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| **Building Block 1. Engaged Leadership** |
| A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school |
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| B. Action: Organize a Literacy Leadership Team |
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| C. Action: Maximize the use of time and personnel through scheduling and collaborative planning |
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| 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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| E. Action: Optimize literacy instruction across all content areas |
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| F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards. |
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| **Building Block 2: Continuity of Instruction**  |
| A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.) |
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| B. Action: Support teachers in providing literacy instruction across the curriculum |
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| C. Action: Collaborate with supporting out-of-school agencies and organizations within the community |
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| **Building Block 3. Ongoing formative and summative assessments** |
| A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction |
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| B. Action: Use universal screening and progress monitoring for formative assessment |
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| C. Action: Use diagnostic assessment to analyze problems found in literacy screening |
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| D. Action: Use summative data to make programming decisions as well as to monitor individual student progress |
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| Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.) |
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| **Building Block 4. Best Practices in Literacy Instruction** |
| A. Action: Provide direct, explicit literacy instruction for all students |
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| B. Action: Ensure that students receive effective writing instruction across the curriculum |
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| C. Action: Teachers work to develop and maintain interest and engagement as students progress through school. |
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| **Building Block 5. System of Tiered Intervention (RTI) for All Students**  |
| A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.) |
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| B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B) |
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| C. Action: Implement Tier 2 needs-based interventions for targeted students |
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| D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly  |
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| 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 |
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| **Building Block 6. Improved Instruction through Professional Learning** |
| A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom |
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| B. Action: Provide professional learning for in-service personnel |
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