

School Profile

Created Tuesday, November 11, 2014

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School Information

System Name:	Baldwin
School or Center Name:	Oak Hill Middle School
System ID	605
School ID	0100

Level of School

Middle (6-8)

Principal

Name:	Linda Ramsey
Position:	Principal
Phone:	478-457-3370
Email:	linda.ramsey@baldwin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Carol Goings
Position:	instructional specialist
Phone:	478-457-3325
Email:	carol.goings@baldwin.k12.ga.us

Grades represented in the building

example pre-k to 6

6 - 8

Number of Teachers in School

79

FTE Enrollment

1122

Grant Assurances

Created Thursday, December 04, 2014

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

-
- Yes
-

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

-
- Yes
-

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

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

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

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

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

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

Created Tuesday, December 02, 2014

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Click on the [General Application Information](#) link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 4

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 4

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

SRCL Required Assessments Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.

Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.

Entertainment, Refreshments, Snacks: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
 - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

- d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

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

Noris Price
Typed Name of Fiscal Agency Head and Position Title

12/2/14
Date

Linda Ramsey
Signature of Applicant's Authorized Agency Head (required)

Linda Ramsey, principal
Typed Name of Applicant's Authorized Agency Head and Position Title

11-19-2014
Date

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

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

NA
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Noris Price

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


Address: 110 North ABC Street

City: Milledgeville, GA Zip: 31061

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

E-mail:

noris.price@baldwin.k12.ga.us


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

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

12/2/14
Date (required)

History and Demographics

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

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

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

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

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

Priorities focus on:

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

Strategic Planning

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

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

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

Current Management Structure

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

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

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

Past Instructional Initiatives

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

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

Literacy Curriculum

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

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

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

Literacy Assessments

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

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

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

Need for a Striving Readers Project

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Experience of the Applicant

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

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

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

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

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

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

The Title IID ARRA Student Literacy Competitive Grant for FY2011 and FY2012 created a model that built capacity for using technology to improve literacy, improve reading and writing scores, provided high quality literacy professional learning opportunities, and increased student technology literacy by providing students opportunities to use digital media tools. Students in one class at each grade level, first through fifth, at one elementary school experienced the benefits of this initiative. Innovative Approaches to Literacy grant activities expanded on the literacy and technology integration skills that were begun throughout the school and the district.

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

Baldwin County Technology Department continues to enhance the level of support for instructional and administrative technology so educators, students, and staff can increase their dependency and technology proficiency to solve problems and make decisions; create charts, graphs, and presentations; and manage information by utilizing the benefits of internet connectivity for digital resources, software resources, media center resources and

file server access for local applications. The technology department follows district purchasing policies and submits requests for bids to ensure the best possible price is sought on all equipment purchases. Inventory controls are placed on equipment and procedures in place to track any grant funded equipment checked out through the media center.

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

All stakeholders involved in this grant project are fully dedicated to innovative teaching and literacy advancements in Baldwin County School District and to the ultimate goal of improving student achievement in literacy across the curriculum and grade levels. Implementation of the Common Core Georgia Performance Standards and the ongoing commitment to AdvancED accreditation standards has deepened this commitment. Baldwin County School District's teachers and administrators are mindful of the need to change the focus from teacher-centered to student-centered instruction, and of the need to utilize a wide variety of resources and universal design for learning tools to engage all our students in authentic learning activities. Our local institution of higher learning, Georgia College & State University, pledges to continue close collaboration

with Baldwin County teachers by participating in the grant program through support of literacy specialists.

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

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

School History

Upon entering Oak Hill Middle School, there is a tangible sense of a shared purpose and direction among the faculty and staff. An environment exists in which teachers and students are consistently encouraged to collaborate, share experiences, and work toward a common goal, which is affirmed during our daily morning greetings and announcements-*Educate to Graduate*. The members of our school stakeholders work toward a shared vision of improving student achievement.

Our administrators:

- Monitor student progress
- Define our mission
- Supervise our curriculum
- Supervise teachers and instructional practices
- Consistently promotes a positive instructional climate

Our administrators have initiated:

- Collaborative leadership when establishing a leadership/literacy committee
- Teacher collaboration by protecting time for teachers to meet and plan together-- including cross curriculum meetings

Demographics

Oak Hill Middle School has 1123 students with 351 sixth graders, 373 seventh graders, 399 eighth graders. There is a 1:28 student:teacher ratio with 49% male and 51% female students. Our school population is comprised of 69% African American, 25% Caucasian, 1% Hispanic and 3% Multiracial. Although 80% of the student population is eligible for free/reduced lunch, all students eat free.

Leadership Style - OHMS teachers are engaged in continuous efforts to improve the school through the implementation of PBIS, leadership development, and the Literacy Team.

School History

Oak Hill Middle School is located in historic Milledgeville, Georgia which serves as Baldwin County's seat. Baldwin County is located in the geographic center of Georgia and is the 44th most populated county in Georgia out of 159 counties. The school opened its doors in 2000 combining two middle schools into one. Demographics released with the 2012 census records indicate that 26% of Baldwin County families with children under the age of 18 live below the poverty level.

Oak Hill Middle School (OHMS) was on the *Needs Improvement list* for 7 years. In 2009, after making *Adequate Yearly Progress* for two consecutive years, the Georgia State Board of Education removed Oak Hill from the *Needs Improvement list*. In 2010, Oak Hill Middle School made *Adequate Yearly Progress* for the third year. The Georgia Leadership Institute for School Improvement categorized Oak Hill as a *Turnaround School* and was identified as a *Title I Distinguished School* for the 2010-2011 school year.

The School Instructional Leadership Team (SILT) is composed of the Principal, Assistant Principals, Instructional Facilitator, Counselors, Media Specialist, SPED Lead Teacher. PEC/6th, 7th, 8th, Exploratory and 6th, 7th & 8th, Team Leaders, The Leadership Team meets twice monthly.

OHMS MISSION:

The mission of Oak Hill Middle School is to provide a positive learning environment in which to empower each student to achieve his/her highest potential.

Oak Hill Middle School's plan is organized around:

Curriculum & Instruction

- Higher expectations and instruction
- Differentiated instruction and student engagement
- Expanding the arts (exploratory/connections classes)

Personalization / Student Relations

- Early intervention for personal and social needs of students
- Interest-based clubs & activities / Opportunities for adults to build relationships with students
- After-school programs
- More student choice and responsibility
- Enhancement of school image and pride

Parent Involvement / Communication

Developing better methods of communication among teachers, parents and students, is a priority at OHMS. The school leaders currently communicate news and information with parents primarily through phone messages (using an electronic notification system), written take-home notices, and parent meetings. More avenues and guidelines for parent involvement and participation are needed. We would especially like to increase access to *PowerSchool Parent Portal* and a designated cloud-based collaborative learning management system.

Past Instructional Initiatives

Program	Population Target	Skill Area/s	Result
Drop Everything and Read (DEAR)	6-8 Grade	Reading	Reading Scores Improved
AM/PM Scholar	6-8 Grade	All Academic Classes	Improved Academic Averages
Classroom Library	6-8 Grade	Reading Supplemental Skills	Improved Academic Grade
Differentiated Instruction	6-8 Grade	All Content Areas	Math and Reading CRCT Scores Improved

Current Instructional Practices

Program	Population Target	Skill Area/s	Result
SMART Goals	6-8 Grade	All Content Areas	Improved CRCT Scores
Youth Enrichment Services (YES Program)	6-8 Grade	All Content Areas	Improved CRCT Scores and Academic Grades
Reading and Writing Across the Curriculum	6-8 Grade	Reading/Language Arts	Improved CRCT Scores
Standards Based Classrooms	6-8 Grade	All Content Areas	Improved CRCT Scores
Collaborative Planning and Teaching	6-8 Grade	All Content Areas	Improved CRCT Scores
Extended Learning	6-8 Grade	All Content Areas	Improved CRCT Scores and Academic Grades

Vertical Collaboration by Content	6-8 Grade	All Content Areas	Improved CRCT Scores
School Improvement Planning and Revising	6-8 Grade	All Content Areas	Improved CRCT Scores

Professional Learning Needs

Professional Learning is an integral part of Oak Hill Middle School’s ongoing plan to improve student achievement. The Professional Learning at Oak Hill directly supports the School Improvement plan. The plan is designed with the input of school administrators and teachers. The School Improvement plan addresses the goals and objectives set by the school.

To establish the Professional Learning (PL) needs of teachers, surveys were administered and results analyzed. Among teachers surveyed, 85% indicated that students struggle with basic reading sub-skills such as decoding and reading fluency. Ninety-three percent of teachers responded that students struggled with applying reading strategies. Ninety-three percent of teachers indicated they would welcome Professional Learning related to teaching reading in their content area and 96% would welcome PL in teaching writing in content.

Areas of critical need:

- Professional Learning on how to implement effective teaching strategies related to improving literacy in all subject areas, as well as integrating reading of nonfiction text across the curriculum.
- Training to implement writing with fidelity across the curriculum.
- Training on how to use the digital library of the state to support instruction
- Intense training on the effective implementation of the RTI process.
- Training on how to collect, analyze and effectively use, the data gathered from the RTI model.

Need for a Striving Readers Project

Oak Hill Middle School has a poverty rate of 80%. Many of our classrooms are presently using outdated resources and share technology resources. Our students need access to research-based curricula, technology, and other materials in order to develop literacy skills. Our hope is to prepare our students to collaborate and compete with peers around the world. Students at Oak Hill Middle School are entitled to the same seven rights that the IRA (International Reading Association) claims for all students:

- Teachers who skillfully use ICT's (Information Communication Technology) for teaching and learning
- Peers who use ICR responsibly and share knowledge
- Literacy curriculum that offers the opportunity to collaborate with peers around the world
- Instruction that embeds critical and culturally sensitive thinking into practice
- Standards Assessment that includes new literacy
- Leaders and policy makers who are committed advocates of ICT for teaching and learning
- Equal access to ICT

In order for OHMS teachers to be prepared to instruct students effectively in the 21st century, they must be afforded professional learning opportunities in the use of technology for the purpose of promoting literacy. (The choice of software should support the Common Core.) Training in assessment and data analysis would be an important component of training, followed by differentiation strategies based on literacy needs, (i.e., interventions and remediation, as well as enrichment.) Subsequent to professional learning, consistent implementation of the recommended strategies should be monitored so that learning will result in classroom application and ultimately be reflected in student performance and achievement.

a. Description of the Needs Assessment Process

OHMS bi-monthly leadership meetings are held to review the school improvement plan and its impact on student achievement. Teachers at OHMS met within their collaborative planning team and completed a needs analysis survey. Teacher and student survey instruments were also used to assess need. They were adapted from several online sources by Kathy Adams, Literacy Team member, and reflected the school's literacy concerns. As a result of the needs assessment, professional learning needs became evident, and explicit instructional strategies were indicated. In order to better prepare our students for success, OHMS teachers will improve their skills through professional learning and through the acquisition of print and non-print resources and materials.

b. Types of Needs Assessment Surveys Utilized

Surveys were used to gather data. The Needs assessment provided by the state was used by the committee members. After completion, the results were prioritized according to needs and a survey was created. Academic staff was included in the survey specifically asking teachers what they have and what they need in professional learning, curriculum resources, and technology resources in respect to literacy. The third survey was filled out by students. This survey was used to collect student information about literacy.

Only 15 % of OHMS faculty and staff feel they are confident in their ability to address the needs of the struggling reader. Ninety-three percent of the staff of OHMS feel more professional learning is needed for literacy/writing instruction.

The *Student Literacy Survey* indicated:

- 30% of students rarely or never read outside of school
- 36% of students have ten or fewer books in the home
- 32% of students perceive textbooks difficult to read
- 42% of students rarely write in a meaningful way outside of school
- 75% of those students who do write outside of school, limit their writing to the application of social media

Data may not always be used effectively, consistently, and with fidelity at OHMS. It is believed that with focused professional learning, teachers will become more proficient and consistent with using data to guide instruction.

c. Root Causes and Areas of Concern From Needs Assessment

OHMS students are not prepared adequately for the rigor of Common Core Georgia Performance Standards (CCGPS). Content area teachers have not been adequately trained in literacy strategies. "The Why" document states, "In an increasingly competitive global economy, the need for students to have strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and career-ready opportunities. This will require teachers to learn

to teach in ways that promote higher order critical thinking skills. The chart below shows what changes teachers feel are needed in order to prepare our students for a global world.

Root Causes
More professional learning is needed for teachers on how to teach literacy strategies including foundational skills.
Previous professional learning has been fragmented and lacked continuity and instructional focus
Lack of non-fiction leveled texts in content area classes
No literacy program/plan
Collaboration among content area teachers exists, but has not progressed beyond the emergent level. More guidance is needed
The process of collecting and analyzing data from assessments for use in the RTI process lacks understanding
Writing across the curriculum must be established in all content areas not specifically ELA
Parent/family contact could be improved
There is a disconnect between teachers and administrators on what differentiated instruction looks like.
Lack of the importance of literacy awareness within the community

The needs assessment surveys indicate that OHMS must continue the initiatives that have begun, collaborative planning with protected time, administering assessments-pre, post, formative, analyzing assessment data, writing and reading in all content areas, using researched best practices and effective teaching strategies, vertical alignment meetings, and remediation/interventions built into the schedule.

DEEP Analysis

d. Inclusion of Content and Ancillary Teachers

All teachers including media, paraprofessionals, content teachers, special education teachers, ESOL teacher, and administrators were asked to complete the survey. Only 35% of Oak Hill Middle School faculty and staff completed the survey.

e. Specific Age, Grade Levels, and Content Areas in Which Concerns Originate

CRCT results for grades 6th, 7th, and 8th indicate that although the reading scores continue to improve, the science and social studies content areas improved only slightly or not at all. The gap between reading and these two content areas is a concern.

GRADE	Reading 2014 DNM	Science 2014 DNM	Social Studies 2013 DNM
6th	4%	32%	32%
7th	6%	17%	28%
8th	5%	34%	30%

Using this data, it is evident that Oak Hill Middle School’s area of concern is our students’ weakness in reading and comprehending nonfiction and informative texts.

At present Scholastic Reading Inventory (SRI) is the only diagnostic tool used for evaluation of students’ overall literacy skills. Using additional diagnostic assessments would help OHMS teachers identify our students’ knowledge of a subject, their skill sets and capabilities. Knowing the students’ strengths and weaknesses can help OHMS teachers better plan what to teach and how to teach it.

f. Areas of Concerns, “The WHAT”

Steps OHMS has taken to address the problems:

Organized a Literacy Team

Monitored pre, post, formative and summative assessments and the analysis of data from these assessments as a continual part of the teaching/learning process.

Began writing across the curriculum in the social studies content.

Begun incorporating more non-fiction, informational text in the science content.

Developed units of study from CCGPS using the protocol that addresses best practices, assessments (pre, post, formative, summative), vocabulary, and literacy (reading and writing).

Collaborative planning is scheduled and protected.

Transitional meetings-included the bridge of eighth grade to ninth grade and fifth grade to sixth grade have been initiated and guidelines set for discussions and follow ups.

Sixty-five minute blocks for content and a 45 minute remediation/intervention is embedded in the school schedule.

Proposed steps to address problem:

Provide explicit ongoing professional learning tailored to specific needs (based on data) with structured follow up and reflections in these areas: (The Why p. 37)

Literacy support for all content area teachers.

A more comprehensive approach to teaching literacy skills is needed. Teach teachers research based best practices. Strategies learned should be aligned with CCGPS.

Use of informational text

Critical writing instruction in all subject areas using rubrics as a tool.

Use text complexity as a guide to selecting materials.

Incorporate short research projects into all content areas.

Use a variety of strategies to navigate content specific text.

Assessments-ongoing formative and summative assessments

How to organize data

How to interpret data

Differentiated instruction (tiered tasks, best practices)

How to teach academic vocabulary

Strategies to use with ELL, SWD, gifted students

Provide guidelines for communicating with parents, families, and the community in a meaningful way.

Purchase materials/resources and professional learning that will allow the implementation of the Oak Hill Middle School Striving Readers Comprehensive Literacy Grant.

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Building Block 1. Engaged Leadership (The Why 6, 26, 31, 37, 43, 44, 58, 66, 69, 83, 157); (The What pp. 3-6, 7, 10); (The How pp. 20-28)

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

Planning: The administrator will:

1. Participate in professional learning in literacy with the faculty (such as state webinars and face-to-face sessions) (The What p. 5A1) in order to support classroom instruction. (The Why pp. 26, 31, 37, 43, 44); (The What pp. 3, 4A3); (The How p. 20); (The Culture of Literacy pg. 7)
2. Provide professional learning organized to engage all teachers in ongoing, high quality, job embedded sustained collaborative learning (The Why pg. 141)
3. Schedule regular literacy observations to monitor the use of literacy and instructional strategies in each content area as well as student engagement and learning. (The What p. 3A4)
4. Schedule protected time for literacy and teacher collaboration. (The What p. 3A5; The How pg. 20)
5. Schedule and protect time for the Literacy Leadership Team to meet and plan (The How pg. 21)

Implementing: The administrator will:

1. Provide professional learning based on student data and teacher needs. (The Why pp. 26, 69, 83, 154-155; (The How A20)
2. Conduct Literacy walkthroughs or delegate someone to monitor the use of literacy strategies, student engagement and learning. (The What p. 3A4)
3. 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. (The Why p. 157; The How p. 20)
4. Provide time and support for staff to participate in job-embedded professional learning. This would include coaching (if available), peer-mentoring, learning communities, grade-level meetings focused on student work, etc. (The Why 37 and 140; The How p. 20)

Expanding: The administrator will:

Continue to analyze data and adjust professional learning ensuring continued excellence in professional learning accordingly. (The How p. 20)

Sustaining: The administrator will:

1. Provide opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and strategies. (The Why p. 157)
2. Develop a pipeline of leaders by identifying and training leaders for succession. (The How pg. 20)

Building Block 1. Engaged Leadership

B. Action: Organize a Literacy Leadership Team (The Why p. 143); (The What p. 1); (The How p. 21)

Planning: The administrator will:

1. Organize a school literacy leadership team consisting of: (The What 5B1; The How pg. 21; The Why pg. 148; The Culture of Literacy pg. 8)
 - faculty (administrators, content specific teachers, special education teachers, gifted teachers, ESOL teachers, media specialist, instructional coaches, intervention/reading specialist)

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- stakeholders (students, community leaders, and parents)
2. Meet regularly and provide substantive direction for the school and community
 3. Provide the necessary support to ensure that the literacy leadership team has the time to analyze and use universal screening data to prioritize recommendations and goals for improvement (The What pg. 5B3; The How pg. 21)

Planning: The literacy leadership team led by the administrator will:

1. Will create a shared literacy vision for the school and community that is aligned to the state's literacy plan. (The How pg. 21; The Why pg. 148; The What 1B5)
2. Evaluate current practices in all classrooms using an observation tool to determine strengths and needs for improvement in literacy instruction. (The How pg. 21; The What 1B5; The Why Section 2 pg. 41)
3. Determine what additional data is needed to inform future pathways (The How Pg. 21; The What 1B5; The Why Section 2 pg. 41)
4. Inform stakeholders of their roles on the literacy leadership team (The How pg. 21; 1B5)

Implementing: The Literacy Leadership Team led by the administrator will:

1. Prioritize identified students to be targeted for intervention or support. (The How pg. 21)
2. Ensure the use of research-based practices aligned with CCGPS. (The Why 43,44, 65,66); (The How p.22); (The What 1B5)
3. Convene literacy leadership team with all stakeholders and ensure that all members understand their roles on the team (The How pg. 21; The What 1B5)
4. Provide an outline of community literacy resources for families of adolescents via different media formats, electronic notification, printed take-home notices and on/off site literacy workshops (The How pg. 21; 1B5)

Expanding: The Literacy Team led by the administrator will:

1. Use student achievement data to guide professional learning and support for teachers (The How pg. 21; 1B5)
2. Share student achievement gains with parents and the local community through open houses, community literacy workshops and trainings, progress reports, diverse media formats, display of student work, PTO's, parent/teacher/student conferences, and school website. (The How p. 21; 1B5)
3. Update the School Improvement Plan's goals, objectives, and actions according to student achievement results. (The How p. 21)

Sustaining: The Literacy Team led by the administrator will:

1. Continue to analyze formative and summative student assessment results and improve literacy goals based on the CCGPS. (The How p. 21; 1B5)
2. Remain focused on the goals and objectives of the School Improvement Plan to keep staff informed, motivated, productive, and centered on student achievement. (The How p. 21; 1B5)
3. Define priorities and allocate needed resources to sustain them over a five year period. (The How p. 21; The Why Section 7 pg. 140)
4. Maintain strong relationship with Partners in Education organizations (The How pg. 21; 1B5)
5. Build and maintain relationships with local colleges and universities to sustain professional learning
6. Visit other schools that have successfully improved student achievement (The How pg. 21; 1B5)
7. Use of virtual library (Galileo) to remain informed of current research-based literacy instruction (1B5)

Building Block 1. Engaged Leadership

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

Planning:

1. Provide protected and dedicated time to tiered literacy instruction based on needs. (The Why p. 58, 67); (The What pp.5c1, 6c2, 10c1,2); (The How p.22); (The Culture of Literacy pg. 9)
2. Evaluate and restructure the Extended Learning Time (The How 22; The Culture of Literacy pg. 7)
 - tiered literacy instruction based on needs of students
 - Quarterly rotation of all students based on needs
 - Design a curriculum that is transferrable and transportable across curriculum and grade levels
2. Study scheduling options to include building intervention into the school schedule for each day. (The What p. 6Cwww3); (The How p. 23)
3. Protect time for collaborative planning teams within and across content areas. (The What p. 6c5); (The How p. 23)
4. Identify and eliminate inefficient use of student and faculty time within the schedule. (The What p. 6C6); (The How p. 23)
 - Maximize the use of the Extended Learning Time
5. Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas. (The What p. 6C4, p. 10 C3; The How p. 23)

Implementing:

1. Ensure that teams meet for collaborative planning and examining student data/work during scheduled time by attending and participating. (The What p.3 A 5); (The How p.22)
2. Maximize the use of scheduled times for collaborative meetings by facilitating prepared agendas and minute summaries of all meetings. (The What pp. 62; 6C3, 10 C2); (The How p. 23)
3. Use protocols to examine student work #studentworkwebsite. (The How p.23)
4. Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule such as:
http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx (The What p.6C6; The How p. 23)

Expanding:

1. Maximize use of instructional time by identifying effective strategies for differentiated instruction, student engagement, and teaching key areas of writing and literacy instruction. (TheHow p. 22)
2. Use peer observations as an instrument of lesson analysis in collaboration with other team members. (The How p. 23)

Sustaining:

1. Use technology to provide professional learning to all teachers. (The How p.22)
2. Share professional learning at team meetings (agenda). (The How p. 22)
3. Encourage teachers to share stories of success with the community online and in newsletters. (The How p. 23)
4. Use minutes from collaborative team meeting and data to showcase student and content area successes.

Building Block 1. Engaged 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

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Planning:

1. Survey strengths and needs for improvement by evaluating the school culture and current practices using an instrument such as the Literacy Instruction Checklist. (The What 5B3); (The How p. 24)
2. Plan for targeted sustained professional learning for the staff on literacy strategies and deep content knowledge. (The Why pp 26, 37, 43, 44, 65, 66, 141);(The What p. 6D1); (The How p. 24)
3. Identify and prioritize a list of students to be targeted for intervention and support (The How pg. 24)
4. Select or develop a walk-through observation tool to ensure constancy of effective instructional practices (The How pg. 25; The What pg. 6)

Implementing:

1. Utilize all staff to support literacy instruction. (The How p. 25)
2. Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e. electronic newsletters, Twitter, Facebook) (The How p. 25)

Expanding:

1. Provide English language services that extend beyond the classroom. (The How p. 24)
2. Use technology to assist in incorporating culturally and linguistically appropriate two way communications with parents and stakeholders. (The How p. 25)

Sustaining:

1. Utilize social media to communicate and promote the goals of literacy across the curriculum. (The How p. 24)
2. Keep the focus on literacy development even when faced with competing initiatives. All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, wikis, social media). (The How p. 24)
3. Provide websites for literacy support (The How pg. 24)

Building Block 1. Engaged Leadership

E. Action: Optimize literacy instruction across all content areas (The Why pp. 26, 37, 47-50, 65, 66); (The What p. 6); (The How p. 26)

Planning:

1. Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (The Why p. 38); (The How p.26)
2. Ensure that teachers adopt a common, systematic procedure for teaching academic vocabulary in all subjects. (The Why p. 26, 65, 66); (The What p. 6E2); (The How p. 26)
3. Ensure that teachers participate in professional learning on: (The What p.6 E4 a-fii); (The How p. 26)
 - using literary text in content areas (The What, p. 6 E4a)
 - using informational text in ELA (The What p. 6 4b); (The Why pp. 65, 66)
 - using grade appropriate text (text complexity) (The What 4d, e); (The Why pp. 47,49, 50)
 - writing integration in each content area including ELA-school-wide writing rubric (The What p. 6 c); (The Why pp. 37, 43-46, 49)
 - guiding students to conduct short research projects that use several sources (The What p. 6, 4fi)
 - teaching students to identify and navigate text structures most common to a particular content area (e.g., social studies, science, cause and effect, problem, solution); (The What p. 6, 4fii) (The Why pp 37, 47, 49, 50)
4. Writing instruction (narrative, opinion, and informational) in all subject areas (The How p. 27)

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Implementing:

1. Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS. (The Why pp. 132, 133); (The How p. 26)
2. Require the teaching of academic vocabulary in all subjects using a systematic process. (The Why p. 26); (The How p. 26)
3. Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS. (The Why p. 27); (The How p. 26)
4. Ensure that writing is an integral part of every class every day. (The Why 43, 44); (The What p. 6E3); (The How p. 26)
5. Ensure teachers provide meaningful opportunities for students to write, speak, and listen. (The Why pp. 38, 126)

Expanding:

1. Identify skills or knowledge that need to be strengthened in the future for students to reach standards proficiency. (The Why p. 99); (The How p. 26)
2. Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, making inferences, and use of graphic organizers). (The Why, pp. 41-43, p. 55) (The How p. 26)
3. Share ways for teachers to guide students to focus on their own improvement. (The Why p. 52) (The How p. 26)
4. Monitor literacy instruction across the curriculum through: (The Why p. 134); (The How p. 26)
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples

Sustaining:

1. 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 and newsletters. (The Why p. 150); (The How p. 26)
2. Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, captions, word problems, emails, ads, instructions, etc.) (The Why p. 66); (The How p. 26)
3. Differentiate literacy assignments by offering student choice. (The Why p. 59); (The How p. 26)
4. Celebrate and publish good student writing libraries, 8th Grade Poetry Review) (The How p. 26)
5. Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy. (The Why p. 160); (The How p. 27)

Building Block 1. Engaged Leadership

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:

1. Ensure that social media is utilized to communicate and promote the goals of literacy throughout the community.
2. Ensure that academic successes are celebrated through traditional and online media.
3. Invite community members; parents, government officials, and/or business leaders to participate in developing and achieving literacy goals. (The Why p. 144); (The What p. 7F1)

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Implementing:

1. Convene meetings of the Literacy Leadership team at scheduled times. (The Why p. 96); (The How p. 28)
2. Develop an agenda for each meeting to promote cooperation and communication among participants and the school. (The How p. 28)

Expanding:

1. Actively support teachers in their efforts in schools. (The How p. 28)
2. Utilize social media to communicate and promote the goals of literacy throughout the community at large. (The What p. 7F3); (The How p. 28)
3. Participate in literacy workshops/trainings in the community (The How pg. 28)

Sustaining:

1. Celebrate academic successes publically through traditional and online media. (The What p. 7F4); (The How p. 28)
2. Continue to focus proactively on broad issues that may prevent students from learning. (The How p. 28)
3. Participate in the community-wide literacy fair
4. Promote successes in local newspaper's educational supplements
5. Use social media to promote goals of literacy and celebrate successes (The What pg. 7)
6. Ask local businesses and *Partners in Education* to help heighten and promote literacy awareness (The How pg. 28; The Why Section 1 pg. 28)

Building Block 2: Continuity of Instruction (The Why 96, 157); (The What pp. 7, 8); (The How pp. 29-33)

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

Planning:

1. Establishes an expectation of shared responsibility for literacy across the curriculum. (The How p. 29)
2. Establish cross-disciplinary teams for literacy instruction. (The What p. 7A1)
 - Establish protocols for team meetings (The What p. 7A2) <http://www.lasw.org/methods.html>
 - Schedule time for teams to meet for regular collaboration and examination of student data/work. (the What p. 7A3)
 - Identify team roles, protocols and expectations. (The What p. 7A4)
 - Research the components of the professional learning community model www.allthingsplc.info (The What p. 7 A5)
 - Identify specific student achievement goals aligned with grade level expectations to be shared by teachers in all subject. (The What p. 7 A6)
3. Plan and implement lessons that address the literacy needs of students. (The How p.29)

Implementing:

1. Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work (The How p. 29)
2. Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible. (The How p. 29)

Expanding:

Research effective strategies for differentiating instruction, promoting active engagement and teaching key areas of literacy and writing instruction. (The How p. 29)

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Sustaining:

Share professional learning online and at team and staff meetings. (The How p. 29)

Building Block 2: Continuity of Instruction

B. Action: Support teachers in providing literacy instruction across the curriculum (The Why 32, 37, 42-46); (The What p. 7); (The How pp. 30, 31)

Planning:

1. Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction. (The Why p. 43-46); (The How p. 31)
2. All types of literacy are infused into all content areas throughout the day (e.g. Print, non-print, online).
3. Teach academic vocabulary in all subject areas using a commonly adopted systematic procedure. (The How p. 30)
4. Coach, model, co-teach, observe, and give feedback to fellow teachers on the use of literacy strategies in the classroom. (The What p. 7 B2); (The How p. 30)
5. Discuss ways to infuse literacy throughout the day including the use of technology. (The What p. 7B4)

Implementing:

1. Use research-based strategies and appropriate resources to support student learning of the CCGPS.
(The Why 37, 43-46); (The How p. 30)
2. Implement appropriate strategies to help ELL meet English language proficiency standards. (The Why p. 32, 37); (The How p. 30)
3. Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. (The What p. 7B3); (The How p. 31)

Expanding:

1. Integrate comprehension strategies into instruction in all subject areas (i.e., self questioning, summarizing, predicting, make inferences, and use of graphic organizers). (The How p. 30)
2. Monitor the use of instructional strategies to improve literacy through walkthroughs and observations. (The How p. 30)
3. Provide opportunities for reading genres that improve fluency, confidence and understanding (The How p. 30)
4. Guide students to focus on their own improvement. (The How p. 30)

Sustaining:

1. Stay abreast of effective strategies for literacy instruction. (The How p. 30)
2. 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. (The How p. 30)
 - for types of writing across the content areas (e.g., songs, manuals, captions, word problems, e- Mails, ads, and instructions) (The How p. 30)
3. Differentiate assignments by offering student choice. (The How p. 30)
4. Plan Family Nights that engage parents in activities that demonstrate the importance of literacy proficiency. (The How p. 31)

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Building Block 2: Continuity of Instruction

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community (The Why p. 96); (The What p. 7C1, 8C3, 8C4); (The How p. 32, 33)

Planning:

1. Utilize all staff to support literacy instruction. (The How p. 33)
2. Incorporate technology to more creatively and effectively support stakeholder engagement (e.g. electronic newsletter). (The What p. 8C4); (The How p. 33)
3. Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need. (The How p. 32)
4. Consider various models of coordinating "wrap-around" services (i.e., community Schools (The What p. 7C1); (The How p. 32)

Implementing:

1. Design and implement infrastructure to provide guidance and support for students and families. (The How p. 32)
2. Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders. (The What p. 8C3); (The How p. 33)
3. Establish a means of continual communication.

Expanding:

1. Provide English Language Services that extend beyond the classroom. (The How p. 33)
2. Provide for professional learning and resources that support literacy learning in outside organizations. (The How p. 32)

Sustaining

1. Keep focus on literacy development even when faced with competing initiatives (The How p. 32)
2. Pursue additional funding sources for specialized literacy staff and materials. (The How p. 32)

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Building Block 3. Ongoing formative and summative assessments (The Why p. 150); (The What p. 8, 9); (The How pp. 34-39)

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:

1. Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students (The Why p. 97-104); (The What p.8A1); (The How p.34)
2. Ensure that teachers understand the purpose for and use formative assessment and how it differs from summative assessment. (The Why pp. 97, 98)
3. Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based).
4. Locate or develop common mid-course assessments to be used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, and essay). (The What p. 8A2)
5. Provide assessment measures to identify struggling learners as well as high achieving/advanced learners who would benefit from enrichment activities.
6. Identify and purchase assessment and intervention materials aligned with students' needs. (The What p. 8A3)
7. Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible. (The What p. 8A5)
8. Make a data collection plan for storing, analyzing, and disseminating assessment results. (The Why p. 121); (The What 8A4)

Implementing:

1. Administer assessments and input and analyze data according to the established timeline. (The Why p. 99); (The How p. 34)
2. Provide timely descriptive feedback to students with opportunities to assess their own learning (i.e., graphing their progress.) (The Why p. 100, 120); (The How p. 34)
2. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms. (The Why p. 121); (The How p. 34)
3. Use screening, progress monitoring, and curriculum-based assessments to inform RTI decision-making and to influence instructional design. (The Why pp. 104, 105); (The How p. 34)
4. Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results. (The How p. 3)

Expanding:

1. Designate an interventionist/reading specialist to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one. (The How p. 34)
2. Analyze student data in teacher teams to develop and adjust instructional plans. (The Why p. 98); (The How p. 34)
3. Use technology to share relevant student progress data with parents/families in an easily interpreted user-friendly format. (The How p. 34)

Sustaining:

1. Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify

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readiness levels of all students. (The Why p. 102); (The How p. 34)

2. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based). (The How p. 34)
3. Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities. (The How p. 34)
4. Continue to purchase assessment and intervention materials aligned with students' needs. (The Why, p. 100); (The How p. 34)
5. Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording. (The Why p. 150) (The How p. 34)

Building Block 3. Ongoing formative and summative assessments

B. Action: Use universal screening and progress monitoring for formative assessment (The Why pp. 37, 83, 84, 91, 94, 99, 100, 102, 103, 141, 152) (The What pp. 8, 9); (The How pp. 34-19)

Planning:

1. Identify literacy skills needed to master CCGPS in each content area. (The Why pp.83,84, 98) (The How p. 36)
2. Research and select effective universal screening tool to measure literacy competencies for all students across the curriculum. (The Why pp 99, 100, 102, 103, 122); (The What p. 8B1) (The How p. 36)
3. Select or develop school-or system-wide classroom-based formative assessments to assess efficacy of classroom instruction. (The Why p. 98); (The What p. 8 B2); (The How p. 36)
4. Include assessment measure to identify high achieving/advanced learners who would benefit from advanced coursework. (The Why p. 91-94); (The What p. 8 B7) (The How p. 36)
5. Identify literacy skills needed to master CCGPS in each content area. (The Why pp.83,84) (The How p. 36)

Implementing:

1. Develop an assessment calendar to include universal screenings and progress monitoring (general outcome and classroom based), designating persons responsible. (The What p. 8 B6) (The How p. 36)
2. Provide timely descriptive feedback to students with opportunities to assess their own learning (i.e., graphing their progress.) (The Why p. 100, 120); (The How p. 36)

Expanding:

1. Analyze student data in teacher teams to develop and adjust instructional plans. (The Why p. 37, 93); (The What p.8B3); (The How p. 36)
2. Use technology to share relevant student progress data (such as Lexiles) with parents/families in an easily interpreted use-friendly format. (The Why pp. 96, p. 121, 152-154); (The What p. 8B4); (The How p. 36)

Sustaining:

1. Provide continued professional learning to staff members who administer assessments to maintain use of standardized procedures and accurate data recording. (The Why p. 141);(The What p.8B5) (The How p. 36)
2. Make data-driven budget decisions aligned with literacy priority. (The How p. 36)

Building Block 3. Ongoing formative and summative assessments

C. Action: Use diagnostic assessment to analyze problems found in literacy screening (The Why pp. 53, 56, 57, 95); (The What p. 8, 9)

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Planning:

1. Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment. (The What p. 9) (The How p. 37)
2. Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards. (The Why p. 95); (The What p. 9 A2); (The How p. 37)
3. Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach. (The What p. 9 A3); (The How p. 37)

Implementing:

1. Use results of the diagnostics for student placement within an intervention and to adjust instruction. (The Why p. 95); (The How p. 37)
2. 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; support students whose disabilities may preclude them from acquiring information through reading). (The Why pp. 53,56,57); (The How p. 37)

Expanding:

1. Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals. (The Why p. 96); (The How p. 37)
2. Use technology to share relevant student progress data with families in an easily interpreted format. (The Why p. 143); (The How p. 37)

Sustaining:

Recognize/celebrate individual student's improvements toward reaching literacy goals. (The How p. 37)

Building Block 3. Ongoing formative and summative assessments

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress (The Why pp. 97, 98, 133); (The What p. 8, 9)

Planning:

1. Evaluate the capacity of technology infrastructure to support test administration and disseminate results. (The Why p. 121); (The How p. 37)
2. Analyze previous year's outcome assessments (*Georgia Milestones EOG, GAA, and ACCESS*) to determine broad student needs and serve as a baseline for improvement: (The What p. 9 D); (The How pp. 37,38)
3. Identify common mid-course assessments (i.e., end-of-unit/chapter tests) that are used to measure progress toward standards. (The Why, p. 98); (The How p. 38)
4. Study how disciplinary standards are assessed on state and local tests. (The Why, p. 98); (The How p. 38)
5. Analyze assessment data to identify teachers who need support. (The Why p. 154,163); (The How p. 38)

Implementing:

1. Administer summative assessments at scheduled intervals. (The Why p. 97, 98, 133); (The How p. 38)
2. Include specific times on the school calendar for analyzing summative assessment data. (The Why p. 96); (The How p. 38)
3. Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed. (The What p. 9D3); (The How p. 38)
4. Upgrade technology infrastructure, if necessary, to support administration of assessments and the dissemination of results. (The Why p. 120); (The How pp. 37 & 38)

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Expanding:

1. Disaggregate data to ensure the progress of subgroups. (The What p. 9 D4); (The How p. 38)
2. Apply protocols for looking at student assessments and evaluating student progress. (The Why p. 67); (The How p. 38)
3. Share and analyze student work samples as a way to inform instruction during collaborative planning. (The Why, p. 67); (The How p. 38)
4. Plan lessons, re-teaching, and intervention activities that target areas of need. (The Why p. 38, 100); (The How p. 38)
5. Use online training options to offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses. (The How p. 38)

Sustaining:

Based on analysis of summative assessment data:

Evaluate the effectiveness of programs and policies.

Refine school improvement goals.

Ensure that students are appropriately placed in specific programs.

Use the school or classroom websites to recognize/celebrate individual student's improvements attaining designated standards of achievement.

(The How pp. 37 & 38)

Building Block 3. Ongoing formative and summative assessments

E.Action: Develop a clearly articulated strategy for using data to improve teaching and learning (The Why 96-98, 122, 133, 150); (The What p. 8); (The How 38, 39)

Planning:

1. Identify participants for data teams for specific grade bands. (The Why p. 126); (The How p. 38 & 39)
2. Define roles and responsibilities for team members for general education teachers and teachers of students with special needs (SWD, EL, and gifted). (The How p. 39)
3. Schedule collaborative planning time for data meetings once a month. (The Why p. 96) (The How p. 39)
4. Establish protocols for team meetings. <http://www.lasw.org/methods.html> (The What p.9E4); (The How p. 39)
5. Develop a protocol for making decisions to identify the instructional needs of students (The What p.9 E1); (The How p. 39)
6. Develop a data storage and retrieval system. (The What p.9E2); (The How p. 39)
7. Develop procedures and expectations for staff to review and analyze assessment results. (The What p.9E3); (The How p. 39)

Implementing:

1. Teach the data meeting protocol to the data team members. (The How p. 39)
2. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional similarities. (The Why p. 122); (The How p. 39)
3. Implement protocol with fidelity. ; (The How p. 39)
4. Use online options to provide teachers with the training and time to analyze the data to determine the need for intervention. (The Why p. 150); (The How p. 39)

Expanding:

Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers. (The How p. 39)

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Sustaining:

1. Use online option to train new members of the meetings in expectations and function of established protocols. (The Why p. 150); (The How p. 39)
2. Continue to build collaborative data meetings into the monthly calendar. (The How pp. 38 & 39)
3. Ensure that the data storage and retrieval system is effective and efficient. (The How p. 39)

Building Block 4. Best Practices in Literacy Instruction (The Why pp. 44-69), (The What pp. 9-10); (The How pp. 40-42)

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

Planning:

1. Research and select/create 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. (The What p. 9A1); (The How p. 40)
2. Examine student data to identify areas of instruction with greatest needs (i.e., vocabulary, comprehension) (The How p. 40), (The What p. 9A2)
3. Compile and examine classroom observation data (e.g., Literacy Instruction Checklist) using a checklist to gauge current practices in literacy instruction. (The What p. 10A3), (The How p. 40),
4. Allocate which aspects of literacy instruction will be provided to students in each subject area. (The Why p. 49, 66); (The What p. 10A5), (The How p. 40)
5. Plan and provide professional learning on using data to guide and inform instructional decisions and explicit instruction. (The Why pp. 41, 42, 66); (The What p. 10 A6a), (The How p. 40)
6. Plan and provide professional learning on explicit instruction of literacy strategies. (The Why pp. 41, 42, 66); (The What p. 10 A6b-f), (The How p. 40)
6. Plan and provide professional learning on differentiated instructional options for literacy assignments. (The Why p. 140); (The What p. 10A6g), (The How p. 40)

Implementing:

1. Provide training to all pertinent staff in the use of the core program. (The Why pp 31. 50. 69,83) ; (The What p. 9A1), (The How p. 40)
2. Provide professional learning on the tenets of explicit instruction: (The What p. 10A6 a-g), (The How p. 40)
 - Use of data to inform instructional decisions and explicit teaching.(a)
 - Selection of appropriate text for strategy instruction (b)
 - Telling students specific strategies to be learned and why (The Why p. 49);(c)
 - Modeling of how strategies are used (d)
 - Guided and independent practice with feedback (e)
 - Discussion of when and where strategies are to be applied (f)
 - Differentiated Instruction (g)

Expanding:

1. Review teacher and student data to improve instruction. (“The What” pp. 9A2, 10A3), (The How p. 40)
2. Collaborate with and obtain additional support from other educators on differentiated instruction including online communities of educators. (The Why pp. 37,140), (The How p. 40)
3. Share effective differentiated lessons and strategies in teacher collaborative meetings. (The Why pp. 37,140), (The How p. 40)

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4. Provide instructional assessment accommodations for ELL (by proficiency levels) and SWD (according to abilities and needs). (The Why pp. 37,91-94), (The How p. 40)

Sustaining:

1. Continue analyzing data to determine the impact of teaching strategies on student achievement and make adjustments to instruction and professional training as needed. (The Why pp. 104, 105, 120, 122); (“The What” pp. 9A2, 10A3), (The How p. 40)
2. Continue to provide ongoing training to all pertinent and new staff in the use of the core program. (The Why pp. 37, 69, 83, 133, 154, 155); (The What p. 10A6a-g), (The How p. 40)
3. Provide support to new teachers on differentiated instruction for all learners (EL, SWD). (The Why pp.38 91-94, 124-134,138), (The How p. 40)
4. Stay abreast of current research of differentiated instruction and develop a professional library of books, journals, and online resources. (The Why pp.150, 154-155), (The How p. 40)
5. Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners (e.g., professional learning provided by district and state, attend conferences, institutes) (The Why pp. 31, 50, 69, 83, 140, 143,150, 154-155), (The How p. 40)
6. Encourage teachers to participate in online professional learning to share ideas, questions, and lesson plans. (The Why p. 140, 191, 192), (The How p. 40)

Building Block 4. Best Practices in Literacy Instruction

B. Action: Ensure that students receive effective writing instruction across the curriculum (The What p. 9), (The How p. 42C); (planning phase only)

Planning:

1. Design a vertically and horizontally articulated writing plan, which will include school wide writing rubric, consistent with CCGPS. (The Why p. 43-46); (The What P. 10 B1) , (The How p. 42)
2. Develop or identify the programs, protocol, and/or materials necessary to implement the writing plan at each level (The How p. 42), (The How p. 42)
3. Develop a coordinated writing plan for writing instruction across all subject areas to include: (The Why 37, 43-46); (The What p. 10 B2), (The How p. 42)
 - Explicit instruction (including modeling)
 - Guided Practice
 - Independent Practice
4. Provide professional learning on best practices in writing instruction in all subject areas. (The Why pp. 43-46*; 141); (The What p. 10 B3), *(The How p. 42)
5. Within the created writing plan include how technology will be used for production, publishing, and communication across the curriculum. (The Why pp 51,53, 56, 57, 67); (The What p. 10 B5), (The How p. 42)

Building Block 4. Best Practices in Literacy Instruction

C. Action: Teachers work to develop and maintain interest and engagement as students progress through school. (The Why pp. 52, 53,56, 57, 67); (The What p. 11-D1-6); (The How pp. 41, 42)

Planning:

Teachers should be made to understand the need for any or all of the following: (The Why pp. 41.2.a, 41-

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42.2.b) (The What p. 11 D 1-6), (The How p. 41-42B)

- Providing students with opportunities to self-select reading material and topics for research.(1)
- Taking steps to provide students with an understanding of the relevance of academics to their lives.(2)
- Increasing opportunities for collaborating with peers (3)
- Increasing access to texts that students consider interesting(4)
- Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy. (5) (The Why p. 52,56,57)
- Leveraging the creative use of technology within the learning process to promote engagement and relevance. (6) (The Why pp. 53,56,57,67)
- effectiveness of fully understanding and implementing Student Interest Surveys and Learning Styles Surveys in assessing students strengths and weaknesses. (The Why p. 41.2.a)
- effectiveness of fully understanding, teaching, and implementing habits of effective reading (e.g. seven habits of an effective reader) (The Why pp. 41-41.2.b)
- importance of implementing a consistent motivational program for reading and literacy development

Implementing

1. Plan and implement incentive programs that are:
 - voluntary and not required
 - not tied to grades
 - incentives are minimal and connected to reading (books)
 - used with students who are unmotivated rather than with those who are already excited about reading
2. Teachers will be provided protected time to explore ways to use peer collaboration within Professional Learning Communities (e.g., literature circles, cross-age interactions) (The Why pp. 154-155), (The How p. 41)
3. Provide training for all teachers on analyzing Learning Styles, and Interest Surveys to assist in the effective planning and differentiation of teaching. (The Why p. 41.2.a)
4. Provide professional learning on modeling the effective use of effective reading habits. (The Why pp. 41-43.2.b)

Expanding:

1. Continue to Ensure that incentive programs are:
 - voluntary and not required
 - not tied to grades
 - incentives are minimal and connected to reading (books)
 - used with students who are unmotivated rather than with those who are already excited about reading
2. Teachers will continue to be provided protected time to explore ways to use peer collaboration within Professional Learning Communities (e.g., literature circles, cross-age interactions) (The Why pp. 154-155), (The How p. 41)
3. Continue to provide training for all teachers on analyzing Learning Styles, and Interest Surveys to assist in the effective planning and differentiation of teaching. (The Why p. 41.2.a)
4. Provide professional learning on modeling the effective use of effective reading habits on a continual basis. (The Why pp. 41-43.2.b)

Sustaining:

1. Ensure that incentive programs are:
 - voluntary and not required

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- not tied to grades
 - incentives are minimal and connected to reading (books)
 - used with students who are unmotivated rather than with those who are already excited about reading
2. Teachers will continue to be provided protected time to explore ways to use peer collaboration within Professional Learning Communities (e.g., literature circles, cross-age interactions) (The Why pp. 154-155), (The How p. 41)
 3. Continual training for all teachers on analyzing Learning Styles, and Interest Surveys to assist in the effective planning and differentiation of teaching. (The Why p. 41.2.a)
 4. Continue to provide professional learning on modeling the effective use of effective reading habits. (The Why pp. 41-43.2.b)

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Building Block 5. System of Tiered Intervention (RTI) for All Students (The Why pp. 123-140)
(The What pp. 11-13); (The How pp. 43-47)

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section III. E.) (The Why p. 104, 105, 120, 122, 125-137); (The What p. 11); (The How p. 43)

Planning:

1. Determine percentage of students currently being served in each tier at each grade level. (The What p. 11-A1) (The How p. 43 A)
2. Develop protocols for identifying students and matching them to the appropriate intervention. (The What p. 11 A2) (The How p. 43 A)

Implementing:

1. Purchase, train and implement data collection. (The How p. 43 A)
2. Purchase, schedule, train providers and implement intervention.
3. Analyze data for individuals to identify students in need of intervention according to established protocols.
4. Monitor to ensure that interventions are occurring regularly and with fidelity. (The What p. 11- A3)
5. Monitor results of formative assessments to ensure students are progressing.

Expanding:

1. Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions. (The What p.11-A4) (The How p. 43 A)
2. Schedule grade-level data-analysis team meetings.
3. Provide building and system-level support of the process.
4. Develop process monitoring the implementation of research-based interventions at the building level.

Sustaining:

1. Use the Georgia Department of Education problem-solving checklist to evaluate: (The How p. 43 A)
 - Personnel providing interventions
 - The ease with which students move between tier
2. Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention.

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

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections IV. A & B) (The Why p. 126); (The What p. 11); (The How p. 43-44)

Planning:

1. Examine student data to determine the current percentage of successful students in the areas of literacy (i.e. reading, writing) (The What p11-A1)
2. Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area:
 - If fewer than 80% of students are successful: (The What p. 11-BI)
 - 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

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literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA) (The What p. 11-B2)

-Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills. (The What p. 11-B3a)

3. Provide professional learning on :

-GA DOE resources for RTI, universal screening (e.g., Aimsweb) (The What p. 11-B3b)

-Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting.(The What p. 12-B3c)

-School-wide understanding of assessment data and anticipated levels of student mastery during the school year. (The What p. 12 B3d)

Implementing:

1. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.

2. Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms.

3. Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes.

4. Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels.

5. Use data from universal screening process to identify general weaknesses in instruction of Tier I as well as struggling students.

6. Use 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.

7. Promote the formations of professional learning communities with protected meeting times.

Expanding:

1. Establish protocols to teach and monitor teacher' effective questioning and feedback skills.

2. Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD gifted).

3. Support teachers' effective use of time through use of technology during each stage of the process.

4. Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness.

Sustaining:

1. Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.

2. Encourage the use of technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email)

3. Ensure that communication between teachers and administrators is ongoing and effective.

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

C. Action: Implement Tier 2 needs-based interventions for targeted students (The Why 37, 38, 124-127, 128, 131, 133, 134); (The What p. 12); (The How pp. 45-46)

Planning:

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1. Plan and provide professional learning for interventionists on : (The Why 133)
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress (The What p. 12-C1a-f)
2. Schedule times for collaborative discussion and planning between content area teachers and interventionists (teachers or para-support) (The What p. 12-C2)

Implementing: Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data).

1. Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year. (The What p. 12-C3)
2. Ensure effectiveness of interventions by:
 - 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. (The What p.12-C4)

Expanding:

1. Establish protocols to ensure consistent progress monitoring, data collecting, and reporting.
2. Monitor student movement between T1 and T2. (The Why p. 126)
3. Ensure adequate time for planning and implementing interventions
4. Provide sufficient resources (time, training, cost, materials, and implementation of interventions).

Sustaining:

1. Ensure that teachers consistently provide research-validated interventions designed to meet individual students' needs.
2. Document data points to monitor student response to intervention
3. Encourage the use of technology to ensure proactive communication between students, teachers, and parents, e.g., cell phones, texting, email.
4. Use technology where possible to track and ensure the movement of students between T1 and T2 based on response to interventions.

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

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly. (The Why p. 127)

Planning: In addition to everything that occurs at T1 and T2, data teams (ESOL, SLP, school psych, etc. included where possible) to (The What p. 12-D a-d)

- Discuss students in T3 who fail to respond to intervention (a) (The Why p. 127)
- Receive professional learning on SST processes and procedures as outlined in the GADOS manual and guidance (b)
- Verify implementation of proven interventions (c)
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral. (The What p. 12-D1d)

Implementing:

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1. T2 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. (The What p. 12-D2)
2. Interventions are delivered 1:1-1:3 during a protected time daily by a trained interventionist/Reading Specialist. (The What p. 12-D3)
3. T3 SST/data teams follow established protocol to determine specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder) (The What p. 12-D4)

Expanding:

1. Teachers consistently provide research-validated interventions designed to meet individual student's needs.
2. Data points are documented to monitor student response to daily intervention (12 weeks of data with four data points are required prior to referral for special education if a specific learning disability is suspected). (The How p. 46)
3. Ensure that T3 includes proven interventions that address behavior.

Sustaining: Continue to ensure that:

- 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
- School consistently uses decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

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 (The Why p. 127, 134, 135)

Planning:

1. School schedules are developed to ensure least restrictive environment (LRE). (The What p. 12- E1)
2. Ensure that building and system administrators are familiar with funding formulas affecting students in special programming. (The What p. 1e-E2)
3. 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)

Implementing:

1. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (The What p. 13-E3)
2. Special education, ESOL, and gifted program teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS even in separate settings (The What p. 13-E4)

Expanding:

1. IEP teams include key members required to support students' individualized transition plans and/or attainment of CCRPI standards.
2. Special education, EL, or gifted case managers meet to plan and discuss students' progress regularly with general education teachers.

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3. Case managers regularly participate in open houses and parent conferences.

Sustaining:

1. Student data supports the exit of students from Tier 4.
2. 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.

Building Block 6. Improved Instruction through Professional Learning (The How pp 48-49); (The What p. 13); (The Why pp. 31, 50, 69, 83)

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

Planning:

Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas. (The What p.13) (The How p. 48)

Implementing:

Develop revised evaluation instruments for pre-service teachers. (The What p. 12-Ab) (The How p. 48)

Expanding:

Ensure mentoring teachers are fully trained in providing instruction in disciplinary literacy. (The What p. 13-B4) (The How p. 48)

Sustaining:

1. Continue to monitor and support the integration of disciplinary literacy. (The How p. 48)
2. Provide building 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. (The What p. 13-B4) (The How p. 48)

Building Block 6. Improved Instruction through Professional Learning

B. Action: Provide professional learning for in-service personnel (The Why pp. 31, 37, 38, 45, 50, 69, 83, 141, 142, 150, 154, 155); (The What pp.13, 14); (The How pp. 48, 49)

Planning:

1. Protect scheduled 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. (The Why p. 148; The What p. 13-B1; The How p. 48)
2. Use teacher data (surveys, interest inventories, teacher observations) as well as student data to target professional learning needs.(The What p. 13 B2) (The How p. 48)
3. Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation. (The What p. 13-B6; The How p. 49)
4. Provide training in administering and interpreting results of assessments in terms of literacy. (The What p. 13-B7; The How p. 49)
5. Consider the inclusion of some or all of the following personnel in professional learning opportunities: (The What p. 13-14-B8a-d,f,g; The How p 49)
 - Paraprofessional (a)
 - Support staff (b)
 - Interventionists (c)
 - Pre-service teachers (d)

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-Administrators (f)

-All faculty (g)

Implementing:

1. Use checklist tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning. (The What p. 13-B4; The How p. 49)
2. Develop a list of sites for an online professional library that includes research-based books, journals, magazine, videos that teachers can readily access for professional growth. (The Why p.150, 155) (The How p. 49)
3. Meet in collaborative teams to support teachers in using literacy strategies effectively (The How p. 48)

Expanding:

1. Use formal and informal observations to monitor and improve literacy instruction. (Literacy Instruction Checklist, GA or the equivalent) (The How p. 49) (The What p. 13 B7)
2. Continue program-specific professional learning each year for new and experienced teachers. (The What p. 13 B7)
3. Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring. (The How p. 49)

Sustaining:

1. Ensure that new personnel receive vital professional learning from earlier years. (The How p. 49)
2. Revisit professional learning options to utilize experts within the school to develop and support colleagues. (The How p. 48)

a. OHMS 2014 CRCT Student Data Grades 6, 7, and 8 (SLDS)

OHMS 2014 Grade	Reading Does Not Meet on CRCT	Language Arts Does Not Meet on CRCT	Math Does Not Meet on CRCT	Science Does Not Meet on CRCT	Social Studies Does Not Meet on CRCT
6	4%	8%	25%	32%	32%
7	6%	9%	20%	17%	28%
8	5%	14%	40%	34%	30%
All	30%	8%	28%	27%	30%

Examination of the data chart above indicates gaps in the reading proficiency when compared to the content areas of Science and Social Studies.

Grade/Lexile Range	2013/14 Percent below minimal readiness level	2012/13 Percent below minimal readiness level	2011/12 Percent below minimal readiness level
6th- < 900	31%	28%	28%
7th- < 975	36%	40%	50%
8th < 1050	31%	39%	32%

Comparing the data in the table above with the percentage of students not meeting standards in reading shows a disconnect. Furthermore, there seems to be a correlation between students not reading on grade level and not meeting standards in Science and Social Studies.

b. OHMS 2014 Subgroup Data in Content Areas (SLDS)

Subgroup	Does Not Meet Reading	Does Not Meet ELA	Does Not meet Math	Does Not Meet Science	Does Not Meet Social Studies
SWD	21%	27%	63%	64%	60%
ELL	N/A	N/A	N/A	N/A	N/A
Asian	7%	7%	14%	14%	7%

Black	6%	8%	31%	32%	38%
Hispanic	N/A	13%	26%	22%	9%
White	5%	6%	14%	16%	24%
Multi-Racial	3%	6%	32%	21%	35%

b. OHMS 2013 Subgroup Data in Content Areas (SLDS)

Subgroup	Does Not Meet Reading	Does Not Meet ELA	Does Not meet Math	Does Not Meet Science	Does Not Meet Social Studies
SWD	8%	15%	33%	62%	47%
ELL	3%	5%	17%	25%	23%
Asian	3%	6%	12%	14%	17%
Black	4%	5%	18%	26%	24%
Hispanic	3%	5%	11%	14%	18%
White	5%	5%	11%	15%	17%
Multi-Racial	0	5%	8%	18%	18%

b. OHMS 2012 Subgroup Data in Content Areas (SLDS)

Subgroup	Does Not Meet Reading	Does Not Meet ELA	Does Not meet math	Does Not Meet Science	Does Not Meet Social Studies
SWD	19%	17%	55%	69%	64%
ELL	6%	6%	22%	28%	32%
Asian	6%	7%	20%	19%	26%
Black	7%	7%	23%	29%	33%
Hispanic	5%	7%	20%	19%	26%
White	6%	7%	20%	20%	27%
Multi-Racial	N/A	N/A	N/A	N/A	N/A

c. Strengths and Weaknesses based prediction assessments

OHMS continues to struggle meeting the needs of our students with disabilities in all subject areas. Science and social studies data indicates a discrepancy when compared to reading pass rates. When comparing science and social studies data to the percentages of students reading on grade level there seems to be a correlation in the data. However, when comparing the percentage of students testing proficient in reading and the percentage of student reading on grade level indicates a disparity.

Oak Hill Middle School 8th Grade Writing Assessment (SLDS)

8th Grade Year	2014	2013	2012
Writing Assessment	DNM	DNM	DNM
Total	28%	29%	28%
SWD	42%	41%	81%
ELL	N/A	N/A	N/A
Black	30%	35%	31%
Hispanic	N/A	N/A	N/A

Eighth grade students at Oak Hill Middle School continue to struggle on the Georgia Eighth Grade Writing Assessment as shown in the table above. Of all eighth graders, 28% did not meet the standards for basic writing skills with 42% of students with disabilities unable to meet the standards.

d. Include data for all teachers including CTAE, SPED, & Media

OHMS		Number of Content Area Teachers	Number of Exploratory Teachers including CTAE, SPED & Speech, ESOL, Media, and gifted
Certificate Level	Bachelor	13	10
	Masters	13	15
	Specialist	6	10

	Doctoral	1	2
HIQ		43	37

Year's Experience	Number of Teachers
0-5	9
6-10	16
11-20	30
More than 20	21

e. Include Teacher Retention Data

Oak Hill Middle School has 43 content teachers, 14 SPED, 1 part-time Speech, 9 exploratory, 11 gifted program teachers, 1 part-time ESOL teacher, 8 paraprofessionals, 2 counselors, 1 Instructional Facilitator, 1 on-site PEC coordinator and 4 administrators. Of these teachers 86% are returning to OHMS with 92% returning to the same subject and grade for the 2014-2015 school year. Of the 15 sixth grade teachers, 11 are returning to the same subject and grade, 3 new teachers--, and 1 teacher who transferred from another grade and subject. In seventh grade , 81% of the teachers are returning to the same subject and grade with 2 new teachers and 1 teacher who transferred from another grade and subject. In eighth grade , 89% of the teachers are returning to the same subject and grade with 2 new teachers. SPED has 14 teachers, 11 of which are returning to the same grade and subject, while 3 are transferring from a different grade or subject. Exploratory has 9 teachers returning to the same connections class and 2 new teachers. The 4 administrators as well as both counselors at OHMS are returning to the same grade and position as last year. Approximately five teachers, 3 content and 2 exploratory, plan to retire at the end of the 2014-2015 school year.

Content	Number of teachers 2014-2015
ELA	11
Math	12
Science	11
Social Studies	11

Art	0
SPED	14
Band	2
Chorus	1
PE/Health	4
Computer Technology	2
Remedial Reading /Writing	0
Remedial Math	1
Gifted	11
ESOL	1
Speech	1
Agriculture	1
Paraprofessionals	8
Instructional Facilitator	1
Counselor	2
Media Specialist	1
Assistant Principal	3
Principal	1

f. Develop goals and objectives based on formative and summative assessments

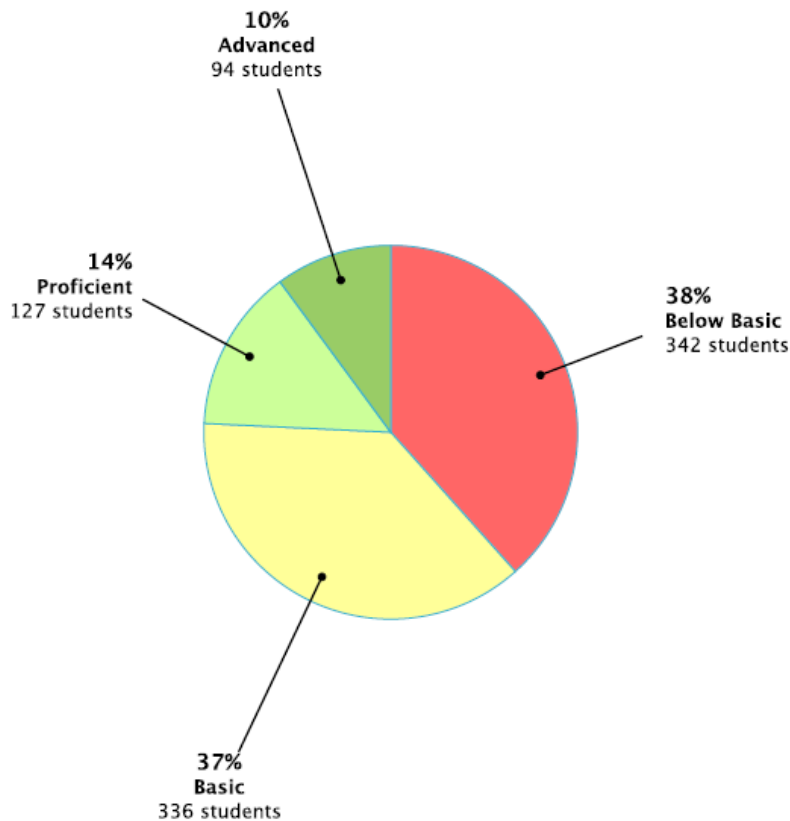
Goals and objectives for OHMS will be monitored and revised according to the needs of our students as determined by relevant data.

Goals	Objectives
1. All students will receive explicit instruction in literacy strategies (reading, writing) across the curriculum incorporating technology, where possible, to improve student engagement. (The What p 9-10 A)	Objectives will be set based on the results of the initial administration of the Georgia Milestones and the base lines established.

<p>2. All students will be screened and data from the screening will be used for RTI , remediation, and enrichment. (The What, p. 11-13 Building Block 5)</p>	<p>Identify students, based on data, as RTI tier 2 or tier 3, needs remediation or enrichment.</p>
<p>3. OHMS families will be given consistent communication about literacy status, needs and growth, through various media formats, electronic notification systems, printed take home notices and the opportunity for students and parents to participate in on and off site literacy workshops.</p>	<p>Families of OHMS students will become more familiar with literacy goals and objectives through the use of both printed and electronic media.</p>

- g. Include additional district prescribed data, such as universal screeners, formative and summative benchmark information as well as diagnostic literacy assessment.**

Scholastic Reading Inventory Data



h.

District Prescribed Data	
Universal Screeners - Scholastic Reading Inventory	OHMS needs to purchase and implement a universal screener
Formative and Summative Benchmark Information	All content areas administer unit pre and post-tests, benchmark assessments and common formative assessment
Diagnostic Literacy Assessment	OHMS needs to purchase and implement a Diagnostic Literacy Assessment Tool

h. Address teacher participation in professional learning communities or ongoing professional learning at school.

Professional Learning	Attendance
Active Shooter	86/106
Critical Friends Protocol for Evaluating Student Work	56/102
Peer Observations	67/102
TKES 10 Sessions	64/64
TKES	87/87
Depth of Knowledge, 1 session	64/64
Seclusion and Restraint, 2 Sessions	59/64
Math In The Fast Lane	10/20
SLDS	64/64

a. Project goals are directly related to the identified needs.

The evaluation of the Striving Reader’s Needs Assessment indicated that Oak Hill Middle School must have students reading and writing across the curriculum, using technology to improve engagement where possible, provide a school wide screening tool and using data in RTI, remediation as well as enrichment, providing all teachers in all content areas with the professional learning necessary to complete the first two goals with fidelity , and communication with families and the community must continue to improve.

Goal	Description
1	<p>Building Block 2: Continuity of Care and Instruction and Building Block 4: Best Practices in Literacy Instruction</p> <p>Middle School Students reading on readiness Lexile range of 955-1155 (based on grade-level Lexile College and Career Readiness Scale) will increase by 5% per year. (Reading goal) (The Why p. 152)</p> <p>Using baseline data from a school-wide writing rubric, there will be a 5% increase per year of students scoring at proficiency in organization and content writing skills. (Writing Goal) (The Why p. 69)</p> <p>100% of students will receive explicit instruction in media literacy skills needed to search for and locate accurate, reliable information on the internet. (The Why p. 56)</p> <p>Improve literacy skills- including pre-literacy skills, reading, and writing for all students.</p>
2	<p>Building Block 2: Continuity of Care and Instruction, Building Block 3: Ongoing formative and summative assessments, and Building Block 5: System of Tiered Intervention (RTI) for all Students (The Why p. 67); (The Why pp. 123-130); (The What, p. 7-9, 11-13)</p> <p>100% of middle school students will be screened for literacy proficiency and the data will be used to inform and guide instruction through the effective implementation of the Response To Intervention (RTI) model. (The Why p. 132)</p>
3	<p>Building Block 6: Improved Instruction Through Professional Learning</p> <p>100% of certificated staff will receive ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas (The Why p. 141); (The What, pg. 13)</p>
4	<p>Building Block 1. Engaged Leadership (f.)</p> <p>The percent of parents participating in literacy awareness training/workshops will increase by 5% per year based on baseline data created from our first scheduled</p>

	literacy workshop. (The Why p. 31); (“The What” pg. 6-7)
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b. Project objectives relate to implementing the goals identified

Goal	Objective
1	<p>100% of students will receive explicit instruction in literacy according to their needs. (The Why p. 54); (The What, P 9, 10)</p> <p>Provide an instructional software (e.g. Success Maker) that offers a comprehensive digital curriculum for reading. (extension of goal 2) (The Why p. 57)</p> <p>All teachers will use a school-wide writing rubric aligned with CCGPS that sets clear expectations and goals for performance (The Why p. 67); (The How p. 31)</p> <p>Writing will become a required part of every class every day (The How p. 31)</p> <p>Web-based writing program that helps students plan, write, and revise essays (The Why p. 87); (The How p. 31) (The What, P. 7)</p> <ul style="list-style-type: none"> ● engages students and improves the students’ media literacy skills: <ul style="list-style-type: none"> ○ content validity (websites, periodicals, advertisement) ○ primary and secondary sources ○ technical texts (i.e. manuals, brochures, understanding media literacy) ○ understanding databases (virtual libraries, search engines) ○ internet safety
2	<p>To ensure a consistent literacy focus across the curriculum through the use of collaborative teams (The How p. 29)</p> <ul style="list-style-type: none"> ● Administer first Universal Screening in reading and writing to 100% of middle school students. Re-administer universal screening to 100% of middle school students at checkpoints throughout the year to monitor literacy progress. (The Why p. 99) ● Meet in disciplinary teams to collaborate and examine student data and work (The Why p. 95); (pg. 29 of “The How” document) ● Train in-house staff to provide professional learning for teachers on best practices in literacy (The Why p. 144) ● School-wide template that interdisciplinary teams use to track and integrate literacy across the curriculum for easy monitoring by administrators.
3	<p>Support teachers in providing literacy instruction across the curriculum (pg. 30 “The How”)</p> <p>All teachers will receive Professional Learning on:</p> <ul style="list-style-type: none"> ● effective use of a researched Best Practice in literacy writing curriculum in all content areas. (The What, p 9, 10) ● using research based best practices to become culturally responsive and realize

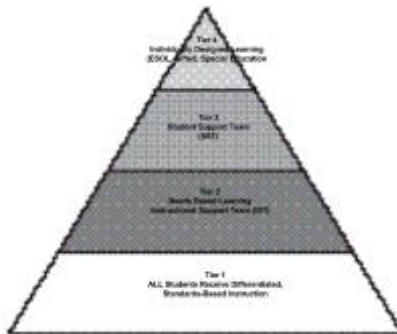
	<p>the importance of academic achievement and maintaining cultural identity and heritage (Gay, 2000) Culturally Responsive Teaching Theory, Research and Practice</p> <ul style="list-style-type: none"> ● use of research best practices that fosters students’ abilities to comprehend as well as critique an author’s position or point of view. (The Why P 45, 53) (The What, p. 7, 10) ● the use of technology to engage students and improve the students’ media literacy skills. <p>All teachers will be trained</p> <ul style="list-style-type: none"> ● in RTI, school wide screening, progress monitoring, remediation, and enrichment. (The What p. 11-13) ● in data analysis and program planning based on current and longitudinal data. (The Why, p 94) (The What, p 10-13) ● in providing students with timely information on their progress toward the achievement of established learning goals. (self-efficacy) (The Why, p. 53) <p>Researched Best Practices in Literacy for all content teachers, Media Specialist and administrators will include: (the What, p. 3-5, 10, 13)</p> <ul style="list-style-type: none"> ● Reading Comprehension and Writing Instructional Training (The Why, p 26, 41, 59, 74) including the use of available resources such as 2014 Professional Learning provided by GaDOE (The Why p. 37, 38, 47) (The What P. 3)
4	<p>OHMS families and community will be given consistent communication about literacy status, needs, growth, and the opportunity for students and parents to participate in the literacy workshops and on/off campus training (The Why, P. 23) (The What, P. 7)</p> <p>All content teachers will communicate quarterly with families on the progress of student’s literacy. (The What, p. 6-7)</p> <p>Utilize social media to communicate and promote the literacy goals and successes throughout the community as a whole. (“The How” p. 28)</p> <p>Literacy programs will be the focus of parent/family nights scheduled quarterly as designed by the Literacy Team. (The What p. 7)</p> <p>Add parents to the Literacy Leadership Council to serve as representatives of the community (The How, p. 28).</p>

- c. **Goals and objectives are measurable either with formative or summative assessments. (The Why p. 95,,96) (The What p. 3, 8, 9)**
- d. **Students in middle school will receive 2-4 hours of tiered instruction through the content areas. (The What p. 6)**

Students in Oak Hill Middle School have four sixty-five minute blocks of content specific instruction. With the implementation of the literacy plan, OHMS will have content blocks focus on literacy - the reading and the writing in content areas every day. (The Why p. 26, 27, 28)

e. The application provides the RTI model.

Oak Hill Middle School utilizes the GADOE RTI four tier (The What, p.10-13)



<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Response-to-Intervention.aspx>

f. The application is inclusive of all teachers and students (where relevant) in the school.

All teachers will receive professional learning training including the Media Specialist, CTAE, Fine Arts, PE and Instructional Coach (Literacy Coach). (The Why p. 58)(The What p. 5)

All students will benefit from the training across the curriculum.

g. and j. Considers practices already in place when determining goals and objectives. j. References researched-based practices in the “What” and “Why” document as a guide for establishing goals and objectives.

Practices already in place that support or have the foundation for the goals and objectives of OHMS project plan include:

Protected collaborative planning times (The Why pp. 91-93) (The What p. 6)

Units of study aligned to CCGPS requiring students to read and analyze a wide range of print and non-print materials...digital images...various forms of media. (The Why p. 50)

Remediation built into existing schedule

RTI is emergent (The What p. 11-13)

Family nights highlighting content areas (Math/Science Night, Social Studies Night, ELA, Powerschool Parent Portal)

h. and j. Specifies goals to be funded with other sources. j. References researched-based practices in the “What” and “Why” document as a guide for establishing goals and objectives.

Collaborating with RESA:

- to train content teachers on Literacy Design Collaborative. (The Why p.162) (The What p. 9, 10)
- to provide content area Literacy Training. (The Why p. 162, 166) (The What p. 9, 10)
- Professional Learning in 2015 via GaDOE (The Why pp. 37-39) (The What p. 9, 10)
- Data and Instructional Practices via FIP (Formative Instructional Practices-GaDOE) (The Why pp.37-39) (The What p. 9, 10)

i. Details a sample schedule by grade level, indicating tiered instructional schedule with appropriate interventions

Sample Schedule: Grades 6th, 7th, and 8th

Time	Periods
8:15 - 9:20	1st period
9:23 - 10:28	2nd period Exploratory
10:31 - 11:36	3rd period
11:39 - 12:09	Lunch
12:12 - 1:00	4th Period Extended Learning
1:03 - 2:07	5th Period
2:10 - 3:15	6th Period

Oak Hill Middle School administrators, instructional facilitator, and content area teachers conduct walkthroughs to collect data and monitor the implementation of TKES standards, CCGPS, and GPS. Content Area Teachers meet collaboratively to utilize data to plan instruction from pre, post, common formative assessment, and summative-end of unit assessments to drive instruction. All content areas administer benchmarks twice a year. Teachers use CRCT results and Scholastic Reading Inventory for Lexile scores in deciding reading levels for students in content areas, to place students in remediation, and to plan instruction.

- a. a detailed listing of the school’s current assessment protocol

Assessment	Purpose	Skills	Frequency
CRCT	Outcome; Lexiles;Data analysis; Tier II students receive intervention	Vocabulary; Reading comprehension	1 time per year
Grade 8 Writing Assessment	Diagnostic	Persuasive	1 time per year
ACCESS for ELL	Screener	Language proficiency levels and progress of ELLs in the domains of speaking, listening, reading and writing.	1 time per year- English Learners
ITBS	Diagnostic	Achievement	Initial Placement-Gifted
Cognitive Abilities Test	Diagnostic	Mental Ability	Initial Placement- Gifted
Gifted Evaluation Scale	Diagnostic	Creativity	Initial Placement-Gifted
Gifted Rating Scale	Diagnostic	Motivation	Initial Placement-Gifted
Scholastic Reading Inventory	Screener	Reading Level	3 times a year

b. a comparison of the current assessment protocol with the SRCL assessment plan.

Current Protocol	SRCL Plan
<p>No school wide Literacy Diagnostic Assessment used at this time</p>	<p>Effective Screening, progress monitoring, and diagnostic tools identify achievement levels of all students. (The What P. 8, A. 1)</p> <p>Problems found in literacy screenings will be followed up by diagnostic assessments that are used to guide placement/inform instruction in intervention programs (The What P. 8, A&B)</p>
<p>Some staff members use data to follow protocol for making decisions to identify the instructional needs of students.</p>	<p>A protocol, is developed to make decisions for instructional needs of students (The What p 9. E) data and follow the established protocol for making decisions to identify the instructional needs of strategies.</p>
<p>Data is not always made available to students</p>	<p>Teach students to analyze their own data (the Why p. 52)</p>
<p>Specific times for analysis of the previous years' outcome assessment are not identified in the school's calendar.</p>	<p>Specific times are identified in the school's calendar to analyze the previous year's outcome assessments: CRCT;GAA (The What p. 9, D.1)</p> <p>Time is devoted to team meetings to review and analyze assessment results to identify needed program and instructional adjustments. (The What, p.9, D2)</p> <p>Data is disaggregated to ensure the progress of subgroups. (The What p.9, D4))</p> <p>A protocol is developed to make decisions for instructional needs to students (The What, P9 E1)</p>

c. a brief narrative or table detailing how the new assessment will be implemented into the current assessment schedule

Grade level subject areas have constructed a testing calendar which include formative and summative assessments by grade level. This information will be compiled to create a school-wide testing calendar. Included in this calendar will be universal screening using Scholastic Reading Inventory which will be administered three times a year. Universal diagnostic screener will be administered to students who are not successful in Tier 1 standards-based classrooms. This screener will continue to be used with Tier II identified students. Common formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction.

d. a narrative or table detailing current assessments that might be discontinued as a result of the implementation of SRCL

At this time, there are no current assessments that might be discontinued as a result of the implementation of SRCL.

e. a listing of professional learning needs for teacher to implement any new assessment

Training in:

- administering SRI and utilizing the data including accurate data reporting
- data retrieval and use from diagnostic literacy assessment
- use of data from screener in the RTI process
- using data from formative and summative assessments in every content area throughout the year
- identifying strategies for struggling and accelerated learners.
- instruction in best practices in literacy

f. a brief narrative on how data are presented to parents and other stakeholders

School wide CRCT data is shared at the first PTO meeting. Individual student data is shared through correspondence sent via U.S. Mail, phone calls, and face to face conferences (failures first priority). Community communication is through the school website and the local newspapers with CCRPI results.

g. a description of how the data will be used to develop instructional strategies as well as to determine materials and need.

Data will be used as part of an ongoing cycle of instructional improvement. Students will be taught to analyze and track their own data to set learning goals. Administrators will set clear

expectations for school wide use and provide the supports for, a data-driven culture. (The Why P 120 Sect. 5K)



Data from assessments will be used to determine which students need interventions, remediation, and/or enrichment. Data will guide teachers in reteaching, selecting Best Practices for instruction (such as differentiated instruction, and flexible grouping), and inform students of their own progress.

<http://www.gadoe.org/curriculum-instruction-and-assessment/Curriculum-and-Instruction/Pages/Response-to-intervention.aspx>

h. a plan detailing who will perform the assessments and how the plan will be accomplished
 The Literacy Team will develop the assessment calendar which will include all tests.

Test	Frequency	Responsible Party
Georgia Milestones	Once/Year	Certified Staff
SRI	Three Times/year	ELA teachers/computer lab
Unit Formative/summative assessments	Dependent upon unit time frame	Content Area Teachers
Benchmarks	Twice per year	Content Area Teachers
Unit Assessment Writing	Quarterly	Content Teachers
Diagnostic Literacy Assessment	Quarterly	Reading Specialist, Instructional Coach

The Georgia Milestones is a state mandated summative test that measures a student's mastery of the state GPS and CCGPS. The 2014/15 school year is the first administration of the Georgia Milestones and will be considered a baseline data year. In past years, teachers have analyzed CRCT data to drive instructional plans and target struggling learners. Oak Hill Middle School students will participate in the Scholastic Reading Inventory Assessment three times per year. This screener will issue Lexile levels, measure student reading comprehension, and a vocabulary base. Student results will lead to targeting for additional instruction and the data will be analyzed to determine who will need supplementary reading instruction. By combining the Georgia Milestones, the SRI, ACCESS, a Diagnostic Literacy Assessment, with formative assessment data, OHMS teachers will drive the instruction to improve literacy across the curriculum.

Strategies and instructional resources that will be used or purchased as a result of SCRL funding reflect the needs identified in the needs assessment, student data and root cause analysis. They should directly impact access to print instructional engagement and teacher support.

Generic descriptions

a. Resources needed to implement the Literacy Plan:

- Data Analysis, Best Practices for instructional literacy strategies including vocabulary, and reading and writing across the curriculum
- Training to implement writing with fidelity across the curriculum
- Efficiency model programming that allows for progress monitoring in reading
- Updating the library collection to support culturally relevant text
- Curriculum based tools to assess essential elements of reading (especially fluency)
- Targeted students scheduled for sustained interventions during ELT classes.
- Training to help students build on organizing their thinking processes to master the cognitive demands required by the Common Core and State Standards.
- High interest, relevant, non-fiction reading text to motivate students and align CCGPS to foster student engagement
- Technology devices for students' literacy instruction across the curriculum (21st century)
- Improved infrastructure to support the increased use of technology in the development of 21st century skills
- Training on how to effectively use the digital virtual library of the state
- Tablets, e-readers, laptops, LCD projectors, audio, and video equipment, and headsets to support digital literacy and access text
- Hardware and software to support literacy-USB portable drives
- Funding for mobile Wi-Fi
- Substitutes for release time for teacher leaders to conduct professional learning
- Materials for assessments
- Materials for explicit reading and writing across the curriculum (periodicals, classroom libraries, and project supplies)
- Stipends for professional learning-The RTI Process, Screening and ongoing assessments
- DIBELS for use in identifying students experiencing difficulty in acquisition of basic learning skills from elementary to middle school

b. List of activities that support Literacy Intervention Program:

- The use of a universal screening tool for intense training on the effective implementation of a RTI model

- Training on how to effectively use data gathered from the RTI model
- Training on Student Reading Inventory (SRI) and how to use data to navigate the RTI model
- Training to work collaboratively/cooperatively within the content
- Professional learning on teaching reading and writing strategies across the curriculum
- Protected schedule for implementing explicit reading and writing interventions and literacy
- Formative and summative assessments for individualized and frequent data

c. List of Shared Resources

Shared resources include three copy machines, two high speed copiers, 5 computer labs, interactive whiteboards, scantron machine

d. General List of Media Center Resources

- . Fiction, Non Fiction, and Reference books
- . Biographies
- . Informational Text
- . Audio/Visual Materials
- . Computer lab
- . Classroom sets of novels

e. List of Activities that Support Classroom Practices

- . Collaborative Planning
- . Units of study aligned with CCGPS
- . Thinking Maps
- . Math in the Fast Lane
- . Standards Based Instruction
- . Effective Teaching Strategies
- . Direct Instruction
- . Instructional Coaching
- . Assessment data analysis

f. List of Additional Strategies needed to support student success:

Professional Development to teach all content area teachers in the areas of:

- . “Writing across the Curriculum “ based on researched best practices

- . Using assessment data to identify students needing remediation as well as to guide day to day instruction
- . Implementing RTI (Professional development on progress monitoring, data analysis, and identifying appropriate interventions)
- . Reading strategies across the content areas
- . Vocabulary strategies across the content areas

We would also like to provide funding for teachers wishing to work toward the Reading Endorsement.

h. Clear Alignment plan for SRLC and all other funding

Oak Hill Middle School will invest in effective literacy strategies to improve student achievement. Curriculum in ELA, Science, Social Studies, and Math is aligned to CCGPS Literacy Standards.

	Striving Reader Funding	Other Funding Sources
Tier I Materials	Screening Assessment	Title 1, Local funding, Title VI-B
Tier II Materials	Professional Learning	Title 1, Local funding, Title VI-B
Tier III Materials	Professional Learning	Title 1, Local funding, Title VI-B
Tier IV Materials	Professional Learning	Title 1, Local funding, Title VI-B
Formative, Summative Assessments, Data Analysis	Professional Learning	Title I, Local Funding
Instructional Technology	tablets, eReaders, eBooks, document cameras, computers,	
Parent, Community Communication	Striving Reader updates, newsletters, web site, newspaper articles, curriculum nights, parent nights	Title I
Professional Learning	Universal Screening, Data Analysis-Interventions, Best Practices, Vocabulary Strategies, Writing in Content Areas, Reading in Content Areas, Technology	Title I, Title II-A

i. Demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

RTI	Student Engagement	Instructional Practices	Writing	Reading
Scholastic Reading Inventory	Immediate Feedback to students	Data analyzed to plan instruction	Software to provide independent practice for the genres of writing	Student to Lexile to bridge the gap
Software for remediation of identified weaknesses	Access resources that promote student engagement	Whiteboard use requires students to use apps and resources online	Research project using various resources	
	Scaffold to content mastery			

When the SRCL grant is awarded to OHMS, it will be used as a data-based literacy action plan to actively guide ongoing decisions about instruction, programming, and resource allocation. The school's literacy action plan will allow for a focus on literacy instruction and will guide decision-making which will impact the literacy development of the community. The school's literacy action plan will assure “staying the course” so that administrators and teachers are not distracted from the goal of improving literacy.

The OHMS school wide literacy plan addresses the development of reading, writing, and thinking skills for all students. Effective use of data is a key to a successful school wide literacy initiative. Data on student performance, school and community needs, school capacity, and teacher practices will be obtained and utilized. Student performance data alone, however, is not sufficient for driving a literacy improvement effort because it does not take into account the school and community context within which learning and literacy development occur. Professional learning communities which can provide a ready-made structure for literacy improvement are also essential to advancement . The updated library collection (supporting CCGPS), along with updated technology can effectively support both reading and writing, as well as provide supplemental texts.

The goal of the OHMS Literacy Plan is to create an organization that can sustain high levels of

literacy and learning for current and future students. Few schools have unlimited resources to devote to literacy support; deciding how to use the available resources wisely requires strategic input and planning. This will necessitate gathering data about school and community priorities and expectations, evaluating current programs, structures and policies, and providing for teacher professional development and monitoring.

Professional development is a key strategy for supporting improvements in education. When educators are provided with the knowledge and skills to reflect on their practice, to assess their effectiveness, to study research, and to make decisions about students, a community of continuous learning develops and goals are more likely to be achieved. To meet the challenge of educating all learners to high levels, Oak Hill Middle School needs professional development that is intensive, ongoing, and job embedded.

a. and b. A table indicating professional learning activities that staff have attended in the past year

OHMS Professional Learning 2013-2014

Title	Teachers-Percent Attended b. The percent of staff attending professional learning. The percent of staff attending a professional learning depends upon what grade/subject area is targeted for that particular professional learning.	Leaders
TKES 10 Sessions	100%	1
Peer Observations	100%	
Active Shooter	100%	1
Critical Friends- A Protocol for evaluation Student Work	100%	1

c. A detailed list of ongoing professional learning

Ongoing Professional Learning	Targeted teachers %
SLDS	100%
Math in the Fast Lane	Math target: 100%
PBIS	100%
TKES	100%
Depth of Knowledge	100%
Collaborative Planning/Data Analysis, instructional revisions weekly	Grade/Content teachers target: 100%

Technology Strategies	100%
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d. The programmatic professional learning needs identified in the needs assessment

Increasing Family/Community Involvement	Professional learning for families in multiple ways to assist their children, with a focus on literacy awareness, through Professional learning and workshops to increase participation of our parents by 5% per year
School-wide Literacy Screening	Professional learning on the implementation of the screening process, analysis of results, and implementation of programs based on the results of screening process
Diagnostic Assessment Tool	Professional learning on the implementation of the Diagnostic Assessment tool, retrieval of results, analysis of results and use of results to support the RTI process
Technology	Professional learning for teaching, remediation, and enrichment of the use of technology strategies in content-specific areas
Writing	Professional learning for teaching, remediation, and enrichment of writing strategies in all content-specific writing workshops
Reading	Professional learning for teaching, remediation, and enrichment of reading comprehension- strategies in the content areas, and utilizing informational texts in the content-specific areas
Response to Intervention (RTI)	Professional learning for all teachers in understanding RTI process, and the planning, implementation and evaluation of intervention methods.
Differentiated Instruction	Professional learning in utilizing leveled texts and strategies for all students, based on current and longitudinal data, pre-assessments, formative, and summative assessments
Data, Analysis, Application to instruction	Professional learning on data analysis and program planning based on current and longitudinal data; Professional learning on assessing and monitoring individual student progress, and on providing timely, constructive feedback to students to aid in achievement of

	established learning goals.
Professional Learning evaluation	Professional learning on evaluating and monitoring success of the programs, as listed in all parts of the plan
Literacy Design Collaborative	Professional learning for staff in teacher-designed, research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas.
Vertical Alignment Teams (monthly)	Establishment of a process and protocol for vertical teaming across contents
Horizontal Alignment Teams	Establishment of a process and protocol for vertical teaming across content and within teaching teams

e. Details of the process used to determine if professional development was adequate and effective

In order to determine if professional development is adequate and effective, the following will take place:

- Progress monitoring of targeted student data
- Professional Learning Community (PLC) minutes
- Walkthroughs and observations to monitor, model, revise, and share professional learning implementation
- Immediate feedback on walkthroughs
- Teacher evaluation of professional learning activities

f. and g. A professional learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan-- A method of measuring effectiveness of professional learning that can be tied back to the goals and objectives.

The chart below contains OHMS Professional Learning Plan. Administrators, faculty and appropriate staff, families, and the community will have opportunities to participate as the SRCL grant is implemented. The Needs Assessments results were combined with the OHMS Literacy Plan to formulate the Professional Learning Plan. The pages in the Literacy Plan are referenced in the middle column.

Targeted Goals and Objectives	Literacy Plan reference	A method of measuring effectiveness of professional learning that can be tied back to the goals and objectives.
Provide professional learning for new staff	Building Block	PLC documentation/minutes

<p>to receive the necessary support on new literacy initiatives previously learned by staff. PLC protocols SLDS Differentiated Instruction Effective Vocabulary Instruction</p> <p>Use Comprehensive Reading Solutions www.comprehensivereadingsolutions.com</p>	<p>1, Engaged Leadership- C, D, and E Actions</p> <p>Building Block 2, Continuity of Instruction- A and B Actions</p> <p>Building Block 4, Best Practices in Literacy Instruction- A Action</p>	<p>CCGPS Units/Lesson plans Walkthroughs/observations of implementation Literacy Team minutes Georgia Milestones</p>
<p>Professional learning in collecting, analyzing, and utilizing data for improved instruction.</p>	<p>Building Block 1- Engaged Leadership- E Action</p> <p>Building Block 4- Best Practices in Literacy Instruction- A Action</p>	<p>PLC documentation/minutes CCGPS Units/lesson plans Walkthroughs/observations of implementation Literacy Team minutes Data Team Minutes Georgia Milestones</p>
<p>Professional learning in protocol for collaborative planning time (eg. examination of student work)</p>	<p>Building Block 2- Continuity of Instruction- A and B Actions</p>	<p>Master schedule PLC documentation/minutes Student work samples Georgia Milestones</p>
<p>Provide professional learning to teachers and administrators on technology use for researching and data analysis</p>	<p>Building Block 2- Continuity of Instruction- A and B Actions</p> <p>Building Block 6- Improved Instruction through Professional Learning- B Action</p>	<p>PLC documentation/minutes Walkthroughs/observations Unit and lesson plan documentation of technology use Georgia Milestones</p>

<p>Provide professional learning to support how technology will be used for production, publishing, and communication across the curriculum.</p>	<p>Building Block 4- Best Practices in Literacy Instruction- B Action</p>	<p>PLC documentation/minutes CCGPS Units/lesson plans Walkthroughs/observations of implementation Student work samples Georgia Milestones</p>
<p>Plan and implement targeted and sustained professional learning for the staff on literacy best practices and deep content knowledge.</p> <p>Use Comprehensive Reading Solutions www.comprehensivereadingsolutions.com</p>	<p>Building Block 4- Best Practices in Literacy Instruction- C Action</p>	<p>PLC documentation/minutes CCGPS Units/Lesson plans Walkthroughs/observations of implementation Literacy Team minutes Georgia Milestones</p>
<p>Provide opportunities for families/community to attend Professional learning on information access and online resources to assist their child at home.</p>	<p>Building Block 2: Continuity of Instruction- C Action</p>	<p>Family Night Agendas/sign in sheets Family evaluation of Professional learning Mobile “Literacy into the Community”/sign in sheets and evaluations</p>
<p>Provide Professional learning to staff who administer universal screening assessment and diagnostic tool.</p>	<p>Building Block 3 - Ongoing formative and summative assessment - B Action</p>	<p>PLC documentation-minutes CCGPS Units/Lesson plans Walkthroughs/observations of implementation Literacy Team minutes Georgia Milestones</p>
<p>Provide professional learning on research-based instructional strategies and the use of rubrics to improve literacy instruction.</p>	<p>Building Block 2. Continuity of Instruction - B Action</p>	<p>PLC documentation-minutes CCGPS Units/Lesson plans with references to rubrics School wide developed writing rubric Walkthroughs/observations of implementation Literacy Team minutes Georgia Milestones</p>
<p>Provide professional learning to all staff regarding the implementation of teaching vocabulary strategies in all content areas.</p> <p>Use Comprehensive Reading Solutions</p>	<p>Building Block 2- Continuity of Instruction- B Action</p>	<p>PLC documentation-minutes CCGPS Units/Lesson plans Walkthroughs/observations of implementation Georgia Milestones</p>

<p>www.comprehensivereadingsolutions.com</p>		
<p>Provide professional learning on direct and explicit instructional strategies:</p> <ul style="list-style-type: none"> ● Writing in all content areas ● Reading comprehension strategies in all content areas ● Locating and utilizing leveled text ● Guiding students in research projects that use several sources <p>Use Comprehensive Reading Solutions www.comprehensivereadingsolutions.com</p>	<p>Building Block 2: Continuity of Instruction- B Action</p>	<p>PLC documentation/minutes CCGPS Units/lesson plans Walkthroughs/observations of implementation Student work samples Georgia Milestones</p>

A sustainability plan is our plan for continuation of the SRCL project after Federal funding ends.

a. A clear plan for extending the assessments protocol beyond the grant period

Oak Hill Middle School has a plan to continue the literacy strategies set forth in the grant application. We will support the best practices as they become habits of our students, as well as our teachers. The assessment plan will add a tool for diagnostic testing. All teachers will continue in professional learning and development. Formal assessment and instructional resource training for staff members will ensure proper implementation and build an expert faculty base to mentor and train new teachers.

b. A plan for developing community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment (Title I, Title III, Title IV)

Due to the downfall of the economic infrastructure of the county, few businesses exist with the resources necessary to support school initiatives. Oak Hill Middle School will need to strengthen its community partnerships. OHMS staff members realize the need for improved community involvement and has incorporated it as an important goal in school improvement and literacy plans. The OHMS literacy Team will work with the PTO, Title funds, local funds, community groups and organizations to obtain local funds needed to continue initiatives throughout the grant period.

c. e, and g. Provide for ongoing professional learning experiences beyond the life of the grant. Detail a clear plan for extending the professional learning beyond the grant period and to new staff to the system. Detail a clean plan for expanding the lessons learned through the SRCL project with other schools and teachers new to the LEA.

District leaders will work with the school literacy team to ensure resources, materials, and training is available to guarantee that the literacy plan is fully implemented, and aligned both horizontally and vertically from the elementary schools to the high school. Newly hired personnel will receive literacy training in the common core literacy standards, and all staff members will work together in implementing literacy strategies. All staff will continue professional development creating a faculty of literacy specialists. Professional development will be delivered by in-house experts and consultant services through RESA and GLRS, and online resources from the Georgia Department of Education site, Comprehensive Reading Solutions, Schoology, Paideia, and the “library” of teacher online resources that will be started this year.

d. Discussion of how print materials are to be replaced when necessary

Administrators, teachers, and the media specialist will assess the effectiveness of instructional resources each year, and will renew site licenses and consumable resources only if they are proven effective. Literacy team members will meet bi-annually to review print resources and plan for future needs.

f. Details a plan for sustaining technology that was implemented with SRCL fund including site licenses

Technology should be relatively available to each student daily, and maintained in-house where possible. Maintenance of materials will be considered prior to purchase decisions. Funding will be sought from Title funds, local funds, and PTO.

Budget Summary for Oak Hill Middle School

The Striving Reading Comprehensive Literacy Grant will help Oak Hill Middle School accomplish the following goals 1.) Students will receive explicit instruction in literacy strategies (reading, writing and media) across the curriculum incorporating technology, where possible, to improve student engagement. 2.) All students will be screened and data from the screening will be used for RTI, remediation, differentiation and enrichment. 3.) OHMS teachers and students will create a comprehensive plan for communicating with parents and students regarding literacy status, needs and growth through printed and electronic media.

Professional Development
Vital to Goals 1-3
60% of our projected costs

- Training on implementation of diagnostic literacy assessment software
- Workshops/trainings for literacy (including travel)
- RTI assessments- data collections
- Best Practices
- Differentiation
- Explicit instruction in reading and writing strategies in subject/content specific areas
- Training in technology used in screening, data collection, and for student engagement and Instruction
- Print materials
- Release time for teachers
- Stipends for off time work
- Substitutes
- Consultants/trainers
- Endorsements

Student Resources
Vital to Goals 1-3
30% of our projected costs

- Purchase diagnostic literacy assessment software
- Electronic readers with appropriate middle school reading material
- Books and Periodicals for the media center collection in a variety of content areas
- Response devices, laptops, tablets, document cameras, and printers
- Writing resources- novels, magazines, non-fiction leveled texts
- Print periodical classroom sets
- Basic media supplies to maintain inventory control
- Web-based writing assessment tool

Family Resources

Vital to Goal 3

10% of our projected costs

- Community awareness supplements and resources for Family/Parent workshops
- Materials to communicate with parents
- Consultants to facilitate parent education
- Paper, ink, toner

Years II-V

Vital to Goals 1-3

- Ongoing professional learning including new teacher training in incentives already in place
- Continued universal screening costs
- Diagnostic assessment costs
- Replenish resources that are considered consumables
- Maintain technology