

## **Literacy Plan**

**Goal:** The goal of Jasper Middle School's literacy action plan is to formulate and implement a comprehensive literacy program that supports high expectations for literacy and utilization of literacy strategies across all curricular areas.

**Timeframe:** 2014 – 2019.

**Accountability:** A hierarchy of responsible persons, beginning with administrators, the academic coach, and the school literacy leadership team will ensure implementation of the program by supporting professional development in all components of literacy for faculty and staff and through classroom observations and review of professional academic documents.

**Evidence:** Student data derived from research-based educational strategies such as Writing to Win and AIMSweb will serve as evidence of success of the literacy program and as a basis for adjustment of curriculum and research-based strategies and as a means for determining target-based student interventions.

### **Building Block 1. Engaged Leadership**

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

The administrator will head a literacy team, focusing on both reading and writing across the curriculum. The administrator will attend literacy training sessions both within the school system and at off-campus facilities such as North Georgia RESA, becoming familiar

with research-based strategies that effectively support CCGPS literacy standards within each content area.

The administrator will then work collaboratively with the literacy leadership team to implement research-based strategies and programs across the curriculum in order to enhance student literacy in regard to both reading and writing. In doing so, the administrator will ensure all faculty members are implementing programs and strategies and monitoring and documenting student progress by reviewing lesson plans and by conducting informal walk-through observations and formal observations.

The administrator will also budget for effective research-based literacy strategies and programs and will allocate necessary resources for successful faculty implementation of these strategies and programs.

**B. A school literacy leadership team organized by the administrator or other leaders in the community is active.**

A literacy leadership team will be organized and led by the administrator. The team will be initiated utilizing two language arts teachers and the gifted coordinator and will be expanded by adding the following members: the assistant principal, the school media specialist, one representative from special education, one representative in each content area (science, math, and social studies), one connections (art, music, band, agriculture, or physical education) teacher, and at least one parent and one community business leader. The role of the literacy leadership team will be to meet on a bi-monthly basis in order to plan, implement, monitor, and assess successful literacy strategies and programs within the school.

Team members will initially participate in collaborative discussion groups to define literacy, literacy across the curriculum, and literacy goals for the school. Members will participate in professional development related to literacy, reading across the curriculum, and Jasper Middle School

writing across the curriculum. Members will also participate in training for Writing to Win, a research-based writing program, and AIMSweb, an Internet-based program that assesses and plots reading fluency and comprehension and stores achievement data. In addition, the school will administer the Scholastic Reading Inventory as required.

Content area team members will assume roles of redelivery of professional training for their departments and ensure that sound literacy practices in correlation with CCGPS are being implemented within content areas. As such is the case, funding for redelivery supplies such as jump drives, laptops, wireless mice, and portable LCD projectors for training will be intricate to this aspect of professional development.

**C. The effective use of time and personnel are leveraged through scheduling and collaborative planning.**

Students will engage in at least two hours of literacy instruction on a daily basis. The bulk of this instruction will occur in language arts and literature, with the remainder implemented in content areas of math, social studies, and science. Teachers will implement strategies ranging from front-loading vocabulary to open-ended discussion questions, with adherence to set literacy standards in correlation to CCGPS, across grade levels, and across curricular areas. As such, teachers and administrators will participate in professional development in various areas of literacy including Writing to Win and AIMSweb, as well as classes such as Writing Across the Curriculum and Reading Across the Curriculum. Funding for initial and ongoing training in relation to literacy across the curriculum, standard teaching materials, student resources, and technological resources will be derived in part or whole from the Striving Readers Project.

Departments and teams will plan collaboratively at least once a week for literacy instructions, using research-based strategies and utilizing student achievement data to guide both instructional decisions and differentiation.

**D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.**

**AND**

**E. Literacy instruction is optimized in all content areas.**

**(See below for combined plan for both standards.)**

Using CCGPS literacy standards from all content areas, the literacy leadership team will create a literacy handbook for all faculty and staff. The literacy handbook will begin with a review of CCGPS literacy standards in all content areas. Complementary sections will include a section of correct written and spoken grammar, focusing on common grammatical errors indigenous to the north Georgia area, Writing to Win strategies, use of AIMSweb, Scholastic Reading Inventory, suggestions for close reading of materials and annotation of materials, and tips for incorporating literacy standards across the curriculum on a daily basis. This guide will serve as a quick reference tool for all faculty members in correlation with CCGPS literacy standards across the curriculum. The handbook will be written and produced beginning in 2014. In relation to particular literacy standards and expectations, faculty and administration will receive professional development in correlation to CCGPS, the handbook, and literacy across the curriculum.

In conjunction with the literacy handbook, all content area teachers will receive initial and ongoing professional development in Writing to Win. Writing to Win is a research-

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based program created by Dr. Warren Combs. The program trains educators to effectively teach and evaluate writing by focusing on ideas, organization, voice, and conventions of writing. Dr. Combs will provide on-site professional development to administrators and all teachers, in all content areas, across grade levels. In conjunction, a uniform system of instruction, assessment, and student understanding of writing with high expectations will be established for the Jasper Middle School community.

All faculty and staff will also be trained in the use of AIMSweb, an Internet-based system used to assess and track students' reading fluency and comprehension. This system will be used across the curriculum not only to assess and plot student reading levels but also to make informed data-driven decisions in regard to classroom instruction, intervention, and differentiation and to provide visual representation of students' literacy progress. Faculty and staff will also be trained in the use of Scholastic Reading Inventory. Scholastic Reading Inventory is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. *SRI* helps educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability. Each of these assessments will be used to establish universal screening data as well as progress monitoring related to tiered interventions related to response to intervention.

All instructors will be required to regularly document literacy standards and practices in lesson plans. School administrators, the academic coach, and the literacy leadership team will review documentation and provide feedback and guidance to instructors through classroom observations.

The academic coach will provide ongoing professional literacy development with content area members, focusing on topics such as close reading, annotation, summarization, front loading vocabulary, open-ended questioning, well-developed paragraphs, and citing textual evidence in written and oral responses in order to support answers.

Content areas outside ELA and literature will assess student literacy standards using the above instructional strategies and by assignment of at least one argumentative and one informational composition per academic semester.

All faculty members will participate in ongoing professional literacy development both within the individual school and/or system and at agencies such as North Georgia RESA.

**F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the College and Career Georgia Performance Standards.**

In conjunction with the literacy leadership team, a local literacy advisory board will be formed by recruiting parents, civic and governmental leaders, and local business and community leaders to serve on the board. The function of the board will be to develop a set of literacy goals for students that are applicable to actual career related tasks. In turn, board members may enlist other local businesses and business leaders to speak on topics of literacy at school assemblies or to work one-on-one with students to impress upon them the importance of literacy in the workplace and to help struggling students become more literate. In relation to such one-on-one tutoring, members may become full-fledged mentors to individual students in order to foster ongoing literacy growth.

Community literacy outreach by the school will be fostered by the formation of a literacy webpage on Facebook. This literacy webpage will feature student and parent literacy resources and links for the gamut of learners and their families, will feature specific community literacy services, and will highlight literacy achievements by individual students, groups of students, and the school as a whole.

Literacy celebrations such as the school book fair and a literacy awareness night or literacy showcase in which students display their literary talents will accentuate literacy success within the school.

## **Building Block 2. Continuity of Instruction**

### **A. Active collaborative teams ensure a consistent literacy focus across the curriculum**

**(See Engaged Leadership, Building Block 1. C, D).**

As an extension of the literacy leadership team, content area members will meet with their department members on a monthly basis to discuss literacy focus within the content area and to ensure continuity of literacy instruction across the curriculum. Also present at these meetings, the academic coach will collaborate with teachers to incorporate various literacy strategies within each content area in accordance with CCGPS. The academic coach and content area teachers will additionally examine student work and data in order to make informed decisions on instructional strategies, assessments, and differentiation. In addition, a contracted literacy instructor will collaborate periodically with teachers in all content areas in order to ensure CCGPS literacy standards are being implemented within each classroom and guide teachers in the use of various strategies for implementing literacy in all content areas.

Team roles and expectations will be articulated by administrator, academic coach, and the literacy leadership team. Instructors will use the literacy handbook as a reference for common strategies, assessments, and goals across the curriculum, with goals being established in relation to CRCT and the Georgia Eighth-grade Writing Assessment.

Consistent and uniform formative and summative assessments will be implemented across the curriculum using Writing to Win, AIMSweb, OAS benchmark tests, and common content area assessments that incorporate literacy components.

**B. Teachers provide literacy instruction across the curriculum.**

Administrators, the academic coach, and members of the literacy leadership team will articulate clear expectations for literacy and will support teachers in providing literacy across the curriculum in correlation to CCGPS. Professional development will remain at the forefront of this support with all faculty members receiving training in Writing to Win, AIMS web, and other research-based strategies and programs.

Professional development workshops will be scheduled through North Georgia RESA, other local educational facilities, or provided through district trainers, and will focus on courses such as reading across the curriculum and writing across the curriculum. Faculty members may also participate in online facilitation of reading and writing strategies and implementing literacy standards within the classroom through sites such as [www.comprehensivereadingsolutions.com](http://www.comprehensivereadingsolutions.com) and the district professional learning modules found in PD360. In addition, individual faculty members, teams, and content area teachers may attend conferences sponsored by such organizations as the National Council of Teachers of English, the Georgia Council of Teachers of English, the International Reading Association, and the Georgia Reading Association.

ELA teachers will provide support to other content area teachers with one-on-one, team and group guidance for incorporation of literacy standards within the content area. Literacy leadership team content area members may also attend professional development sessions and then redeliver content within their departments, using applicable technology and resources necessary for redelivery. The academic coach will provide regular in-class

assistance as well as collaboration meetings with teachers related to incorporating literacy strategies into classroom instruction for content areas outside ELA and literature.

**C. Out-of-school agencies and organizations collaborate to support literacy within the community.**

The literacy leadership team will work in conjunction with out-of-school agencies and individuals to support literacy throughout the community. Agencies such as the Pickens County Library and the Pickens County Reading Council will assist in supporting literacy for both students and parents through the implementation of a reading incentive program which will provide limited needed resources for families who exhibit a willingness to participate in the program and enhance their families' literacy standards as a whole.

Jasper Middle School literacy leadership team will work with organizations such as the Department of Family and Children's Services (DFACS) and Ferst Foundation to seek assistance in establishing a basis of understanding on literacy levels within the community. Focus will be in establishing and implementing a strong background for literacy within community homes, especially in low socioeconomic settings, and in providing speakers of other languages opportunities for becoming proficient in speaking, reading, and writing English.

The literacy team and administrators will also work in conjunction with facilities such as Chattahoochee Technical College in directing functionally illiterate parents and other guardians to access assistance through available literacy instruction in order to become functionally literate. Creation of specific parent homework nights in order to develop a culture of literacy understanding within the home for parents in regard to literacy across the curriculum will serve as one regularly scheduled event for parents, guardians, and caregivers. On these nights, parents will engage in learning specifically designed to increase their

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literacy in relation to all content areas, therefore, enhancing their personal ability to understand material in all content areas and to assist their children in the learning process.

The administrator and literacy leadership team will support and foster a literate community through various newsletters and special functions and by establishing an interactive media literacy webpage using Facebook and web software related to the school website.

### **Building Block 3. Ongoing Formative and Summative Assessments**

**A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.**

An infrastructure of formative and summative literacy assessments will consist of benchmark assessments using both OAS benchmark testing, AIMSweb testing for assessment of reading fluency and comprehension, Scholastic Reading Inventory, and Writing to Win rubrics for articulation of written response assessment.

These assessments will also provide ongoing formative evaluation and progress monitoring of current strategies and practices, and will allow for the adjustment of instruction and curriculum as needed through the response to intervention tier process based on achievement data. Common benchmark testing will support continuity and uniformity within content areas as well as across grade levels, creating a system of vertical and horizontal alignment with regard to literacy standards and implementation of practices. AIMSweb will be used both as a universal screening tool for all students as well as in progress monitoring of interventions with struggling students.

Relevant data will be housed and easily accessible to all faculty members in a data collection room as well as electronically through a database system. The room will include hard copy records of student achievement and technology required to access electronic data. The data collection facility will be used on a regular basis by classroom teachers, administrators, content area teams, grade-level teams, the academic coach, counselors, and the literacy leadership team in assessing current levels of success and in considering adjustments in curriculum, instruction, assessment, and scheduling. Teachers will record student information in their own logs in order to easily assess student data and use it to drive instruction and differentiation. Students will be assessed and data updated on a regular basis according to the local school calendar and state testing windows for benchmarking assessments. Progress monitoring of interventions will include regular probes to assess interventions at the tiers with frequency determined by the RTI team.

**B. A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.**

The infrastructure of formative and summative assessment will be used to determine need for and intensity of intervention. Reading fluency and comprehension will be assessed through AIMSweb and Scholastic Reading Inventory. Each will assess and plot both initial screenings and ongoing progress of students. OAS benchmarks and Writing to Win baseline tests and ongoing assessments correlate to standards required through the CCGPS and will be monitored against AIMSweb and Scholastic Reading Inventory assessments to ensure students function on or above grade level in relation to all aspects of literacy.

Individual classroom formative and summative assessments will be used by teachers to drive formulation of lesson plans, determine differentiation, and select materials

appropriate for whole group, flexible group, and individualized instruction. Content areas will use individual and common formative and summative assessments to evaluate common literacy goals within the content area and to adjust instructional strategies and particular aspects of the literacy curriculum in order to make said curriculum accessible to all students.

**C. Problems found in screenings are further analyzed with diagnostic assessment.**

Pre-assessment deficiencies found in literacy screenings in both reading and writing will be addressed with additional diagnostic assessment. Scholastic Reading Inventory and AIMSweb will serve as a basis for reading, giving teachers and administrators tools to continue assessment of fluency and comprehension. Students who fall below the 45<sup>th</sup> percentile will begin a process of further monitoring and assessment by classroom teachers through the RTI process. Students who fall below the 10<sup>th</sup> percentile will begin immediate RTI interventions.

Diagnostic assessment of writing using Writing to Win strategies and rubrics will determine students' complete writing ability as well as isolate problems within the components of organization, content (ideas), voice (style), and conventions (grammar, punctuation, diction, usage, sentence formation, and capitalization). These components will be scored on a scale of 1 to 5 according to Writing to Win scoring rubrics with areas in the 1-2 range considered as areas of deficiency requiring specific targeted instruction and differentiation.

Areas of deficiency will be addressed by classroom teachers through differentiation methods, and eighth-grade students with severe deficiencies across the writing spectrum may be referred to a six-week writing clinic from late November through early January, in preparation for the Georgia Eighth-grade Writing Assessment. Students in other grade levels will receive comparable additional instruction through scheduled remediation time.

Resources for the writing clinics will include materials from programs such as Writing to Win, pens, pencils, paper, writing portfolios, and technological resources for the teaching, creation, and production of written compositions.

Previous scores from the fifth grade state test, mock writing tests, and baseline assessments may also be used to qualify students for specific targeted instruction. Students who display severe writing deficiencies may also be assessed using additional diagnostic measures and will be referred to the RTI process.

Students who demonstrate high academic achievement in writing will be afforded opportunities for acceleration through a myriad of classroom strategies, including independent writing studies and creative writing assignments and opportunities for publication through local, state, and national youth writing competitions such as the Sassafras Literary Exchange Youth Writing Competition and the Daughters of the Revolution essay competition.

**D. Summative data is used to make programming decisions as well as to monitor individual student progress.**

Summative testing data will be utilized to monitor individual student progress and to make adjustments to the overall curriculum as necessary. Summative data will be derived from AIMSweb, Scholastic Reading Inventory, Writing to Win, OAS benchmark testing, CRCT, and the Georgia Alternate Assessment.

Assessment data will be reviewed in school improvement team meetings, literacy team meetings, response to intervention team meetings, general faculty meetings, and on an individual basis by classroom teachers with disaggregated data focusing on particular subgroups within the educational setting. Results will be used to drive, adjust, and improve

individual classroom instruction, instructional strategies, the curriculum, and the daily schedule.

**E. A clearly articulated strategy for using data to improve teaching and learning is followed.**

Administrators and faculty members will access and utilize assessment data using both electronic and hard copy records. Programs such as AIMSweb, Scholastic Reading Inventory, OAS, and SLDS allow teachers and administrators instant access to summative assessment data. A data storage room will house hard copy records of CRCT scores, Georgia Writing Assessment scores, and Writing to Win results.

Individual administrators and faculty members will access both electronic and hard copy data for the purposes of instruction, revision of instructional strategies, differentiation (both group and individual), and intervention pathways such as RTI. Review, analysis, and dissemination of formative and summative results will take place in literacy, departmental, grade level, leadership, cross-curricular, school improvement, and faculty meetings.

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

**A. All students receive direct, explicit instruction in reading.**

Students will receive specific explicit instruction in reading primarily in language and literature classes and extending across the curriculum. CCGPS will serve as a cornerstone for this instruction with additional instruction developed through local curriculum choices and implementation. Student resources will include novels, short stories, dramatic readings, magazines, periodicals, and newspapers as well as standard textbooks within each content area.

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Students will explore a variety of informational and literary texts, responding to reading materials through Writing to Win, close reading, annotation, word identification, fluency assessment, vocabulary, response to open-ended questions, observed and assessed comprehension, summarization, analysis, and class discussion. Student achievement data will be examined on a regular basis by individual classroom teachers, content area groups, cross-curricular groups, teachers of subgroups, and the faculty as a whole. This data will be examined and interpreted to ensure students are on or above grade level and that those who are not are progressing through interventions that demonstrate success in targeted weaknesses such as fluency, vocabulary, comprehension, or writing. When achievement data indicates students have fallen below grade level or indicates students already receiving interventions are not progressing, reevaluation of current strategies and practices may result in a restructuring of curriculum and instructional methods. When achievement data indicates students are of above average ability, students will be given alternative, accelerated assignments with regard to literature outside the regular curriculum along with technology-based assignments and projects intended to increase rigor, deepen knowledge, support academic growth.

Administrators, the academic coach, and the literacy leadership team will monitor the implementation of literacy across the curriculum through documentation in lesson plans, informal walk-through observations, formal observations, using a literacy standards checklist, meetings with content area teachers, and in one-on-one sessions with individual classroom teachers.

Resources will be allocated equitably in content areas across the curriculum. To support these endeavors, faculty will engage in job-embedded and workshop formats of professional literacy development related to the use and understanding of data to make instructional decisions. This professional development will allow faculty members to

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proficiently use data to make instructional decisions, select appropriate texts according to lexile levels, introduce strategies for student application, and differentiate instruction.

Needs based instruction is implemented by the classroom teacher within the regular classroom setting on a student-by-student basis and will include the use of flexible skills groupings of those identified as needing similar instruction. This needs based instruction will encompass the entire student body and will be targeted to both students who struggle and need remediation and students who excel and need enrichment. Resources for needs based instruction will include teacher instructional materials, writing portfolios, novel sets, iPads, specific computer software, student laptops, etc. Needs based instruction will be scheduled to coincide with the daily DEAR (Drop Everything and Read) period and will include accelerated groups, remedial groups, and one-on-one intervention. Additionally, before school and after school tutoring will be available on an as needed basis.

**B. All students receive effective writing instruction across the curriculum.**

In correlation to CCGPS, Writing to Win will form a foundation for both vertical and horizontal alignment of writing instruction. ELA teachers in grades six, seven, and eight will implement the primary aspects of the program with horizontal alignment in all content areas expanding instruction across the curriculum, providing explicit instruction, guided practice, teacher writing models, and independent practice in writing. This implementation will be supported by ongoing professional development on Writing to Win strategies through on-campus sessions at JMS.

In conjunction, students will produce informational, argumentative, and narrative compositions in all content areas on a regular basis with a minimum of four to six compositions per quarter in ELA classes and a minimum of two compositions per semester in

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all other content area classes. Students will produce compositions using accessible technology for production and presentation.

Jasper Middle School may implement ETS Criterion Writing. The *Criterion*® Online Writing Evaluation service is a web-based instructor-led writing tool that helps students plan, write and revise their essays. It gives them immediate diagnostic feedback and more opportunities to practice writing at their own pace. The *Criterion* service gives instructors and administrators at schools, universities and institutions a comprehensive writing solution to help improve student outcomes by freeing up valuable classroom time to concentrate on higher level writing skills and areas of improvement. Such implementation would serve in the general scheme of a Bring Your Own Device initiative within which students will be allowed to bring their own technological devices for accessing wireless Internet services.

### **C. Extended time is provided for literacy instruction.**

Extended time will be allotted for literacy instruction, with a minimum of two hours of literacy instruction occurring on a daily basis. Students will engage in a 74-minute language and literature block five days a week with an additional 46 minutes of literacy instruction occurring in other content areas across the curriculum. Additionally, Mondays, Tuesdays, and Wednesdays will incorporate a variety of literacy experiences including: DEAR (Drop Everything and Read) during which time students choose their own reading materials, academic clinics, and RTI needs-specific remediation time.

### **D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.**

Teachers will engage and motivate students in literacy by implementing a variety of instructional and assessment strategies, including, but not exclusive to, comparing and contrasting, text to film, technological presentations and productions, dramatic literary skits, creative fiction writing, group projects and peer collaboration, and personal selection of reading materials. Students may also engage in classroom competitions, personal persuasive speeches, editorial writing, and local writing contests such as the Sassafras Literary Exchange Youth Writing Competition. The use of technology resources will facilitate much of these opportunities and provide students with high interest lessons and activities.

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

### **A. Information developed from the school-based data teams is used to inform RTI process (see Section III. E.)**

Formative and summative assessment data will be used to inform the RTI process. Such data will include baseline testing through AIMSweb and Scholastic Reading Inventory at the beginning of each school year, CRCT test scores from previous years, OAS benchmark testing, Writing to Win assessments, and regular classroom tests, projects, quizzes, and other daily assessments. This data will be reviewed and analyzed on a regular basis to ensure all students are progressing in instruction and achievement to match their educational needs.

### **B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms. (See Sections IV. A & B)**

Tier I intervention will be provided to all students in all grade levels on a daily basis. If fewer than 80% of students are successful in any given area, student data will be examined

to determine areas of greatest need, including decoding, fluency, vocabulary, comprehension, and written expression. Primary diagnostic tools will include AIMSweb, Scholastic Reading Inventory, and Writing to Win rubrics.

Administrators and the academic coach will review lesson plans and conduct literary checklist assessments and walkthrough observations to ensure and adjust best practices in professional literacy instruction. Teachers will participate in ongoing professional literacy development, thus creating a school-wide understanding of assessment data and clearly articulated anticipated levels of mastery.

**C. Tier 2 needs-based interventions are provided for targeted students.**

Tier 2 RTI intervention for targeted students will consist of diagnostic assessments to determine areas of deficiency and appropriate supplemental and intervention strategies. These diagnostic assessments will include such programs as AIMSweb with which student assessment results are recorded and graphed, giving administrators, teachers, and RTI personnel instant graphical representation of data. Interventionists in the form of mentors, ELA teachers, and literacy specialists will provide explicit instruction to struggling students on a regular weekly basis at a ratio no greater than 1:3, with specific and ample time allocated for said interventions, and in a space conducive to focus and learning. These interventionists will be trained according to current CCGPS in literacy and according to best professional practices in regard to research-based literacy strategies and programs.

**D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.**

Tier 3 RTI intervention will expand to include the school system psychologist, ESOL teachers where applicable, interventionist specialists, and a highly developed and explicit learning plan for struggling students in correlation to GaDOE manual and guidelines. Monthly meetings will be conducted to monitor and adjust interventions as necessary with Jasper Middle School

interventions occurring at a 1:1 – 1:3 ratios. Protocols will be established for examining failure to make progress and further diagnostic assessments will be developed to support intervention strategies to ensure learners are able to access the curriculum.

**E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.**

Tier 4 RTI interventions will focus upon specially designed learning for students who cannot access the CCGPS in any other way. Individual education plans (IEP's) will be provided for these students and will be implemented within the least restrictive environment (LRE) for each individual student receiving this level of intervention including co-teach and collaborative classes. Highly qualified and experienced teachers will provide delivery to students with the most significant needs, implementing specialized programs and IEP's while still making connections to the school's mainstream literacy program and CCGPS.

Special education teachers, ESOL teacher, and gifted teachers will participate in professional development opportunities within the school system and through outside agencies through the use of professional learning communities focused on strict alignment of curriculum and instruction to CCGPS.

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

**A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.**

**B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.**

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Teachers new to the school system and to the individual school will receive professional development regarding the system and school literacy plan. Specific focus for new teachers will include instruction on implementing both Writing to Win strategies, Scholastic Reading Inventory assessments, and AIMSweb assessments. In addition, new teachers may be offered professional development in courses such as Reading across the Curriculum and Writing across the Curriculum at North Georgia RESA and other higher educational institutions.

New teachers will be assigned a mentor teacher who is familiar with the implementation of the local literacy program and with implementation of CCGPS literacy standards across the content areas. This mentor will guide the educator in lesson plan development, instructional strategies, assessment methods, differentiation within the classroom setting, and in the use of data to drive instruction and adjustment of instructional practices that support literacy within the classroom.

The school calendar and daily schedule will accommodate protected time for collaborative analysis of the literacy data, examination of student work, and construction of lesson plans on an individual basis and in cross-curricular, content area, and team capacities. All faculty and administrators will participate in ongoing professional literacy development and ongoing professional CCGPS development.

The academic coach will provide professional in-house learning opportunities on a regular basis and across curricular areas in relation to literacy standards, while interventionists will participate in ongoing professional program-specific development. Stakeholders including paraprofessionals, support staff, interventionists, substitute teachers, new teachers, administrators, and all other faculty members will participate in ongoing professional literacy training.

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Administrators, including the academic coach, will monitor and guide implementation through the review of lesson plans, a standardized literacy checklist, informal walkthrough observations, TKES evaluations and walk-throughs as embedded in the evaluation system, and formal literacy observations while providing timely feedback for continuation of or adjustment of curriculum and professionals practices.