meeting minutes</p> <p>School Wide Writing Data</p> <p>Georgia OAS benchmark assessments</p> <p>AIMS WEB</p>

				<p>CRCT Assessments</p> <p>School Wide writing assessments utilizing the school wide writing rubrics</p> <p>State Mandated writing tests and mock writing tests</p>
<p><b>4. Make writing a required part in every class everyday using technology when possible.</b></p> <p><b>(The “How” p.26)</b></p>	<p>Classroom Schedules</p> <p>Master Schedule</p> <p>Literacy Instruction utilizing the STEM Lab</p> <p>Grade level computer lab</p> <p>Classroom Computers</p> <p>IPads</p> <p>eReaders</p> <p>Document Cameras</p>	<p>Fall 2014</p>	<p>Administrators,</p> <p>Technology Resource Staff, Media Specialist,</p> <p>Classroom Teachers,</p> <p>LSS, Literacy Team</p>	<p>Classroom Schedule</p> <p>Master Schedule</p> <p>Computer Lab and STEM Lab sign-up sheet</p> <p>Lesson plans using <a href="http://www.planbook.com">www.planbook.com</a></p> <p>School Wide writing assessments utilizing aligned writing rubrics</p> <p>State Mandated writing tests and mock writing tests</p>

**Building Block 2: Continuity of Instruction**

**Goal: C** Collaborate with supporting out-of-school agencies and organizations within the community

**Needs Assessment Results:** Operational

**The “Why”**

**Researched-Based Practices:**

In order to realize the success of all students from birth to grade twelve, literacy must play an important role in each student’s education. Evolving technological developments, increasing demands of the workplace, and increasing access to knowledge mandates that every citizen must be able to read, write, and communicate at increased levels. To keep up with the higher levels of literacy expectations in a global society, students must have a repertoire of strategies that will enable them to access, use, and retain information from different sources. Georgia’s commitment to lead the nation in improving student achievement has necessitated the inclusion of strategies that will help all students become literate and productive, lifelong learners (Page 50, The “Why”).

**School Vision:**

Teachers at HCES are dedicated to the literacy education of each student. In order for students to be career ready, lifelong learners, and able to compete in a global society, simply learning to read and write is insufficient. The “instant information” world we live in necessitates the ability to access knowledge in a variety of ways. Our ever changing world is rapidly changing, thus the way teachers teach literacy is also ever changing. Keeping up with these challenges, HCES teachers are constantly adjusting and monitoring their instruction.

<b>GOAL (What)</b>				
<b>Building Block 2c: Continuity of Instruction</b>				
Collaborate with supporting out-of-school agencies and organizations within the community				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Evaluate the effectiveness of after-school tutoring programs using pre- and post- testing as well as progress monitoring assessments. (The “How” p.32)</b>	AIMSweb Study Island Comprehension Assessment of Reading Strategies (CARS) Criterion Referenced Competency Test (CRCT)	Ongoing	Administrators, Classroom Teachers, LSS, Gifted Coordinator, Guidance Counselor	Individualized student Lexile indicator  Comprehension Assessment of Reading Strategies through pre-assessing, benchmark assessing, and post-assessing.

	<p>Georgia Online Assessment System (OAS)</p> <p>Informal Phonics Inventory, Dibels, Scholastic Reading Inventory</p>			<p>The CRCT reading and language arts assessment data.</p> <p>Georgia Online Assessment System (OAS) through literacy benchmark assessments.</p>
<p><b>2. Partner with community and faith-based groups to accommodate more students.</b></p> <p><b>(The “How” p.32)</b></p>	<p>Harmony Academy (pre-school)</p> <p>Community Church Pre-School</p> <p>Head start (Caterpillar Kids)</p> <p>Kindergarten Round-Up</p>	<p>Current-Ongoing</p>	<p>Administrators,</p> <p>Pre-School Teachers,</p> <p>Head Start Teachers,</p> <p>Classroom Teachers</p>	<p>Harmony Academy literacy readiness skills assessment.</p> <p>Caterpillar Kids literacy readiness skills assessment.</p> <p>Kindergarten Round-Up literacy readiness skills assessment.</p>
<p><b>3. Continue to focus proactively on broad issues that may prevent students from learning; such as, health, nutrition, homelessness, and attendance)</b></p> <p><b>(The “How” p.32)</b></p>	<p>Parent Academy,</p> <p>Friday Snack Packs,</p> <p>Bee Here Club,</p> <p>Absentee Call Outs,</p> <p>Attendance Class of the Month Recognition</p> <p>School Supplies</p> <p>PBIS(Positive Behavior</p>	<p>Current-Ongoing</p>	<p>Administrators,</p> <p>Guidance Counselor,</p> <p>Classroom Teachers,</p> <p>Data Clerk</p>	<p>meeting agenda, sign-in sheet, and minutes</p> <p>attendance data</p> <p>Parent Permission Slips for dentist and vaccinations</p> <p>Dental and Health Department Records</p> <p>PBIS check-in check out</p>

	Interventions and Supports) Mobile Dentist Health Department			data  In school record keeping for student's supplies and Friday Snack Packs.
<b>4. Provide both online and face-to-face family focused services and outreach that engage parents and family members in literacy programs and services. (The "How" p.33)</b>	Teacher's Weekly Newsletters Teacher Web Pages Face Book Twitter	Current-Ongoing	Administrators, Classroom Teachers, Media Specialist, LSS, Gifted Coordinator, Guidance Counselor	Archived newsletters Web Page Archives Agenda, Minutes, and Sign-In Minutes

**Building Block 3: Ongoing Formative and Summative Assessments**

**Goal: A** Maintain an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

**Needs Assessment Results:** Operational

*The "Why"*

**Researched-Based Practices:**

An overarching recommendation by Literacy Task Force is a need for a universal screener at all grade levels. (p.26)The universal screener is used to identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. (The "Why" p. 99)

**School Vision:** There is an established infrastructure for ongoing formative and summative data gathering within the county and at HCES. Summative data collection sources include the CRCT and CCRPI results gathered from the state's Longitudinal Data System (LDS). Historically, formative data has been gathered from Georgia's Assessment Online (OAS) benchmarks, Successmaker, STAR reading, and Accelerated Reader. Additionally, the Pickens County School System recently attained access to the universal screener Aimsweb. The Aimsweb initiative will enable HCES teachers to better identify below, on, and above target students. Better progress monitoring protocol through Aims, Dibels Next and the Scholastic Reading Inventory will make the RTI process much more efficient in addressing the needs of individual students.

The district Director of Teaching and Learning sets up testing windows for AIMSweb, OAS Benchmarks, 3<sup>rd</sup> and 5<sup>th</sup> grade writing assessments, and the CRCT based on programming and/or state guidelines.

<b>GOAL (What)</b>				
<b>Building Block 3a: Ongoing Formative and Summative Assessments</b>				
Maintain an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<p><b>1. Provide assessment measures to identify high achieving as well as struggling learners who would benefit from enrichment activities. (The “How” p. 34)</b></p> <p><b>Utilize AIMSweb data, Dibels Next, SRI, and IPI to identify at risks students, high achieving students and those who are on the cusp of meeting/exceeding.</b></p>	<p>AIMSweb Access</p> <p>Dibels Next, Scholastic Reading Inventory, Informal Phonics Inventory</p>	<p>Fall 2014 – ongoing</p>	<p>District Director of Teaching and Learning administration, teachers, gifted coordinator, LSS</p>	<p>AIMSweb Progress Monitoring Data</p>
<p><b>2. Develop an assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible</b></p>	<p>Access to AIMSweb benchmark guidelines/ county protocol for test administration</p>	<p>Fall 2014 - ongoing</p>	<p>District Director of Teaching and Learning Administration, Data Team, Teachers, LSS</p>	<p>District Calendar depicting AIMSweb Testing Window</p>

<b>(The “How” p. 35)</b>				
<p><b>3. The data team will develop procedures and expectations for staff to review and analyze assessment results.</b></p> <p><b>(The “How” p. 35)</b></p>	<p>Collaborative planning time, teacher in service days</p>	<p>Fall 2014</p>	<p>Data Team Members, Administration</p>	<p>Calendar Depicting Dates for Data Review</p>

**Building Block 3: Ongoing Formative and Summative Assessments**

**Goal: B** Sustain a system ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

**Needs Assessment Results:** Operational

***The “Why”***

**Researched-Based Practices:** The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. (“The Why” p.95)

**School Vision:**

Through the use of ongoing formative and summative assessments and universal screenings students’ literacy needs can be identified. AIMSweb is a new initiative which will enhance the overall picture of assessment and instruction effectiveness through target setting and progress monitoring of individual students. DibelsNext and the Scholastic Reading Inventory will also enhance this process.

<b>GOAL (What)</b>				
<b>Building Block 3b: Ongoing Formative and Summative Assessments</b>				
Sustain a system ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline / Funding</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<p><b>1. Research and select effective universal screening to measure literacy components for all students across the curriculum (“The How” p. 36)</b></p> <p><b>County initiative: AIMSweb access provided fall 2013</b></p>	<p>AIMSweb access, OAS Benchmark, Writing to Win curriculum, aligned writing rubrics, SOLO</p>	<p>Fall 2013- Ongoing</p>	<p>Classroom teachers, LSS, Gifted Coordinator, School Data Team, Literacy Team</p>	<p>AIMSweb Universal Screener, OAS Benchmark Data, Writing to Win, School wide writing assessments utilizing aligned writing rubrics and SOLO</p>
<p><b>2. Analyze student data in teacher teams to develop and adjust instructional plans (“The How” p. 36). RTI Student data and interventions discussed in weekly grade level meetings</b></p>	<p>AIMSweb, OAS Benchmark, Writing to Win, Solo</p> <p>Scheduled meeting time</p>	<p>Fall 2013-Ongoing</p>	<p>Classroom teachers, LSS, Gifted Coordinator, School Data Team, Literacy Team</p>	<p>AIMSweb data ,OAS Benchmark Data, School wide writing assessments utilizing aligned writing rubrics and SOLO, meeting minutes, sign-in sheets</p>
<p><b>3. Provide continued professional learning to staff who administers assessments to maintain use of standardized procedures and accurate data recording (“The How”p.36).</b></p>	<p>PD360 access, Daily 5 Training, Writing to Win Training, SOLO training</p>	<p>Fall 2014-Ongoing</p>	<p>Administrators, Classroom teachers, LSS, Gifted Coordinator, Literacy Team,</p>	<p>Meeting agendas, sign in sheet, and meeting minutes.</p>

**Building Block 3: Ongoing Formative and Summative Assessments**

**Goal: C** Purposefully, analyze problem areas found in literacy screenings with diagnostic assessment diagnostic assessment

**Needs Assessment Results:** Operational

**The “Why”**

**Researched-Based Practices:**

The Georgia Literacy Plan promotes use of ongoing, frequent, and multiple assessments that will be used as diagnostic and monitoring tools for planning instruction. (“The Why” p. 94)

**School Vision:**

There is a newly established, county-wide, protocol for ensuring students identified by screenings are progress monitored. Intervention documentation of students placed in RTI Tiers II and IV are monitored through online SEMS Data Tracker by teachers, administrators, county curriculum director, and special education personnel.

<b>GOAL (What)</b>				
<b>Building Block 3c: Ongoing Formative and Summative Assessments</b>				
Analyze problem areas found in screenings using a diagnostic assessment				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessments (“The How” p. 37)</b>	Access to SEMS Data Tracker  SEMS Training	Ongoing	teachers, administrators, County Director of Teaching and Learning, special education personnel	RTI documents posted in SEMS, meeting minutes and sign-in sheets
<b>2. Use technology to differentiate learning within the content areas (use Lexile to match students to text, use gloss option on e-books to provide definitions for unknown</b>	Differentiation and technology trainers,  i-Pads, e-books, lexile leveled books	Fall 2014 -ongoing	Administrators, teachers	Agenda, sign-in sheets  i-Pads and e-books in classrooms, lexile- rich classroom libraries

<p><b>words (“The How” p. 37)</b></p> <p><b>Sustained differentiation and instructional technology training</b></p>				
<p><b>3. Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals</b></p> <p><b>(“The How” p. 37)</b></p> <p><b>Operational – parents are invited to attend quarterly academic awards ceremonies</b></p>	<p>Certificates for award ceremonies</p>	<p>Ongoing</p>	<p>Administration, Teachers, Data Clerk</p>	<p>newsletter, school website, school calendar depicting quarterly award ceremonies</p>

**Building Block 3: Ongoing Formative and Summative Assessments**

**Goal: D** Use summative data to make programming decisions as well as monitor individual progress

**Needs Assessment Results:** Emergent

*The “Why”*

**Researched-Based Practices:**

The Georgia Literacy Task Force affirms that in order for assessments to be purposeful educators must be able to do the following:

- Identify students’ strengths and weaknesses
- determine if fundamental content-based literacy skills are lacking
- establish learning goals for students based on the Georgia Performance Standards (CCGPS by 2014)
- match instruction to learning through effective instructional design supporting literacy performance standards
- evaluate effectiveness of the instruction in meeting the goals for the student
- monitor student progress toward goals and set new goals (“The Why” p. 96)

Teachers need intense professional learning on administering universal screeners and then how to interpret the data and determine the best instructional course of action. (“The Why” p.24)

**School Vision:**

Although the county has a clearly defined screening protocol and documentation monitoring through SEMS, interventions used at Tiers II- IV have been an area of weakness due to an inability to match interventions to the individual need. This is a result of lack of training (prior to the 2013-14 school year), training of how to implement specific, evidence-based interventions to provide effective support for underperforming students. Recent SEMS training sessions have offered some insight into this area of concern. With the implementation of AIMSweb, teachers will be better able to make informed instructional decisions using target line data.

A structured, ongoing professional learning platform in crucial instructional practices will better equip teachers to meet the needs of all learners.

<b>GOAL (What)</b>				
<b>Building Block 3d: Ongoing Formative and Summative Assessments</b>				
Use summative data to make programming decisions as well as monitor individual progress				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<p><b>1. Plan lessons, re-teaching and interventions activities based on target areas of need.</b></p> <p><b>(“The How” p. 38)</b></p> <p><b>Use targets set in AIMSweb to progress monitor individualized needs</b></p>	AIMSweb access and training	Fall 2013-ongoing	Administration, County Director of Teaching and Learning, data team, literacy team	Reports depicting students are moving toward individualized targets
<p><b>2. Use formal and informal summative assessment data to monitor progress of subgroups</b></p> <p><b>(The “How” p. 38)</b></p>	Time for collaborative data analysis	Fall 2013-ongoing	Teachers, data team, literacy team	Disaggregated data of subgroups

<p><b>3. Effectively evaluate instructional practices as they relate to progress monitoring and goal setting based on CCGPS (The “How” p.37)</b></p> <p><b>Professional learning in:</b></p> <ul style="list-style-type: none"> <li>• How to use data to inform instruction</li> <li>• Differentiation</li> <li>• CCGPS implementation</li> <li>• Best practice in literacy instruction across content areas</li> <li>• Lexile implementation</li> <li>• Writing across content areas</li> </ul>	<p>Documented structured professional learning plan needed to fully implement a balanced literacy program</p>	<p>Fall 2014 – ongoing</p>	<p>County Director of Teaching and Learning, administration, teachers, literacy team</p>	<p>Calendar depicting ongoing professional learning</p>
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**Building Block 3: Ongoing Formative and Summative Assessments**

**Goal:** E Develop a clearly articulated strategy for using data to improve teaching and learning

**Needs Assessment Results:** Emergent

***The “Why”***

**Researched-Based Practices:** In a 2009 practice guide prepared for the National Center on Educational Excellence titled *Using Student Achievement Data to Support Instructional Decision Making*, Hamilton, et al, made five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Two of the recommendations address actions that teachers can take; the other three concern developing the infrastructure necessary to make the first two possible.

Classroom-level recommendations:

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals

Administrative recommendations:

3. Establish a clear vision for school-wide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a district-wide data system

**School Vision:**

A diligent focus to establish a data-driven culture within the district and all county schools has been made this year. Recent efforts include the development of a district-wide data system with the purchase of AIMSweb access. The universal screener will be administered to all students in grades K-8 at the three benchmarks set up by the program. The data will be used to progress monitor those students falling below the target line. However, a clearly articulated strategy for using data to improve teaching and learning must be made by HCES.

Although disconnect between data collection and instructional practices exists, HCES teachers are striving to become data based decision makers. They have begun to systematically collect and analyze various types of data to guide a range of decisions to help improve the success of students. They use OAS and AIMS benchmarks, a variety of summative assessments, anecdotal evidence and teacher observation—to understand the status and progress of their individual students. Students are being grouped based on skill level commonalities. Incorporating data into the instructional fabric of their classroom will positively impact student achievement.

<b>GOAL (What)</b>				
<b>Building Block 3e: Ongoing Formative and Summative Assessments</b>				
Develop a clearly articulated strategy for using data to improve teaching and learning				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Develop protocol for using data to improve teaching and learning. (The “How” p.38)</b>	Time for collaboration	2014-ongoing	Administration, literacy team, teachers	Agenda, sign in sheets
<b>2. Train teachers to use decision making protocol to identify student instructional needs and group them by instructional commonalities (The “How” p.39)</b>	Differentiation facilitator	2013-ongoing	All HCES staff	Agenda, sign in sheets

<b>Sustained professional learning in differentiation</b>				
<b>3. Develop a data storage and retrieval system (The “How” p.39)</b>  <b>Fully operational – SEMS online data tracker</b>	SEMS access	ongoing	District Director of Teaching and Learning, administrators, teachers	SEMS data collection and storage

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

**Goal: A** Provide ongoing direct, explicit instruction in reading

**Needs Assessment Results:** Fully Operational

**The “Why”**

**Researched-Based Practices:**

Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas. Content area teachers must address the components of adolescent literacy: *advanced word study, vocabulary, comprehension, fluency, and motivation* (page 26 and 27, The “Why”).

In addition, Dr. Richard Allington, past president of the International Reading Association, one of the nation’s leading experts on reading instruction suggests several fundamental principles for literacy instruction:

- A balanced approach to learning to read and write is essential.
- Most reading should be done in texts in which students will have high accuracy and good comprehension.
- Comprehension, word study, fluency, and writing strategies should be taught explicitly and practiced.
- Teaching students to be independent readers, writers, and thinkers is essential at every grade level.
- Developing independent readers and writers is critical to developing thoughtful, lifelong learners. Easy access to books is critical to fostering independent reading.
- Student interest is an essential component in developing a lifelong love of reading and writing.

- Students should experience reading and writing across all subject areas.
- Ongoing and authentic assessment that occurs over the course of a lesson or a unit should drive instructional decisions  
 “In Search of Balance: Restructuring Our Literacy Program.” *Reading Today*. Oct/Nov96, Vol. 14 Issue 2, p32

**School Vision:**

Hill City Elementary has recently begun the implementation process of a balanced literacy program. This program, “The Daily 5”, was written by sisters Gaily Boushey and Joan Moser. This plan encompasses the rationale purposed above by Dr. Allington. Students move through a series of literacy tasks as the teacher engages in explicit small group instruction of **C**omprehension, **A**ccuracy, **F**luency, and **E**xpansion of vocabulary (CAFÉ). Students are taught how to choose “good fit” books based on a **P**urpose, **I**nterest, **C**omprehension level, and **K**nowing most of the words (I-PICK). Students complete daily word work (vocabulary) and writing components as well. HCES believes this balanced approach to literacy will foster independence and encourage a lifelong love of reading and writing. Easy access to leveled literary and expository texts is essential to optimizing the success of the Daily 5 instructional program.

<b>GOAL (What)</b>				
<b>Building Block 4a: Best Practices in Literacy Instruction</b>				
Provide ongoing direct, explicit instruction in reading				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1.. Implement a reading rigor program in grades K-5</b> <b>(The “How” p.40)</b> ~ Daily 5 ~Adopt Reading Rigor Textbook aligned to CCGPS	2013  Core Reading Curriculum	Ongoing  Reading Textbook Adoption spring 2014	Administration, Staff, LSS  County Director of Teaching and Learning	TKES, Georgia Literacy Instruction Observation Checklist

<p><b>2. Ensure a daily literacy block in k-3, that includes whole group instruction in word identification, vocabulary, and comprehension as well as small group differentiation for all students (The “How” p. 41)</b></p> <p><b>Contract with an instructional coach to provide site based support for staff for Daily 5 implementation</b></p>	<p>Daily 5 Workshops</p>	<p>Fall 2014 -2015</p>	<p>Administration</p>	<p>School Professional Learning Calendar, Agenda, Sign-In sheet</p>
<p><b>3. Purchase lexile leveled books to equip classrooms with student libraries that offer a variety and choice in reading materials and are within an appropriate range of reading and text complexity (The “How” p.40)</b></p>	<p>Informational Texts, Classroom sets of books</p>	<p>Fall 2014</p>	<p>Literacy Team, Reading and ELA Teachers</p>	<p>Classroom Inventory, Lesson Plans</p>

Building Block 4: Best Practices in Literacy Instruction

**Goal: B** Develop and maintain interest and engage students as they progress through school

**Needs Assessment Results:** Operational-Emergent

The “Why”

**Researched-Based Practices:**

Adolescents’ perceptions of how competent they are as readers and writers, generally speaking, will affect how motivated they are to learn in their subject area classes (e.g., the sciences, social studies, mathematics, and literature). Thus, if academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement (page 52, The Why).

In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12:

- Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries
- Provide students with work that allows them to experience success, thus increasing their self-efficacy
- Incorporate technology into literacy through the use of e-readers, blogs, and social networking (page 59, The Why)

**School Vision:** Incorporating the previously mentioned Daily 5 principles, opportunities for students to make “good fit” book choices, which they read to self and with their peers, makes independent reading possible. The successful experiences students have with a variety of texts may increase student self-efficacy. Students may take more risks by choosing different genres of literature, they may read more often, become better writers, and may view reading as an enjoyable activity, instead of a chore. Integrating technology such as ebooks and eReaders will actively engage students. Most importantly, if language arts teachers explain and model the importance of choosing “good fit” books, and allow their students to choose their own reading material, a level of trust and respect will be built between the two, thus empowering students to become independent learners and thinkers.

<b>GOAL (What)</b>				
<b>Building Block 4b: Best Practices in Literacy Instruction</b>				
Develop and maintain interest and engage students as they progress through school				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline/ Funding</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Measure)</b>
<b>1. Provide students with opportunities to self-select reading material and topics for research and increasing access to texts that students consider interesting (The “How” p. 41) Implement Daily 5- I PICK strategy</b>	Lexile Leveled texts across all subjects, iPads  Achieve 3000  Daily Five Materials	Ongoing  Fall 2014	Learning Support Specialist, Literacy Team, Teacher Leaders  Teachers	Student Interest Inventory, Daily Five Checklist

<p><b>2. Scaffolding students’ background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy (The “How” p. 41)</b></p> <p><b>Implement Daily 5- I PICK strategy</b></p>	<p>Lexile Leveled Classroom Texts, Daily Five Materials</p>	<p>Ongoing</p> <p>Fall 2014</p>	<p>Teachers</p>	<p>AIMS Web data,</p>
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**Building Block 4: Best Practices in Literacy Instruction**

**Goal: C** Ensure all students receive effective writing instruction across the curriculum

**Needs Assessment Results:** Emergent

*The “Why”*

**Researched-Based Practices:**

In today’s world, literacy extends well beyond the basics of reading (phonics and decoding skills). Not only does literacy include a person’s ability to be a lifelong learner and contributor to society, but also the ability to retrieve and understand new information. A student must be able to communicate information by producing quality writing or other delivery modes (e.g., speeches, visual presentations, debates). Georgia’s mission is to develop students’ literacy skills, especially reading comprehension and writing productivity in multiple contexts (page 30, The “Why”).

**School Vision:**

Just like conversation, writing helps us make sense of what we are learning and helps us make connections to our own lives or others' ideas. Teachers, who integrate literacy-related instructional and assessment strategies can facilitate student learning across all content areas. Writing in the language arts classroom is simply not enough if students are to meet the demands of a global society. Becoming more tech and web –literate, students have opportunities such as creating a class blog or wiki where students post work and comments on their peers’ writing, or teaching students to make podcasts as a way to present an essay or informational piece. Writing in all content areas and using technology may make students better

collaborators. By keeping writing portfolios in all content area classrooms, teacher can monitor not only their students’ writing, but the content in which they have learned. Writing across the curriculum would allow teachers to see into the minds of their students.

<b>GOAL (What)</b>				
<b>Building Block 4c: Best Practices in Literacy Instruction</b>				
Ensure that students receive effective writing instruction across the curriculum				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline/ Funding</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Survey all teachers to determine knowledge about and implementation of research-based writing strategies</b>  (The “How” p.42)	Survey	October 2013	Literacy Team	Survey Results
<b>2. Writing To Win</b> (Researched-based)  Develop a vertically and horizontally coordinated plan for writing instruction across all subject areas to include:  (The “How” p.42)  <ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Guided Practice</li> <li>• Independent Practice</li> </ul>	School Wide Writing Program Training-Writing to Win	Ongoing  Fall 2014	Literacy Team	TKES, Genre Writing Rubrics, Georgia Literacy Instruction Observation Checklist
<b>3. Utilize technology for research,</b>	Computers, IPads,	Ongoing	Teachers	Inventory of

<b>production, publishing, and communication across the curriculum (The “How” p.42)</b>	Interactive White Boards	Fall 2014		Technology
<b>4. Identify and acquire the programs and materials needed to implement the writing plan at each grade level (The “How” p.42)</b>	Writing to Win instructional materials, Informational Texts, Lexile Leveled Classroom sets of books, iPads	Fall 2014	Administration, LSS, Literacy Team	Literacy Team Meeting Minutes

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

**Goal: A** Utilize school-based data teams to gather information to inform the RTI process

**Needs Assessment Results:** Emergent

*The “Why “*

**Research Based Practices-**

*The Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early, effective research-based interventions that are monitored frequently to assess student response and mastery of learning goals. When students do not make progress increasingly more intense interventions are introduced.*

**School Vision:**

HCES recognizes the need to support teachers in order to impact student mastery. The RTI procedures committee uses research-based strategies to provide rigor and mastery. When students are functioning below grade level, the team devises an individualized intervention plan to ensure student progress.

Checklists and benchmark tests are used to collect data that is analyzed to determine small group or individual interventions. Effective interventions are used throughout the day to provide instruction for all learners. The inclusion model, resource model, and EIP model are used in areas where students are identified.

<b>GOAL (What)</b>				
<b>Building Block 5a: System of Tired Instruction</b>				
Utilize school- based data teams to gather information to inform the RTI process				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline / Funding</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Measure)</b>
<b>1. Determine percentage of students currently being served in each tier at each grade level. (The “How” p.43)</b>	SEMS	Fall 2014-ongoing	RTI Team, teachers	RTI FOLDERS/ Minutes of RTI meetings
<b>2. Articulate goals/ objectives at building and system level based on identified grade-level and building needs, as well as system needs (The “How” p.43)</b>	AIMSweb, SEMS	Fall 2014-ongoing	Administrators, County Director of Teaching and Learning, RTI Team, teachers	RTI Meeting Minutes
<b>3. Develop protocols for identifying students and matching them to appropriate interventions (The “How” p.43)</b>	AIMSweb, SEMS	Fall 2014-ongoing	Administrators, County Director of Teaching and Learning, RTI Team, teachers	RTI Meeting Minutes SEMS Data Collection

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

**Goal: B** Ensure Tier I instruction is based on CCGPS in grades K-12 in all classrooms

**Needs Assessment Results:** Fully Operational

*The “Why”*

**Researched-Based Practices:**

District Benchmark Testing calendar to determine progress and mastery of grade level CCGPS

- Universal Screening Process
- Students identified are placed in Tier 2 interventions
- Progress monitoring in classrooms as part of standards based instruction
- Movement between Tier 1 and Tier 2 are flexible with adequate time for interventions to be successful
- Differentiation of instruction including flexible grouping
- AIMSweb progress monitoring

**School Vision:**

All students experience standards based classrooms with CCGPS implemented. Literacy Instruction for whole and small groups as well as phonics instruction occurs daily. Multiple informative assessments are used to track progress of students and are used in making decisions for the next step in instruction.

<b>GOAL (What)</b>				
<b>Building Block 5b: System of Tired Instruction</b>				
Ensure Tier I instruction is based on CCGPS in grades K-12in all classrooms				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline / Funding</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Measure)</b>
<b>1. Evaluate current literacy practices in classrooms using an observation or walkthrough tool to determine strengths in instruction and to identify needs for improvement (The “How” p.43)</b>	T.K.E.S walkthroughs, lesson plans	Ongoing	Administrators	TKES assessments Lesson Plans

<b>2. Participate in targeted, sustained professional learning on literacy strategies within the content area. (The “How” p.44)</b>	PD360, Professional Development	Ongoing	Teachers/ administrators	PD360 login minutes Agenda minutes and sign in sheets
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**Building Block 5: System of Tiered Intervention**

**Goal: C** Provide Tier II intervention needs are provided for target students

**Needs Assessment Results:** Operational

*The “Why”*

**Researched-Based Practices:**

- District or benchmark testing used to determine student progress toward grade level master of the CCGPS.
- Students are monitored for tier I instruction in the standards-based classroom.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- Student data on Tier 2 will determine further needs

**School Vision:**

Interventions at Tier 2 are further individualized instruction according to student performance and assessment. These learning plans are developed based on teacher observation, grades, informal assessments, and formal assessments. Students work in small groups or one on one with the teacher using Intervention Central resources. Progress monitoring is charted weekly to track student progress. The data team then reviews the results to determine needs.

<p><b>GOAL (What)</b></p> <p><b>Building Block 5c: System of Tired Instruction</b></p> <p>Ensure Tier II intervention needs are provided for target students</p>				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline/ Funding</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Measure)</b>

<b>1. Provide sufficient resources (time, cost of materials and implementation of interventions) (The “How” p.45)</b>	AIMSweb	Ongoing	Administrators	Assessment data Registration
<b>2. Provide professional learning in how to administer assessments, organizing and interpreting data, and using assessment results to plan instruction (The “How” p.45)</b>	AIMSweb	Ongoing	County Director of Teaching and Learning, Administrators	Digital profile sheet
<b>3. Encourage the use of technology to ensure proactive communication between students, and teachers, parents, and teachers. (The “How” p.45)</b>	Webpages, Literacy Website	Ongoing	Teachers	Webpages

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

**Goal: D** Ensure Student Support Team (SST) and data team monitor progress of Tier III students jointly

**Needs Assessment Results:** Emergent

*The “Why”*

**Researched-Based Practices:**

*After a student is moved to Tier 3, the data team will review the implementation of the interventions through frequent contact and observation during instruction. Additional interventions may be required if progress is not made by student.*

**School Vision:**

Student support teams meet regularly to develop individual plans to address the learning needs of each student. Intensive interventions are added based on data. Progress monitoring is recorded each week and analyzed for progress.

<b>GOAL (What)</b>				
<b>Building Block 5d: System of Tired Instruction</b>				
Student Support Team (SST) and Data Team monitor progress jointly.				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline / Funding</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Measure)</b>
<b>1. Discuss student progress during SST/RTI data teams held at least once every six weeks (The “How” p.46)</b>	RTI committee, Grade Level Meetings	Ongoing	Administrators, RTI Committee, Teachers	Agendas Meeting minutes Sign in sheets
<b>2. Provide research –validated interventions during a protected time daily by a trained interventionist (The “How” p.46)</b>	Access to trained interventionist AIMSweb Differentiated Curriculum	Ongoing	Administrators, Teachers	Lesson Plans
<b>3. Follow established protocol to determine further steps to take if student fails to respond to the intervention (The “How” p.46)</b>	AIMSweb	2014 - Ongoing	Teachers	AIMSweb data retrieval

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

**Goal:** E Implement specially designed learning through specialized programs, methodologies, or strategies based upon the student’s inability to access the CCGPS any other way

**Needs Assessment Results:** Operational

**The “Why”**

**Researched-Based Practices:**

In tiers 1 through 3, students participate in specialized programs, methodologies, or instructional deliveries. This provides frequent progress monitoring of student response to interventions. Tier 4 is developed for students who need greater additional support through intensive programming. Tier 4 does not represent a location of services but indicates a layer of interventions that may be provided in the general education setting or in a separate setting.

**School Vision:**

The Literacy Team will explore ways to incorporate additional assessments such as AIMSweb. The literacy team will encourage teachers to focus on writing and reading in order to build literacy skills necessary for a global society.

<b>GOAL (What)</b>				
<b>Building Block 5d: System of Tired Instruction</b>				
<b>Tier 4-</b> specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students’ inability to access CCGPS any other way.				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline / Funding</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Measure)</b>
<b>1. Develop school schedules to ensure least restrictive environments (The “How” p.47)</b>	Schedules	Ongoing	Administrators	Schedules
<b>2. Base interventions on the CCGPS and the individual learning and/or behavioral needs of the student</b>	CCGPS curriculum	Ongoing	Teachers	Lesson Plans

**Building Block 6: Improved Instruction through Professional Learning**

**Goal:** A Implement pre-service education for new teachers to prepare them for all aspects of literacy instruction in the content areas

**Needs Assessment Results:** Emergent-Not Addressed

**The “Why”**

**Researched-Based Practices:** The NABSE study group, who was responsible for the report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom. (Page 150, The “Why”) Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses in colleges. (Page 141, The “Why:”) Teachers must teach in ways that promote critical thinking and higher order performance, and that will enable students to be successful and competitive in a global society. (Page 140, The “Why”)

**School Vision:** Hill City Elementary School collaborates with surrounding colleges, universities, and online universities to provide training for student teachers. Student teachers are placed into classrooms with mentoring teachers who are trained in providing instruction disciplinary literacy. College supervisors communicate with teachers to ensure best practices for literacy and effective instructional strategies are being demonstrated by student teachers.

<b>GOAL (What)</b>				
<b>Building Block 6a: Improve Instruction through Professional Learning</b>				
Implement pre-service education for new teachers to prepare them for all aspects of literacy instruction in the content areas				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Continue to monitor and support the integration of disciplinary literacy.</b>  <b>(“The How, p. 48)</b>	PD360 Georgia DOE School Improvement Specialist,  County Director of Teaching and Learning	On-going	Administrators	Agendas, Minutes, and Sign-In Sheets
<b>2. Communicate with colleges and universities to ensure pre-</b>	Technology needed for additional collaboration	On-going	Administrators	Meeting minutes of HCES Teacher and Pre-

<p><b>service teachers demonstrate competency in best practices for literacy and effective instructional strategies (The “How”, p. 48)</b></p> <p><b>Student Teacher Placement with Highly Qualified Literacy Mentor Teacher</b></p>	<p>between mentor teachers, pre-service teachers, and college supervisors</p> <p>ie: Laptops for Skype meetings</p>			<p>Service, and College Supervisor</p>
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**Building Block 6: Improved Instruction through Professional Learning**

**Goal: B** Provide in-service personnel ongoing professional learning opportunities in all aspects of literacy instruction including disciplinary literacy in the content areas

**Needs Assessment Results:** Emergent

***The “Why”***

**Researched-Based Practices:** The National Staff Development Council states in the “Why” document as substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning. Therefore, established standards for professional learning through staff development to improve the learning for all students:

- organizes adults into learning communities whose goals are aligned with those of the school and district
- requires skillful school and district leaders who guide continuous instructional improvement
- requires resources to support adult learning and collaboration (p.143)

According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students’ experience. The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. (Page 140-141, The “Why”)

**School Vision:** Professional learning needs at HCES have been identified through faculty surveys. With the implementation of the College and Career Georgia Readiness Standards and in the global economy, it is important for students to have a strong literacy foundation. Professional learning needs

for HCES stressed the need for a cohesive writing program for kindergarten through fifth grade. An intense writing program will enhance classroom instruction which will result in higher student achievement, with more students meeting/exceeding the writing and reading standards.

<b>GOAL (What)</b>				
<b>Building Block 6b: Improve Instruction through Professional Learning</b>				
Provide in-service personnel ongoing professional learning opportunities in all aspects of literacy instruction including disciplinary literacy in the content areas				
<b>Initiatives (How)</b>	<b>Resources</b>	<b>Timeline</b>	<b>Individuals Responsible (who)</b>	<b>Effectiveness Indicator (Artifacts)</b>
<b>1. Use teacher surveys to target professional learning needs (The "How" p.48)</b>	Survey	2013	Literacy Team	Survey Results
<b>2. Use formal and Informal observation tools to monitor and improve literacy instruction (The "How"49)</b>  <b>Use Scaffold Approach to Model and Guide the use of Georgia Literacy Instruction Observation TKES checklists with Pre-Service Teachers</b>	Georgia Literacy Observation Checklist Document, TKES Checklist Document	Fall 2014	Mentor Teacher, College Supervisors	Completed GA Literacy Observation Checklist
<b>3. Provide program specific training in administering and interpreting results of assessments in terms of literacy (The "How" p.49)</b>  <b>~ On-going AIMSweb Training</b>	PD360  AIMSweb Trainer, Time for HCES Data Team Redelivery	2013-2015	County Director of Teaching and Learning, Data Teams	County Professional Learning Calendar, Agenda, Sign-in Sheets

