

Georgia K-12 Literacy Plan: The How, 2012

Building Block 1. Engaged Leadership

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

Planning	Implementing	Expanding	Sustaining
<p>The administrator will:</p> <p>Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS</p> <p>Study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the most current iteration of the Georgia Literacy Plan</p> <p>Participate in professional learning in literacy leadership in order to support classroom instruction</p> <p>Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices</p> <p>Be strategic about assigning teachers non-academic duties</p> <p>Schedule protected time for literacy and teacher collaboration</p>	<p>The administrator will:</p> <p>Provide professional learning based on student data and teacher needs</p> <p>Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators</p> <p>Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.)</p> <p>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</p>	<p>The administrator will:</p> <p>Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly</p>	<p>The administrator will:</p> <p>Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies.</p> <p>Develop a pipeline of leaders by identifying and training leaders for succession</p> <p>Make hiring decisions collaboratively based upon literacy goals</p>

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B. Action: Organize a Literacy Leadership Team			
Planning	Implementing	Expanding	Sustaining
<p>The literacy team led by the administrator will:</p> <p>Identify stakeholders and partners to be part of the literacy leadership team:</p> <ul style="list-style-type: none"> • faculty • representatives from within the feeder pattern for your school (i.e., preschools, daycares, middle schools, high schools, technical schools, universities) • community leaders • parents <p>Create a shared literacy vision for the school and community aligned with the state literacy plan</p> <p>Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement</p> <p>Determine what additional data is needed in order to make informed decisions about the path forward</p>	<p>The literacy team led by the administrator will:</p> <p>Identify and prioritize a list of students to be targeted for intervention or support</p> <p>Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty and parents</p> <p>Ensure that stakeholders understand literacy goals and their roles in meeting these goals</p> <p>Ensure use of research-based practices aligned with CCGPS</p> <p>Provide professional learning and support for staff in making the transition to the CCGPS</p> <p>Develop a brochure or chart mapping community resources for families of adolescents to be shared in hardcopy and online</p> <p>Establish a system of communication for sharing information with all partners (e.g., e-mails,</p>	<p>The literacy team led by the administrator will:</p> <p>Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results</p> <p>Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning</p> <p>Re-assign staff as needed to maximize literacy goals</p> <p>Identify and allocate additional funding sources to support literacy</p> <p>Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc.</p> <p>Participate on District Literacy Leadership Team</p>	<p>The literacy team led by the administrator will:</p> <p>Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)</p> <p>Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement</p> <p>Incentivize strong leaders on faculty</p> <p>Define priorities and allocate needed resources to sustain them over time</p> <p>Join or form a leadership organization to share successes and profit from others' successes</p> <p>Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas</p>

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<p>Schedule and protect time for Literacy Leadership Team (or School Improvement Team) to meet and plan</p> <p>Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement</p> <p>Select or develop a walk-through observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices</p> <p>Ensure that effective data analysis procedures and practices are understood and practiced</p>	<p>newsletters, website)</p> <p>Establish a system of communication online between out-of-school organizations and teachers, e.g., Boys and Girls Club, YMCA afterschool programming, church teen groups</p> <p>Utilize technology to maintain communication among team members</p> <p>Plan for ongoing data collection and analysis to inform program development and improvement</p>	<p>Share student achievement gains with District Literacy Leadership Team and School Board members through online media and traditional outlets</p> <p>Pursue external funding sources to support literacy</p> <p>Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved</p>
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Building Block 1. Leadership

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Planning	Implementing	Expanding	Sustaining
<p>Provide a protected, dedicated 90-120-minute block is allocated for literacy instruction in grades for all students in self-contained classrooms</p> <p>Ensure that in any grade in which instruction is</p>	<p>Ensure that teams meet for collaborative planning and examining student data/work during scheduled times</p> <p>Maximize use of scheduled times for</p>	<p>Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of</p>	<p>Use technology to provide professional learning to new and continuing teachers</p> <p>Share professional learning at team and staff meetings</p>

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<p>departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes</p> <p>Study flexible scheduling options to include additional time for reading intervention (double dosing)</p> <p>Consider consulting with support services such as scheduling experts to ensure that existing time and personnel are used most effectively</p> <p>Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas</p> <p>Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments</p> <p>Consider the utilization of the entire staff when developing a schedule for literacy instruction</p> <p>Schedule time for collaborative planning teams within and across the curriculum</p> <p>Investigate available support services to provide expertise in identifying and</p>	<p>collaborative meetings</p> <ul style="list-style-type: none"> • Prepare agendas and action summaries for all meetings • Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website http://www.lasw.org/index.html <p>Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as the following:</p> <p>http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx</p> <p>http://www.mass2020.org/files/file/Increased%20Learning%20Time%20Partnership/Session%201/S1%20Presentation%20-%20Maximizing%20Effectiveness%20of%20Time.pdf</p>	<p>literacy and writing instruction</p> <p>Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons</p> <p>Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools</p> <p>Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time</p>	<p>Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)</p> <p>Maintain anecdotal notes and data portfolios to showcase student and content area successes</p> <p>Encourage teachers to share stories of success in the community, both online and through traditional outlets</p>
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eliminating inefficient use of student and faculty time within the schedule			
Building Block 1. Leadership			
D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards			
Planning	Implementing	Expanding	Sustaining
<p>Evaluate the school culture and current practices by surveying strengths and needs for improvement (e.g., Literacy Instruction Checklist, GA or some other instrument)</p> <p>Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement</p> <p>Participate in state-sponsored webinars and face-to-face sessions to learn about transition to Common Core Georgia Performance Standards (CCGPS)</p> <p>Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge</p> <p>Identify and prioritize a list of students to be targeted for intervention or support</p>	<p>Design responses to help connect students to the proper service providers in the community.</p> <p>Design and implement infrastructure to provide guidance and support for students and families</p> <p>Establish a work group that focuses specifically on how learning supports are used including all major resources, e. g., school counselors, psychologists, nurses, social workers, attendance, health educators, special education staff, after - school program staff, bilingual and Title I coordinators, safe and drug free school staff, classroom teachers, non-certified staff, parents, older students, community representatives</p> <p>Provide professional learning to develop the</p>	<p>Fill program/service gaps and develop outreach linkages among families of schools (e.g., a feeder pattern, schools in close proximity)</p> <p>Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)</p> <p>Develop strategies for maintaining momentum and progress of a learning support system</p> <p>Enlist literacy learning in outside organizations</p> <p>Provide English language services that extend beyond the classroom.</p> <p>Provide family-focused services and outreach that engage parents and family members in literacy programs and services</p>	<p>Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives</p> <p>Provide a literacy resource room for parents and caregivers in the school</p> <p>Provide parents and caregivers with links to websites that provide resources to strengthen literacy</p> <p>Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning</p> <p>Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g., Twitter, Facebook,</p>

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<p>Engage in professional learning with a focus on facilitation of group process and teaming</p> <p>Study current research on disciplinary literacy in the content areas</p> <p>Select or develop a walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) to ensure consistency of effective instructional practices</p> <p>Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas</p> <p>Be strategic about assigning teachers, i. e., assign staff that is not instructing or tutoring non-academic duties</p>	<p>understanding that a comprehensive system of learning supports differs from a case-by-case, fragmented approach and to enhance motivation and capability of the critical mass of stakeholders</p> <p>Utilize all staff to support literacy instruction</p> <p>Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters).</p>	<p>Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders</p> <p>Establish a mentoring system for every student who needs additional support from both within the school and from the community</p>	<p>Google+, etc.</p>
<p>Building Block 1: Leadership</p>			
<p>E. Action: Optimize literacy instruction across all content areas</p>			
<p>Planning</p>	<p>Implementing</p>	<p>Expanding</p>	<p>Sustaining</p>

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<p>Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks</p> <p>Identify appropriate strategies to help ELs meet English language proficiency standards</p> <p>Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf)</p> <p>Create a plan to integrate literacy in all subjects as articulated within CCGPS</p> <p>Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas</p> <p>Provide professional learning on:</p> <ul style="list-style-type: none"> • Incorporating the use of literature in content areas 	<p>Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS</p> <p>Support teacher in their use of appropriate strategies to help ELs meet English language proficiency standards</p> <p>Require the teaching of academic vocabulary in all subjects using a systematic process such as http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf</p> <p>Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS</p> <p>Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom</p> <p>Require writing as an integral part of every class every day</p> <p>Ensure instruction in and opportunities for:</p> <ul style="list-style-type: none"> • Writing opinion pieces on topics or texts, supporting a 	<p>Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency</p> <p>Monitor literacy instruction across the curriculum through:</p> <ul style="list-style-type: none"> • Formal and informal observations • Lesson plans • Walkthroughs • Student work samples <p>Ask teachers to identify exemplary samples of student work to model features of quality writing</p> <p>Share ways for teachers to guide students to focus on their own improvement</p> <p>Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)</p> <p>Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic</p> <p>Create a forum to share</p>	<p>Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)</p> <p>Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blogs, and newsletters</p> <p>Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)</p> <p>Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)</p> <p>Differentiate literacy assignments by offering student choice (http://daretodifferentiate.wikispaces.com/Choice+Boards)</p> <p>Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student</p>
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<ul style="list-style-type: none"> • Use of informational text in English language arts classes • Writing instruction (narrative, opinion, and informational) in all subject areas • Supporting opinions with reasons and information • Determining author bias or point of view • Text complexity that is appropriate to grade level • Text complexity that is adjusted to the needs of individual students • Guiding students to conduct short research projects that use several sources • Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution) <p>Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p>	<p>point of view with reasons and information</p> <ul style="list-style-type: none"> • Writing informative/explanatory texts to examine a topic and convey ideas and information clearly • Writing narratives to develop real or imaginary experiences <p>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p> <p>Provide teachers with resources to provide a variety and choice in reading materials and writing topics</p> <p>Ensure that teachers provide meaningful opportunities for students to write, speak, and listen</p>	<p>creative ideas among the faculty to infuse literacy throughout the day</p>	<p>blogs, local newspapers, literacy magazines, classroom and school libraries, etc.)</p> <p>Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy</p>
<p>Building Block 1. Leadership</p>			

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F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.			
Planning	Implementing	Expanding	Sustaining
<p>Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)</p> <p>Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board</p> <p>Contact potential members and schedule at least two meetings annually</p> <p>Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming)</p>	<p>Convene meetings of the community advisory board at scheduled times.</p> <p>Develop an agenda for each meeting to promote cooperation and communication among participants and the schools</p> <p>Establish a mentoring system from within and outside of the school for every student who needs additional support</p> <p>Enlist members of the various participating entities to provide leadership by:</p> <ul style="list-style-type: none"> • Serving as mentors • Speaking to groups of students • Publicizing efforts within the community • Visiting classrooms to support teachers and students • Adoption of different schools by civic groups 	<p>Investigate similar efforts in other communities</p> <p>Invite people from other communities to speak to the advisory group</p> <p>Actively support teachers in their efforts in schools</p> <p>Open school buildings for adult learners from the community in the evenings, encouraging a community of learners</p> <p>Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students</p> <p>Utilize social media to communicate and promote the goals of literacy throughout the community at large</p>	<p>Celebrate academic successes publically through traditional and online media</p> <p>Ask past students who have been particularly successful encourage to speak to students and the community at large as to the potential for schools to change lives</p> <p>Continue to focus proactively on broad issues that may prevent students from learning</p> <p>Pursue additional funding sources for specialized literacy staff and materials</p> <p>Ask local businesses to help heighten awareness about reading or literacy topics (e. g., a supermarket chain may agree to print a literacy message on its shopping bags; utility suppliers might feature tips in their monthly statements).</p> <p>Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities</p>

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Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Planning	Implementing	Expanding	Sustaining
<p>Develop administrative awareness of the need to identify gaps</p> <p>Administration establishes an expectation of shared responsibility for literacy across the curriculum</p> <p>Design infrastructure for shared responsibility for development of literacy across the curriculum</p> <p>Establish cross-disciplinary teams for literacy instruction</p> <ul style="list-style-type: none"> • Establish or select protocols for team meetings, such as those found on http://www.lasw.org/methods.html • Schedule time for teams to meet for regular collaboration and examination of student data/work • Identify team roles, protocols, and expectations • Research the components of the professional learning community model www.allthingsplc.info • Identify specific, 	<p>Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work</p> <p>Prepare agendas and action summaries for all meetings</p> <p>Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website http://www.lasw.org/index.html</p> <p>Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible</p> <p>Plan and implement lessons that address the literacy needs of students</p>	<p>Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction</p> <p>Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible</p> <p>Study formative student assessment results and use the results to continue to adjust instruction</p> <p>Assess effectiveness of team actions on student learning</p> <p>Alter teams as necessary to ensure optimal effectiveness</p>	<p>Utilize online options to provide ongoing professional learning to new and continuing teachers</p> <p>Share professional learning online and at team and staff meetings</p> <p>Collaborate with other using videotaping and online sharing options (i.e., YouTube) to conduct peer observations, share literacy expertise, etc.</p> <p>Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions</p> <p>Encourage teachers to share stories of success in the community and through school and teacher websites and blogs</p>

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measurable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects			
Building Block 2: Continuity of Instruction			
B. Action: Support teachers in providing literacy instruction across the curriculum			
Planning	Implementing	Expanding	Sustaining
<p>Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects</p> <p>Identify the concepts and skills students needed to meet expectations in CCGPS</p> <p>Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback</p> <p>Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan</p> <p>Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs)</p>	<p>Use research-based strategies and appropriate resources to support student learning of the CCGPS</p> <p>Implement appropriate strategies to help ELs meet English language proficiency standards</p> <p>Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf</p> <p>Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS</p> <p>Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where</p>	<p>Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency</p> <p>Monitor the use of instructional strategies to improve literacy through formal and informal observations</p> <p>Discuss exemplary samples with students to model features of quality writing</p> <p>Guide students to focus on their own improvement</p> <p>Provide opportunities for reading varied genres to improve fluency, confidence, and understanding</p> <p>Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-</p>	<p>Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)</p> <p>Stay abreast of effective strategies for literacy instruction</p> <p>Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media</p> <p>Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)</p> <p>Differentiate assignments by offering student choice (http://daretodifferentiate.</p>

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<p>Study the text structures most frequently used in texts of each content area</p> <p>Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area http://www.myread.org/explicit.htm</p> <p>Study a variety of strategies for incorporating writing in all content area http://apps.educationnorthwest.org/traits/lessonplans.php</p> <p>Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction</p> <p>Discuss ways to infuse literacy throughout the day including the use of technology</p>	<p>possible on the use of literacy strategies in the classroom</p> <p>Make writing a required part of every class every day, using technology when possible</p> <p>Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible</p> <p>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p> <p>Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)</p> <p>Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media</p> <p>Provide variety and choice in the types, media and genre of both reading and writing assignments</p> <p>Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options</p>	<p>questioning, summarizing, predicting, inferencing, graphic organizers)</p> <p>Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic</p> <p>Share creative ideas to infuse literacy throughout the day</p>	<p>wikispaces.com/Choice+Boards)</p> <p>Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.)</p> <p>Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency</p> <p>Plan a literacy celebration for the entire school</p>
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Building Block 2. Continuity of Instruction			
C. Action: Collaborate with supporting out-of-school agencies and organizations within the community			
Planning	Implementing	Expanding	Sustaining
<p>Consider various models of coordinating “wrap-around” services, (e.g., Community Schools, http://dhs.georgia.gov/portal/site/DHS-DFCS)</p> <p>Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families</p> <p>Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur</p> <p>Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need</p> <p>Appoint a person in a leadership role (e.g., administrator, coach, counselor) at the school who will be in charge of transitions for all students</p>	<p>Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)</p> <p>Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers</p> <p>Design avenues to connect students to the proper service providers in the community</p> <p>Design and implement infrastructure to provide guidance and support for students and families</p> <p>Establish a work group (e.g., school counselors, psychologists, nurses, social workers, attendance and drop out counselors, health educators, special education staff, after school program staff, bilingual and Title I coordinators, safe and drug free school staff, union representatives, classroom teachers, non-</p>	<p>Partner with community and faith-based groups to accommodate more students</p> <p>Fill program/service gaps and develop online outreach linkages among families of schools (e.g., a feeder pattern, schools in close proximity)</p> <p>Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)</p> <p>Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments</p> <p>Develop strategies for maintaining momentum and progress of a learning support system</p> <p>Provide for professional learning and resources that support literacy learning in outside organizations.</p> <p>Open school buildings for</p>	<p>Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives</p> <p>Galvanize local capacity to support students and families in need</p> <p>Advocate for new capacity in the community to help students and families</p> <p>Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)</p> <p>Pursue additional funding sources for specialized literacy staff and materials</p> <p>Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school and Saturday academies to enhance literacy learning</p>

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<p>Articulate what an integrated learning-supports infrastructure should look like at the community level</p> <p>Evaluate all available funding sources to determine what can be leveraged to support literacy efforts</p> <p>Ensure that all appropriate stakeholders participate in critical planning and decision-making activities</p> <p>Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students</p>	<p>certified staff, parents, older students, community representatives) that focuses specifically on how learning supports are used</p> <p>Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders</p> <p>Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)</p> <p>Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)</p>	<p>adult learners from the community in the evenings, encouraging a community of learners</p> <p>Establish a mentoring system from within and outside the school for every student who needs additional support</p> <p>Provide English language services that extend beyond the classroom</p> <p>Using technology, translate school documents into other languages to assist parents</p> <p>Provide both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services</p> <p>Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face</p>	<p>Ask local businesses to help heighten awareness about reading or literacy topics (e.g., a supermarket chain may agree to print a literacy message on its shopping bags; utility suppliers might feature tips in their monthly statements)</p> <p>Ask local bookstores to donate books to the school</p> <p>Continue to foster relationships/networks among schools (particularly within feeder patterns), families, and communities.</p> <p>Develop a homework hotline staffed by volunteer teachers and community leaders</p>
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Building Block 3. Ongoing formative and summative assessments

A. Action: Establish 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

Planning	Implementing	Expanding	Sustaining
<p>Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students</p> <p>Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment</p> <p>Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)</p> <p>Locate or develop common mid-course assessments are used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)</p> <p>Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment</p>	<p>Administer assessments and input and analyze data according to the established timeline</p> <p>Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)</p> <p>Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms</p> <p>Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)</p> <p>Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results</p>	<p>Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans</p> <p>Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format</p> <p>Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools</p> <p>Record online collaboration sessions for those who could not attend at the designated time</p>	<p>Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students</p> <p>Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)</p> <p>Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities</p> <p>Continue to purchase assessment and intervention materials aligned with students' needs</p> <p>Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording</p>

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<p>activities</p> <p>Task the data team with developing procedures and expectations for staff to review and analyze assessment results</p> <p>Define a process for selecting appropriate interventions for struggling readers</p> <p>Identify and purchase assessment and intervention materials aligned with students' needs</p> <p>Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording</p> <p>Have all materials and procedures in place prior to start of the school year</p> <p>Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible</p> <p>Make a data collection plan for storing, analyzing, and disseminating assessment results</p>			
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Building Block 3. Ongoing formative and summative assessment			
B. Action: Use universal screening and progress monitoring for formative assessment			
Planning	Implementing	Expanding	Sustaining
<p>Identify literacy skills needed to master CCGPS in each content area</p> <p>Research and select effective universal screening to measure literacy competencies for all students across the curriculum</p> <p>Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)</p> <p>Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction</p> <p>Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework</p>	<p>Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible</p> <p>Administer assessments and input data according to the established timeline</p> <p>Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)</p>	<p>Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans</p> <p>Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format</p> <p>Utilize online options such as Skype and Google+ for collaboration among teachers and parents</p>	<p>Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording</p> <p>Acknowledge staff's efforts to improve their use of assessment data to inform instruction</p> <p>Make data-driven budget decisions aligned with literacy priority</p>

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Building Block 3. Ongoing formative and summative assessment			
C. Action: Use diagnostic assessment to analyze problems found in literacy screening			
Planning	Implementing	Expanding	Sustaining
<p>Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment</p> <p>Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards</p> <p>Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach</p>	<p>Use results of the diagnostics for student placement within an intervention and to adjust instruction</p> <p>Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading)</p>	<p>Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals</p> <p>Use technology to share relevant student progress data with families in an easily interpreted format</p> <p>Use technology for communicating data to the district literacy leadership team in a timely manner</p>	<p>Recognize and celebrate individual student's incremental improvements toward reaching literacy goals</p>
Building Block 3. Ongoing formative and summative assessment			
D. Action: Use summative data to make programming decisions as well as to monitor individual student progress			
Planning	Implementing	Expanding	Sustaining
<p>Evaluate the capacity of technology infrastructure to support test administration and disseminate results</p> <p>Analyze previous year's</p>	<p>Discuss assessment results with students to set individual goals</p> <p>Upgrade the capacity of technology infrastructure, if necessary, to support</p>	<p>Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses</p>	<p>Based on analysis of summative assessment data:</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of programs and policies • Redefine school

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<p>outcome assessments to determine broad student needs and serve as a baseline for improvement:</p> <ul style="list-style-type: none"> • End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, and English language arts • Georgia Alternate Assessment (GAA) for students with disabilities • Georgia High School Writing Test (GHWT) given in fall of junior year <p>Identify common mid-course assessments (i.e., end-of-unit /chapter tests) that are used to measure progress toward standards</p> <p>Study how disciplinary standards are assessed on state and local tests</p> <p>Analyze assessment data to identify teachers who need support</p>	<p>administration of assessments and the dissemination of results</p> <p>Administer summative assessments at scheduled intervals</p> <p>Include specific times on the school calendar for analyzing summative assessment data</p> <p>Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed</p> <p>During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students</p>	<p>Disaggregate data to ensure the progress of subgroups</p> <p>Apply protocols for looking at student assessments and evaluating student progress</p> <p>Share and analyze student work samples as a way to inform instruction during collaborative planning (See Section I. B. and II.A.)</p> <p>Plan lessons, re-teaching, and intervention activities that target areas of need</p> <p>Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools on lesson planning</p> <p>Record online collaboration sessions for those who could not attend at the designated time</p>	<p>improvement goals</p> <ul style="list-style-type: none"> • Adjust curriculum alignment to eliminate gaps • Ensure that students are appropriately placed in specific programs • Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement
<p>Building Block 3. Ongoing formative and summative assessment</p>			
<p>Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)</p>			
Planning	Implementing	Expanding	Sustaining
Identify participants for data teams for each building and for specific	Communicate the expectations for meetings	Review protocols at beginning of meetings	Continue to build collaborative data meetings into the monthly

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<p>grade bands</p> <p>Identify participants for data team at system level</p> <p>Define roles and responsibilities for team members – including, but not limited to:</p> <ul style="list-style-type: none"> • Central office • Building administrators • General education teachers • Teachers of students with special needs (swd, el, gifted) <p>Schedule collaborative planning time for data meetings at a minimum of once/month</p> <p>Establish or select protocols for team meetings, such as those found on http://www.lasw.org/methods.html</p> <p>Develop a protocol for making decisions to identify the instructional needs of students</p> <p>Develop a data storage and retrieval system</p> <p>Develop procedures and expectations for staff to review and analyze assessment results</p>	<p>Teach the data meeting protocol to the data team members</p> <p>Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities</p> <p>Implement protocol with fidelity</p> <p>Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention</p>	<p>Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers</p>	<p>calendar</p> <p>Using online options to continue to train new members of the meetings in the expectations and function of the established protocols</p> <p>Ensure that the data storage and retrieval system is effective and efficient</p>
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Building Block 4. Best Practices in Literacy Instruction

Action 4.A: Provide direct, explicit literacy instruction for all students

Planning	Implementing	Expanding	Sustaining
<p>Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts</p> <p>Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)</p> <p>Compile and examine classroom observation data (e.g., Literacy Instruction Checklist, GA or some other instrument) using a checklist to gauge current practice in literacy instruction</p> <p>Allocate which aspects of literacy instruction students are to receive in each subject area</p> <p>Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area</p>	<p>Provide training to all pertinent staff in the use of the core program</p> <p>Provide professional learning on the tenets of explicit instruction:</p> <ul style="list-style-type: none"> • Use of data to inform instructional decisions and explicit teaching • Selection of appropriate text for strategy instruction • Telling students specific strategies to be learned and why • Modeling of how strategy is used • Guided and independent practice with feedback • Discussion of when and where strategies are to be applied <p>Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs</p> <p>Using videotaping and peer-to-peer coaching, ensure that teachers receive frequent feedback and coaching</p> <p>Ensure a daily literacy</p>	<p>Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways</p> <p>Review teacher and student data to improve instruction</p> <p>Collaborate with and obtain additional support from other educators who on differentiated instruction via online communities of educators</p> <p>Share effective differentiated lessons and differentiation strategies in teacher team meetings</p> <p>Use videotaping of differentiated lessons to share with other educators</p> <p>Provide instructional and assessment accommodations/ adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according</p>	<p>Continue analyzing data to determine the impact of teaching strategies on student achievement</p> <p>Continue to provide ongoing training to all pertinent and new staff in the use of the core program</p> <p>Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities</p> <p>Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources</p> <p>Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners (e.g., participate in professional learning provided by district and state, attend conferences and/or institutes)</p> <p>Encourage teachers to participate in online professional communities</p>

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Plan and provide professional learning on differentiated instructional options for literacy assignments	block in K-3 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students.	to their needs and talents Provide families access to resources that differentiate support for students	to share ideas, questions, lesson plans and videotapes of classes
Building Block 4. Best Practices in Literacy Instruction			
Action 4. B. Teachers work to develop and maintain interest and engagement as students progress through school.			
Planning	Implementing	Expanding	Sustaining
<p>Teachers should be made to understand the need for any or all of the following:</p> <ul style="list-style-type: none"> • Providing students with opportunities to self-select reading material and topics for research • Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives • Increasing opportunities for collaborating with peers • Increasing access to texts that students consider interesting • Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy • Leveraging the creative use of technology 	<p>Ensure that incentive programs, if used, are:</p> <ul style="list-style-type: none"> • Voluntary and <u>not</u> required • Not tied to grades • Incentives are minimal and are connected to reading, such as books • Are used with students who are unmotivated to read rather than with those who are already excited about reading <p>Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions)</p>		

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within the learning process to promote engagement and relevance.			
Building Block 4. Best Practices in Literacy Instruction			
C. Action: Ensure that students receive effective writing instruction across the curriculum			
Planning	Planning	Planning	Planning
<p>Design a vertically and horizontally articulated writing plan consistent with CCGPS</p> <p>Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level</p> <p>Develop a coordinated plan for writing instruction across all subject areas to include:</p> <ul style="list-style-type: none"> • Explicit instruction • Guided practice • Independent practice <p>Provide professional learning on best practices in writing instruction in all subject areas</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum</p>	<p>Create a plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally.</p> <p>Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level</p> <p>Develop a coordinated plan for writing instruction across all subject areas to include:</p> <ul style="list-style-type: none"> • Explicit instruction • Guided practice • Independent practice <p>Provide professional learning on best practices in writing instruction in all subject areas</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum</p>	<p>Design a vertically and horizontally articulated writing plan consistent with CCGPS</p> <p>Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level</p> <p>Develop a coordinated plan for writing instruction across all subject areas to include:</p> <ul style="list-style-type: none"> • Explicit instruction • Guided practice • Independent practice <p>Provide professional learning on best practices in writing instruction in all subject areas</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum</p>	<p>Design a vertically and horizontally articulated writing plan consistent with CCGPS</p> <p>Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level</p> <p>Develop a coordinated plan for writing instruction across all subject areas to include:</p> <ul style="list-style-type: none"> • Explicit instruction • Guided practice • Independent practice <p>Provide professional learning on best practices in writing instruction in all subject areas</p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum</p>

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section III. E.)

Planning	Implementing	Expanding	Sustaining
<p>Determine percentage of students currently being served in each tier at each grade level</p> <p>Articulate goals/objectives at building and system level based on identified grade-level and building needs, as well as system needs</p> <p>Budget for recurring costs of data collection, intervention materials, and technology used for implementation</p> <p>Develop protocols for identifying students and matching them to the appropriate intervention</p>	<p>Purchase, train and implement data collection</p> <p>Purchase, schedule, train providers and implement intervention</p> <p>Analyze data for individuals to identify students in need of intervention according to established protocols</p> <p>Monitor to ensure that interventions are occurring regularly and with fidelity</p> <p>Monitor results of formative assessment to ensure students are progressing</p>	<p>Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions</p> <p>Schedule grade-level data-analysis team meetings</p> <p>Provide building and system-level support of the process</p> <p>Develop process monitoring the implementation of research-based interventions at the building level and across the system</p>	<p>Use the Georgia Department of Education problem-solving checklist to evaluate:</p> <ul style="list-style-type: none"> • Personnel providing interventions • The ease with which students move between tiers <p>Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, online collaboration</p>

Building Block 5. Response to Intervention

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections IV. A & B)

Planning	Implementing	Expanding	Sustaining
<p>Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)</p> <p>Develop a plan to strengthen Tier I</p>	<p>Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction</p> <p>Ensure that teachers develop and agree upon</p>	<p>Establish protocols to teach and monitor teachers' effective questioning and feedback skills</p> <p>Ensure adequate time for planning and implementing flexible</p>	<p>Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs</p> <p>Encourage the use of</p>

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<p>instruction of disciplinary literacy in each content area</p> <p>If fewer than 80% of students are successful</p> <ul style="list-style-type: none"> • Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression) • Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA or some other instrument) • education.ky.gov/nr/rdonlyres/.../ccsso_contentliteracy.pdf • Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (See Section IV. A.) <p>Provide professional learning on:</p> <ul style="list-style-type: none"> • GA DOE resources for RTI, universal screening (e. g., GRASP, Aimsweb, 	<p>common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms</p> <p>Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes</p> <p>Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels</p> <p>Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students</p> <p>Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools</p> <p>Promote the formation of professional learning communities with protected meeting times</p> <p>Provide professional</p>	<p>grouping based on students' learning needs</p> <p>Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)</p> <p>Support teachers' effective use of time through use of technology during each stage of the process</p> <p>Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness</p>	<p>technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email)</p> <p>Ensure that communication between teachers and administrators is ongoing and effective</p>
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DIBELS, STEEP, ect.), <ul style="list-style-type: none"> • Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting • School-wide understanding of assessment data and anticipated levels of student mastery during the school year 	learning to support literacy, either face-to-face or online		
Building Block 5. Response to Intervention			
C. Action: Implement Tier 2 needs-based interventions for targeted students			
Planning	Implementing	Expanding	Sustaining
Plan and provide professional learning for interventionists on: <ul style="list-style-type: none"> • Appropriate use of supplemental and intervention materials • Diagnosis of reading difficulties • Direct, explicit instructional strategies to address difficulties • Charting data • Graphing progress Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or para-educators) Provide professional	Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data) NOTE: GADOE considers EIP or REP services T2 interventions only when instruction occurring during intervention is evidence-based and in addition to T1 differentiated instruction	Establish protocols to ensure consistent progress monitoring, data collection, and reporting Ensure adequate time for planning and implementing interventions Monitor student movement between T1 and T2 Provide sufficient resources (time, training cost, materials and implementation of interventions) Study schools successful in closing the achievement gap have	Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs Document data points to monitor student response to intervention Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g., cell phones, texting, email Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

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<p>learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year</p> <p>Ensure effectiveness of interventions by:</p> <ul style="list-style-type: none"> • Building sufficient blocks of time into the daily schedule • Providing adequate space conducive to learning • Ensuring that they are provided by competent, well-trained teachers 		<p>effected change</p>	
<p>Building Block 5. Response to Intervention</p>			
<p>D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly</p>			
<p>Planning</p>	<p>Implementing</p>	<p>Expanding</p>	<p>Sustaining</p>
<p>In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:</p> <ul style="list-style-type: none"> • Discuss students in T3 who fail to respond to intervention • Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance • Verify implementation of 	<p>T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points</p> <p>Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist</p> <p>T3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder)</p>	<p>Teachers consistently provide research-validated interventions designed to meet individual student’s needs</p> <p>Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)</p> <p>Ensure that T3 includes proven interventions that address behavior</p>	<p>Continue to ensure that:</p> <ul style="list-style-type: none"> • students move into and out of T2 and T3 • Data is used to support response to intervention • Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole • Schools and system consistently use decision-making checklist to ensure appropriate

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proven interventions • Ensure that interventionist has maintained fidelity to intervention protocol prior to referral			recommendations of evidence-based interventions.
Building Block 5. Response to Intervention			
E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way			
Planning	Implementing	Expanding	Sustaining
School schedules are developed to ensure least restrictive environment (LRE) Ensure that building and system administrators are familiar with funding formulas affecting students in special programming Consider assigning a case manager to each student with (IEP) (i. e., the case manager should maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless)	Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction) Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings	IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers Case managers regularly participate in open houses, parent conferences and college and career planning activities	Student data supports the exit of students from T4. A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

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Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom

Planning	Implementing	Expanding	Sustaining
<p>Meet with representatives from Professional Standards Commission to enlist support for ensuring that preservice teachers receive coursework in disciplinary literacy within content areas</p> <p>Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas</p>	<p>Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy</p> <p>Provide professional learning, where necessary, for postsecondary faculty</p> <p>Develop revised evaluation instruments for pre-service teachers</p>	<p>Develop protocols for evaluating implementation of the new coursework</p> <p>Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy</p>	<p>Continue to monitor and support the integration of disciplinary literacy</p> <p>Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions</p>

Building Block 6. Improved Instruction through Professional Learning

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

Planning	Implementing	Expanding	Sustaining
<p>Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice</p> <p>Use teacher data (surveys and interest inventories);</p>	<p>Provide targeted professional learning on the CCGPS based on student and teacher needs</p> <p>Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively</p>	<p>Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations</p> <p>Partner experienced teachers with pre-service and beginning teachers</p> <p>Use a model of blended professional learning –</p>	<p>Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups</p> <p>Revisit professional learning options to utilize experts within the school to develop and support colleagues</p>

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<p>teacher observations) as well as student data to target professional learning needs</p> <p>Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs</p> <p>Hire an instructional coach to provide site-based support for staff</p> <p>Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation</p> <p>Provide training in administering and interpreting results of assessments in terms of literacy</p> <p>Consider the inclusion of some or all of the following in personnel in professional learning opportunities:</p> <ul style="list-style-type: none"> • Paraprofessionals • Support staff • Interventionists • Substitute teachers • Pre-service teachers working at the school 	<p>Provide opportunities for teachers to practice techniques in non-threatening situations</p> <p>Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning</p> <p>Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth</p>	<p>combining online learning with face-to-face support – to provide content and resources to teachers and staff</p> <p>Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA or some other equivalent instrument)</p> <p>Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring</p> <p>Continue program-specific professional learning each year for new and experienced teachers</p> <p>Encourage all teachers to share information learned at professional learning sessions</p>	<p>Ensure that new personnel receive vital professional learning from earlier years</p> <p>Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school</p> <p>Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations</p> <p>Continue to encourage “professional talk” among staff and provide time for discussions</p>
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