School Profile

Created Thursday, October 31, 2013

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School Information

School Information	District Name:	Clarke County School District
School Information	School or Center Name:	Hilsman Middle School

Level of School

Middle (6-8)

Principal

Principal | Name:	Dr. Selena Blankenship
Principal | Position:	Principal
Principal | Phone:	(706) 548-7281
Principal | Email:	blankenships@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Marian Welch-Quigley
School contact information | Position:	Instructional Coach
School contact information | Phone:	(706) 548-7281
School contact information | Email:	welchm@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

62

FTE Enrollment

670

Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, 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: ____Philip D. Lanoue, Ph.D._____

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

Address: _____240 Mitchell Bridge Road_____

City: ____Athens, GA_____ Zip: ___30606_____

Telephone: (706)_546-7721_____ Fax: (706)___208-9124_____

E-mail: ___lanouep@clarke.k12.ga.us_____

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

____Philip D. Lanoue, Ph.D._____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____December 13, 2013_____
Date (required)

Grant Assurances

Created Sunday, December 08, 2013
Updated Monday, December 09, 2013

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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

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

- Yes

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.

- Yes

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

- Yes

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

- Yes

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

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

- Yes

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

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

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.

- Yes

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

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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 3

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 3

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.

     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.

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.

[x] 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.

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.
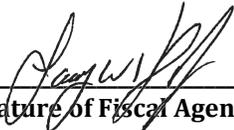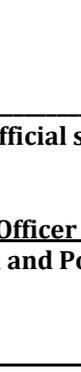
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

____**Larry Hammel, Chief Financial Officer**_____
Typed Name of Fiscal Agency Head and Position Title

____**December 13, 2013**_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

____**Philip D. Lanoue, Superintendent**_____
Typed Name of Applicant's Authorized Agency Head and Position Title

____**December 13, 2013**_____
Date

____**N/A**_____
Signature of Co-applicant's Authorized Agency Head (if applicable)

____**N/A**_____
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

_____
Date (if applicable)

Clarke County School District (CCSD) Narrative

A. Brief History:
The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, Classic City High School, and a Career Academy. Named as a Title I Distinguished District in 2011 for being the top large school district in Georgia for closing the achievement gap, CCSD continues to gain in graduation rate (70% in 2013, up 4% from 2012). In 2013, 92% of grades 3-8 students met or exceeded the state standard on the Reading CRCT, and 86% met or exceeded on the Language Arts CRCT. CCSD is a data-rich district, targeting needs and areas of concern through school and district data team processes, monitoring student progress, and continuous communication with stakeholders.

B. System Demographics:
Currently, CCSD has 13,327 students in grades pre-K through grade 12. Our student population is 54% African American, 23% Hispanic, 20% white, and 2% Asian. Nearly 13% of students are English Language Learners, and 13% are special needs students.
Per capita income in Clarke County was $15,000 below the state average in 2011, and the poverty rate of 35% was more than double that of Georgia (Table 1). The child poverty rate was double that of Georgia at 16%, and 82% of students received free or reduced lunches.

Table 1. Clarke County Demographic Indicators		
	Clarke County	**Georgia**
ECONOMIC		
Per Capita Income (2011)	$49,736	$34,151
Poverty Rate (2011)	35%	17%
Child Poverty (2011)	38%	27%
Free or Reduced Lunch Eligibility (2013)	82%	60%
EDUCATION		
Adult Illiteracy Rate (2003)	16%	17%
Teen High School Dropouts (2011)	2%	8%
Students Graduating from High School on Time (2012)	70%	70%
FAMILY & COMMUNITY		
2011 Children Living with Single Parent	44%	33%
HEALTH		
2011 Babies Born to Mothers with Less than 12 Years of Education	20%	18%
Source: *KIDS COUNT, US Census Bureau, National Center for Education Statistics*		

C. System Literacy Priorities:
CCSD is committed to: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes.

CCSD Literacy Needs and Objectives	
Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy.	*GOAL 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.* Objectives: 1.1: All students will receive explicit vocabulary instruction and reading strategy

	instruction.
	1.2: All students will receive writing strategies for CCGPS literacy.
	1.3: Quarterly research- based writing required in all content areas.
Professional learning related to formative, summative, and screening processes for birth-12th grade for effective RTI monitoring.	*GOAL 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.* Objectives: 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1and interventions in tiers 2-4. 2.2: Teachers will identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.
Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.	*GOAL 3: To articulate vertically and horizontally K-12 CCGPS strategies, and text complexity.* Objectives: 3.1: Teachers will participate in professional learning communities for CCGPS literacy. 3.2: During years 1-2, develop vertical and horizontal documents regarding text complexity and CCGPS strategies.

D. Strategic Planning:

Schools conduct root cause analyses and develop school improvement plans based on data provided by district summarizing student and school performance. School literacy teams examined literacy data to: 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE's "What" document; 4) identify needs in each school's plan; and 5) develop action steps to inform goals/objectives of the plan.

CCSD SR Implementation Plan:
- Year 1:
  o Provide professional learning in literacy to all schools in Cohort 3
  o Implement reading and writing across the curriculum
  o Develop reading growth charts from screeners and other assessments
  o Implement RTI for students according to instructional needs
  o Purchase instructional and diverse texts
  o Implement technology to foster student engagement.
- Year 2:
  o Develop CCGPS units and focus on scope and sequence of reading and writing instruction
- Years 3-5:
  o Collect and report on data in order to implement the SR Plan

E. Current Management Structure:

Dr. Noris Price, Deputy Superintendent, will oversee all management of the SR grant. Dr. Mark Tavernier, Director of Teaching and Learning, serves as Project Director. Mrs. Deborah Haney will serve

as Striving Readers Support Specialist, providing technical support to all awarded schools. All schools in Cohort 3 will implement their own SR grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

F. Past Instructional Initiatives:

Over the past seven years, two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early learning Center has successfully implemented two Early Reading First Grants, which include Pre-K programs at all14 elementary schools. Three elementary schools are currently part of the Governor's Office of Student Achievement's "Read across Georgia". SR (Cohorts 1 and 2) grants are implemented in six elementary schools, three middle schools, one high school, and the Office of Early learning. Interventions such as Voyager, Successmaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

G. Literacy Curriculum:

CCSD Present Literacy Curriculum
Pre-K/Early learning literacy, Georgia Pre-K Content Standards, and Georgia Early Learning Standards Materials: Birth-2 yrs: 1,2,3 READ   3s: Scholastic Early Childhood Program   4s: Opening the World of learning
CCGPS in grades K-12   Materials: K-2: Rigby Literacy, Phonic Lessons   3-5: Storytown, Rigby Literacy, Writers Express   6-8: Language of Literacy
Ongoing formative and summative assessments targeting literacy Performance   · Data team process in grades PreK-12   · Classroom walkthroughs to inform instructional next steps   · Data summits to analyze concerns/target next steps in planning
Tiered Intervention Systems   · Systematic data to target students in tiers 1-4   · Using non-fiction texts with specific reading strategies and academic vocabulary instruction
Targeted Professional Learning based on the following: · Classroom walkthrough data/district walkthrough data   · Focused walkthrough data from coaches   · School Improvement surveys to target needs
Utilizing technology literacies   · All K-12 schools utilize 2:1 technology for digital literacy and research strategies

H. Literacy Assessments Used District-wide:

Grade	Current Assessment Plan
Birth to Age 5	Ages and Stages Questionnaire (ASQ-111}; Developmental Profile (DP); Early Head Start/Head Start; GELS checklist; Peabody Picture Vocabulary (PPVT-JV); Phonological Awareness literacy Screening (PALS Pre-k); Work Sampling System
K	GKIDS
K-8	Quarterly diagnostic literacy assessments; Scored writing samples
1-5	Voyager Oral Reading Fluency
1-8	ACCESS for EL students
1&2	Phonics and sight word *tests,* Fluency assessments, Informal running record, Scantron norm-referenced tests
1-8	Benchmark assessments every 6 weeks; CRCT or CRCT-M
3, 5, 8 & 11	State Writing tests
6-8	Voyager, Steep/Maze screener; quarterly writing samples
9-12	Read 180; Benchmark assessments every 6 weeks; STEEP/Maze Comprehension screeners

I. Need for SR Project:

Poverty has effects on education, and in Clarke County educational impediments include suppressed academic progress, health problems, low literacy rates, emotional and behavioral problems, and lower measures of verbal ability, reading readiness, and problem solving skills. However, CCSD has progressed in recent years toward mitigating the effects of poverty. CCSD is committed to developing powerful literacy and 21st century literacy skills in our students. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

A. Plan for Striving Readers' (SR) Grant Implementation:

With years of experience successfully administering scores of federal grants, CCSD is poised and prepared to implement the SR Grant with integrity and quality. Dr. Mark Tavernier, Project Director, supervises the Striving Readers Support Specialist, elementary/secondary literacy coaches, instructional technology coordinator and specialists, and administrative/budget assistant. The SR Support Specialist is tasked with providing SR grantees with technical assistance related to fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. SR's principals will oversee grant-focused literacy activities as part of their commitment to whole-school literacy achievement. CCSD's Business Office will process SR grant funds.

B. Individuals Responsible for Day-to-Day Grant Operations:

- Dr. Noris Price, Deputy Superintendent
- Dr. Mark Tavernier, Director of Teaching and Learning and Project Director
- Deborah Haney, Striving Readers Support Specialist
- James Barlament, Grants and Research Coordinator
- Carlyn Maddox, District Literacy Coach
- School-based Literacy Coaches
- Principals
- Assistant Principals
- Larry Hammel, Chief Financial Officer
- Accounts Payable Coordinator
- Budget Administrative Assistant

C. & D. Responsibilities with Grant Implementation Goals/Objectives

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs 3-5
Grant Activities (Persons Responsible)	1	2	3	4	1	2	3	4	
Orientation of SR's objectives based on DOE's "What", "Why", and "How" of K-12 Literacy Plans (All Striving Readers' grant recipients)	X	X			X	X			X
Convene District Literacy Team for planning (Project Director, Striving Readers Support Specialist)	X		X		X		X		X
Convene school Literacy Teams for overview and implementation (Principal, Literacy Coaches, School Literacy Team)	X	X	X		X	X	X		X
Purchase and distribute instructional materials and instructional technology (Project Director, Budget Assistant)	X				X				X
Plan and implement professional learning focused on CCGPS and Grant Literacy Objectives (Project Director, Striving Readers Support Specialist, Literacy Coaches)	X	X	X	X	X	X	X	X	X
Teachers begin Reading Endorsements (Project Director, Striving Readers Support Specialist)	X	X	X	X	X	X	X	X	X
Extend Literacy Time (afterschool/summer) (Project Director, Striving Readers Support Specialist, Principals, Literacy Coaches)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Business Officer)	X	X	X	X	X	X	X	X	X
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principals, Literacy Coaches, School Literacy Teams, Striving Readers Support Specialist)	X	X	X	X	X	X	X	X	X
Submit quarterly/yearly reports (Principals, Literacy Coaches, School Literacy Teams, Striving Readers Support Specialist)				X				X	X

E. Implementation of Goals and Objectives:

All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE's "What", "Why", and "How" documents. Mrs. Haney will be available for implementation technical assistance throughout the grant period. CCSD personnel will sign a commitment statement pledging to meet the project's objectives and grant activities.

F. Involving Grant Recipients in Budget and Performance Plans:

Grant recipients will meet quarterly with Dr. Tavernier, Mrs. Haney, coaches, and District Literacy Team in order to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign in sheets.

G. Evidence of Meetings with Grant Recipients:

Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets. In addition, Mrs. Haney serves as Striving Readers Support Specialist, and provides technical assistance with fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. She is available for meetings throughout the grant year.

Experience of the Applicant

A. & B. Other Initiatives and State Audit Results:

Other CCSD Initiatives
CCSD partners with GaDOE and UGA College of Education to develop new model-learning environments with an emphasis on the use of technology embedded into curriculum development, instruction, and assessment of Common Core standards. The GaCASH/CASH EQUIVALENTS DOE provides technology consultants and access to Georgia Virtual online content. UGA assists our schools with teacher preparation, professional learning, and research related to instructional design, student learning, and teaching practices.
CCSD partners with UGA's College of Education to develop and implement the Professional Development School District (PDS).
CCSD partners with Athens Technical College to provide curriculum at Athens Community Career Academy.
CCSD partners with the UGA College of Education and Franklin College of Arts and Sciences to implement Math and Science partnership grants.

Five Years of State Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY 2012	None audit findings for FY 12	None reported
FY 2011	FS-6291-11-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness	FA-6291-11-01 Allowable costs/cost principal Material weakness Material noncompliance US Department of Education through Georgia Department of Education Special education Cluster (CFDA 84.027, 84.173, 84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY 2010	FS-6291-10-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness FS-6291-10-02 Failure to adequately maintain capital assets Material weakness FS-6291-10-03 Inadequate controls over	FA-6291-10-01 Failure to meet maintenance of effort Material weakness Material noncompliance US Department of Education through Georgia Department of Education Special education Cluster (CFDA 84.027 and 84.391)

	financial reporting Material weakness	
FY 2009	FS-6291-09-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness FS-6291-09-02 Failure to adequately maintain capital assets Material weakness FS-6291-09-03 Inadequate controls over financial reporting Material weakness	None reported
FY 2008	FS-6291-08-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness FS-6291-08-02 Failure to adequately maintain capital assets Material weakness FS-6291-08-03 Deficiencies in financial statement preparation Significant deficiency	None reported

C. LEA's Capacity to Coordinate Resources:

Under the direction of Dr. Noris Price, Deputy Superintendent, and CCSD directors, many formula and competitive grants are coordinated and managed such as Title I, Title II, Title III, Title IV, Title VIB, Head/Early Head Start, 21st Century Community Learning Centers, Striving Readers (Cohorts 1 and 2), and State Race to the Top Innovation, Foreign Language Assistance Program (FLAP), and Math and Science Partnerships. Several grants have been awarded to the district's Early Learning Center including an Early Reading First grant.

D. Sustainability of LEA's Past Initiatives:

Following the implementation of several Math/Science Partnership grants and Striving Readers grants (Cohorts 1 and 2), many instructional practices have been implemented and sustained in

CCSD schools. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center grants. The Athens Community Career Academy (ACCA) was established with a Career Academy Charter grant in partnership with Athens Technical College in 2009 with a focus on sustainable practices and curriculum. The Professional Development School District (PDS), which places UGA professors in residence at CCSD schools, has provided a sustainable model for on-going professional learning and teacher induction.

E. Initiatives Implemented Internally with No Outside Funding:

- Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS.
- The International Baccalaureate Middle Years Program is implemented in grades 6-10.
- The Advanced Placement Fee Program pays for on AP exam for all students and second exam for those on Free/Reduced Meals.
- SPLOST funds have provided upgrades to technology infrastructure, new laptops for all certified staff, and student netbooks at a 3:1 (K-3) and 2:1 (4-12) ratio in all schools.

HMS School Narrative

Hilsman Middle School (HMS) contains a diverse student body. The racial/ethnic breakdown of its population of 697 students is 62% black, 22% white, 11% Hispanic, 4% multi-racial, and 2% Asian. In addition, 76% of Hilsman students receive free or reduced lunch, 17% receive Special Education, and 2% are English Language Learners. Our goal is to prepare our students to be productive members of a global society through challenging and innovative learning opportunities that honor our diversity as they transition from elementary school to high school.

The HMS community supports students in this goal. HMS has nineteen community business partners from the area. It hosts an annual community festival, HilFest, where students and families can meet their teachers before school starts while sharing in games, food, and music. The school's Science and Energy Team spearhead the school's recycling initiative, which helps HMS be a responsible member of the Clarke County community; their efforts have been recognized nationally and regionally for their outstanding efforts. The HMS community also helps by providing mentors and after-school tutoring for many students. We have a partnership with the University of Georgia, through which HMS has two professors-in-residence who teach their Middle School Education courses on site and serve on the School Improvement Leadership Team.

HMS follows the Clarke County School District's core curriculum in language arts, math, science, and social studies. We provide a variety of academic and connections courses. In keeping with a middle school philosophy, our students are placed on teams of two or four interdisciplinary teachers for all of their academic classes. HMS also offers students enrichment and acceleration opportunities through Spectrum, the program for gifted and talented students. Our school offers students opportunities in the arts through band, chorus, orchestra, general music, or visual art; students also enroll in their choice of foreign language, either Spanish or French. As an International Baccalaureate (IB) candidate

school, faculty members emphasize intercultural awareness, communication, and interdisciplinary

education. Our after-school program starts in October and runs on Tuesdays and Thursdays through

April; this affords students additional support to work on skills they have not mastered in their academic

classes.

Administrative Team

Principal	Dr. Selena Blankenship
Assistant Principal	Dr. Trey Ezekiel
Lead Counselor	Larry Davis
Instructional Coach	Marian Welch-Quigley
Math Support Specialist	Stan Gaddis
Special Education Team Leader	Caralena Luthi

School Improvement Leadership Team

Role	Name	Grade	Subject
Principal	Selena Blankenship	---	---
Assistant Principal	Trey Ezekiel	---	---
Instructional Coach	Marian Welch-Quigley	---	---
IB Coordinator	Cyndi Clark	---	---
EXC Team Leader	Caralena Luthi	---	Special Ed

Media Specialist	Leslie Gonzalez	---	---
Counselor	Larry Davis	---	---
Family Engagement Specialist	Joann Griffith	---	---
ELA Content Leader	Janet Micheletti	8	ELA
Math Content Leader	Tonya Ward	8	Math
Science Content Leader	Jennifer Murphy	8	Science
Humanities Content Leader	Holley Ziemann	7	Humanities
Connections Content Leader	Paul Varnadoe	All	Physical Education
Language A	Eric Blake	8	ELA
Math	Nick Hussain	7	Math
Science	Diarra Mosley	6	Science
Humanities	Jessie Wood	8	Humanities
At Large	Mark Martin	8	Math
At Large	Randall Watkins	6	Special Ed
At Large	Teresa Johns	7	ELA

Literacy Team

Marian Welch-Quigley (Instructional Coach)	Nick Hussain (7th grade math teacher)
Janet Micheletti (8th grade ELA teacher)	Diarra Mosley (6th grade science teacher)

Pierre Oulevey (8th grade Humanities teacher)	Ian Johnson (music connections teacher)

Past Instructional Initiatives	Current Instructional Initiatives	Professional Development Needs
Unpacking the Standards		
Planet Literacy vocabulary instruction		
Checklists (Kay Burke)		
After School Program and Saturday School Program for struggling learners	After School Program for struggling learners	
Science Fair for all gifted students	Science Fair, Social Science Fair, or another science or social studies project for all students	
Math in the Fast Lane (with Suzy Pepper)	Math in the Fast Lane (with Suzy Pepper)	New teachers will need training
	Interactive Notebooks in science and math	
CCGPS	Common Core literacy standards	New teachers will need training

Common literacy tools in all content areas and grades	Common literacy tools in all content areas and grades	Teachers will need to continually look at student work New teachers will need training
UGA Professional Development Partnership	UGA Professional Development Partnership	
International Baccalaureate Middle Years Program - curriculum training	International Baccalaureate Middle Years Program - Design Cycle and assessment training	
	Using the Scholastic Reading Inventory (SRI) to determine lexile scores and inform instructional decisions	Instruction for all teacher on how to use lexile scores
Peer observations		
Differentiation	Differentiation	Differentiating instruction for all students, especially in heterogeneous classrooms
	Higher Order Thinking strategies (HOTS)	Using HOTS in the classroom

1:2 technology use	1:1 technology use	Digital literacy for teachers
		Digital literacy for students
		Using technology to supplement instruction and as a vehicle for instruction
		Discipline-specific literacy strategies

Need for Striving Readers Grant

While our students perform well on the CRCT in the subjects of Reading and English Language Arts, their lexile scores and norm-referenced assessments indicate that they are not as proficient as we would like all of our students to be. All of Hilsman's students would benefit from additional literacy instruction and tools that would further develop their oral and written expression. Our literacy team and administration are committed to leading HMS faculty and students to increasing their literacy skills, which we believe is critical to prepare them for high school, post-secondary education, and careers. With funding from the Striving Readers Grant, HMS will be able to provide professional learning in best practices that can target students for interventions and improve our literacy instruction across the curriculum. As well as establishing protocols for implemented interventions as part of the RTI process.

Literacy Plan

Hilsman's needs assessment provided rich insight into the current implementation of literacy strategies in our middle school setting. Our plan states our current practices for each building block as established by our current institutional, instructional and cultural practices. Current practices are extended and countered in each block. These practices and initiatives arise from strengths and weaknesses identified on the needs assessment. Areas identified as operational are countered with practices that will support and sustain. Areas identified as not addressed or emergent in the needs assessment are countered with steps that will be taken to develop and support these weaker elements.

Building Block 1. Engaged Leadership	
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school	**"Why?"** Leadership by administrators is the "key component" in all that we are seeking to do to improve education in Georgia. According to our needs assessment, our literacy team agreed that we have strong and fully operational commitment to literacy learning from our administration. (Georgia's Literacy Plan (GLP), The Why, 8.B)
"What" we are doing now: The administration at Hilsman currently seeks out and develops opportunities for professional learning in literacy with his/her faculty. Initiatives include: ● participation in state-sponsored trainings concerning the promotion of literacy and the transition to CCGPS ● the study of research-based strategies for improving student literacy ● differentiating ELT course offerings to develop the literacy of students of diverse abilities	**"How" we plan to move forward:** In addition to current initiatives, it is the goal of Hilsman's administration to put in place additional programs to improve student literacy. These include: ● targeted literacy capacity-building for Hilsman administration and staff. After literacy goals are formulated, we will conduct a needs assessment for teacher training on an on-going basis. ● literacy as part of the weekly data-team process. As such, literacy will be included as an element of planning, evaluation and instruction discussed each week in all content area data-team meetings. ● the scheduling of protected time for literacy and teacher collaboration across

	content areas.
B. Action: Organize a Literacy Leadership Team	**"Why?"** In correlation with Georgia's Literacy Plan: The Why, the goal of our school-developed literacy plan is that students at Hilsman Middle School will become self-sustaining lifelong learners and contributors to their communities and to the global society. We agree that literacy leadership should be prevalent at every level, from state to state and district leaders to building administrators to teacher leaders to student leaders. (GLP, The Why, 8.A)
"What" we are doing now: The administration has actively organized the school literacy leadership team, which will meet regularly, to set the goals of planning, developing, and implementing strategies for literacy instruction. ● As background information in the development of the literacy team, the administration has conducted an assessment of current practices and literacy initiatives within the school. ● A literacy team was formed with membership from each grade level, content area and connections teachers along with the instructional coach. ● The administration has afforded protected time for the literacy time to organize and develop instruction. ● Systems for the gathering and analysis of school, teacher, and student level data have been established with the goal of understanding and improving student achievement. ● Over the last 5 years, school-wide guidelines and expectations for the systematic gathering and analysis of literacy data through data-teams has been implemented.	**"How" we plan to move forward:** Hilsman literacy leadership team, led by the administration, will meet regularly and provide substantive direction for the school and community. In addition to actions already in place, Hilsman will: ● implement the use of teacher observation instruments (as part of the annual evaluation process) that evaluate literacy strategies and student engagement in the classroom across content areas. ● provide teacher training and coaching in strategies for the improvement of student reading comprehension and writing proficiency. ● provide teacher training regarding literacy expectations and how they will be evaluated (through observations, annual evaluations, lesson plans, and data team collaboration). ● identify and include non-faculty stakeholders as part of the literacy team ● extend the vision of the state literacy plan to guide school literacy initiatives ● plan for literacy engagement and evaluation across all content areas through weekly data team meetings and lesson plan submissions.

	● conduct teacher training across content areas for each grade level regarding student literacy evaluation, engagement and expectations.
C. Action: Maximize the use of time and personnel through scheduling and collaborative planning	**"Why?"** There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS. Consideration of the unique skills, needs, and interests of the individual students, including English Language Learners (ELL), students with exceptional needs, and other subgroups should be given. (GLP, The Why, 2.B) The need for extended time for literacy has been recognized in numerous sources including *Reading Next*, *Writing to Read*, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's all the Fuss about Instructional Time?" by D.C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time." (GLP, The Why, 2.J, pg. 58) The integration of literacy skills into the content areas has been made even more explicit in the CCGPS. (GLP, The Why, 2.E.2)
"What" we are doing now: The effective use of time and personnel to promote student literacy is leveraged through the use of dedicated time for intervention, the promotion of literacy instruction across content areas, and collaborative planning targeting student literacy. ● ELT has been used to differentiate course offerings to develop the literacy of	**"How" we plan to move forward:** ● Hilsman will develop and implement daily schedules so that they include a minimum of 120 minutes to foster student literacy. ● As part of this implementation, administration and the literacy team will establish school data team norms to ensure that teams meet for collaborative planning of student literacy data/work on

students of diverse abilities ● Cross-content CCGPS literacy standards have been promoted through training and collaborative planning.	a weekly basis. ● Student literacy instruction, as a basis of grade-level implementation, will be developed and sustained through time reserved for grade-level collaboration and peer observations.
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	**"Why?"** Reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers which include: ● Visualizing ● Questioning ● Making Connections ● Predicting ● Inferring ● Determining Importance ● Synthesizing/Creating (GLP, The Why, 2.B) While these strategies are the cornerstones of literacy, it is important to note that research has found that these strategies should not be taught as isolated units. The strategies should be incorporated into all aspects of literacy instruction, which include disciplinary literacy. The intended outcome is that students receive explicit literacy instruction across the curriculum with the most important outcome being the reader's ability to use the strategies flexibly and become proficient in self-monitoring for understanding and purposely use the strategies. (GLP, The Why, 2.B)
"What" we are doing now: The Hilsman faculty has received professional learning in disciplinary literacy in some content areas but not all. ● Faculty members have participated in state-sponsored webinars to learn about the transition to CCGPS. ● In conjunction with the goals of the	**"How" we plan to move forward:** ● In addition to our on-going efforts, it is our goal to develop a school culture in which teachers across all content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS).

literacy team, a system for sustained evaluation and identification of professional learning needs has been established. ● Through the data team process, an on-going systematic evaluation and identification of students requiring literacy support has been put in place. Furthermore, these students receive diverse interventions including ELT support, PSP, and literacy programs (e.g. SuccessMaker, Fast ForWord).	● To this end, we will seek the involvement of school stakeholders (parents, community members, businesses, UGA College of Education) to foster and multiply literacy initiatives. ● We will use the 1:1 technology roll-out as a means to promote student literacy. To do this we will instruct teachers using "WOW' (Working On Work) trainings to educate staff on how technology can be used as a tool to improve literacy. As part of this training, Teachers will have expectations for sustained implementation of literacy improvement strategies and report on the implementation of these through data teams.
E. Action: Optimize literacy instruction across all content areas	**"Why?"** The integration of literacy skills into the content area has been made more explicit in the CCGPS, which delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. Acquisition of those literacy skills will provide our students with the ability to transfer these skills into college or the workplace. (GLP, The Why, 2.E.2, pg. 48- 49) Writing demands are increasing not only in schools, but also in the workplace, so it is crucial that we take steps to implement a strong writing program. (Georgia's Literacy Plan (GLP, The Why, 2.C.,D, pg. 43-46)
"What" we are doing now: The leadership at Hilsman has a focus on the development of literacy in the content areas by: ● using a checklist for classroom walkthroughs that incorporates research-based literacy practices ● leading teachers in incorporating a	**"How" we plan to move forward:** To improve content area literacy instruction the leadership will: ● encourage the continued development of literacy strategies in social studies and science classes ● plan subject-specific training for all

common organizers across all content areas for taking notes on articles and using a common writing checklist across all contents and grades; these are incorporated in the school improvement plan ● focusing on helping teachers incorporate literacy strategies in all content areas to teach the Common Core literacy standards	teachers and administrators on explicit literacy instruction
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.	**"Why?"** Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including community members. As a result of this common understanding and the state-developed literacy plans, Georgia students will become sustaining, lifelong learners and contributors to their communities. (GLP, The Why, Section 1)
"What" we are doing now: The Hilsman administration team is exploring different avenues to incorporate community stakeholder into instructional fabric of the school by: ● eliciting the help of the community to establish a Little Free Library on school property ● operating as a Professional Development School, courses in Middle School Education are taught at the school weekly; these pre-service teachers spend time in classrooms regularly ● hosting a community festival each year during student orientation (HilFest) ● facilitating annual meetings at local community centers ● hosting annual curriculum nights (one per academic content), to which parents and students are invited ● matching students with community mentors	**"How" we plan to move forward:** Hilsman Leadership will extend the current community ties to include: ● an expansion of current mentoring program as more mentors become available ● the continued development of annual curriculum nights so students take on more leadership at the events ● continued partnership with UGA through the UGA Professional Development partnership to provide tutoring, one-on-one support for students, professional development and common vision.

● conducting annual trips to UGA and Athens Tech for 8th grade students	

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.)	**"Why?"** All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively. Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language. Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners. (GLP-The Why, 1.B, pg. 31) Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. (GLP-The Why, 5.A.1, pg. 95)
"What" we are doing now: **Hilsman faculty and staff have begun the work of a consistent focus on literacy across curriculum areas by:**	**"How" we plan to move forward:** ● Utilize action summaries with agendas for all data team meetings in required blog posts

- meeting in content teams for collaborative planning and examining student data/work - preparing agendas for all data meetings - Studying formative student assessment results in data teams and use the results to continue and adjust instruction - observing model lessons, organize materials, and practice effective instructional strategies - planning and implement lessons that address the literacy needs of students	- Collaborate using videotaping and online sharing options (i.e., YouTube) to conduct peer observations, share literacy expertise, etc. - Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible. With specific attention to connections teachers to develop their use of literacy strategies while teaching their content. - Continue to plan collaboratively and implement lessons that address the literacy needs of students
B. Action: Support teachers in providing literacy instruction across the curriculum	**"Why?"** Literacy demands in content areas are rigorous for all students. Students' interactions with texts are influenced by comprehension demands, features, and structures of the discipline's text. These texts take a variety of forms: - Nonfiction (scientific writings, political writings, advertisements, technical materials, biographical materials, etc.) - Fiction (novels, short stories, plays and scripts, poems, etc.) - Non-print "text" (art, photographs, political cartoons, etc.) The CCGPS expects students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write with textual evidence that supports an assertion. Literacy includes not only written texts, but also the viewing and representing of digital images, aural images, and other special effects used in various forms of media. (GLP-The Why, 2.E.3, pg. 49) The CCGPS begins moving students up the first step toward the goal of graduating from high school ready for college or a career. Students will be required to understand how to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the

text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
(GLP-The Why, 4.D.2, pg. 85)

Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels.
(GLP-The Why, 7.D, pg. 150)

In addition to reading, Georgia also assesses another aspect of a student's literacy—writing ability. Georgia's performance –based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. Grade 3 is a teacher-based evaluation of student writing using state-provided rubrics for multiple genres of writing; the results from this test are for instructional use primarily and not aggregated and reported at the state level.
(GLP-The Why, 5.I, pg. 117)

In keeping with the research on motivation, the Literacy Task Force recommended the following

<table>
<tr><td></td><td>to improve engagement and motivation in grades 4-12:

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

(GLP-The Why 2.L, pg. 59)</td></tr>
</table>

"What" we are doing now:	**"How" we plan to move forward:**
The Hilsman instructional staff is supported in literacy instruction across the curriculum through: ● the use of research-based strategies and appropriate resources to support student learning of the CCGPS ● teaching across content areas academic vocabulary in all subjects using a commonly adopted, systematic procedure. ● implementing literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS ● providing teachers and the instructional coach opportunities to coach, model, co-teach, observe, and give feedback to fellow teachers on the use of literacy strategies in the classroom ● utilizing a school-wide writing rubric which is aligned with the CCGPS is used with students to set a clear expectations and goals for performance ● math teachers are incorporating Math in the Fast Lane strategies, written explanation of process and vocabulary development into instructional practices to support development of literacy development ● Added an instructional specialist to staff	● Allow for discussion of alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards) ● 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 ● Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.) ● Continue to coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom ● Share creative ideas with teachers across the curriculum to infuse literacy throughout the day ● Provide an opportunity for gifted students an opportunity to participate in a regular compacted curriculum that moves them beyond the constraints of any pacing guide.

with a focus on fidelity of mathematical instruction ● The gifted program provides opportunities for students to engage in challenging, creative, and critical thinking activities for gifted learners.	● Allow for more teachers to provide acceleration of content and /or text for gifted students through professional development training. ● Increase the use of 21st century, mobile and cloud technology as a means for gifted students to model technology usage and production for the regular student body and faculty.
C. Action: Collaborate with supporting out-of-school agencies and organizations within the community	**"Why?"** Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. (GLP-The Why, Section 1, pg. 32) Youth services at Georgia Public Library Service (GPLS) provide myriad services to improve the quality of children's and families' lives. The benefits of youth services are numerous. From providing quality, literature- based programs for children and families to assisting teens with their informational needs, Georgia's public libraries strive to develop lifelong readers and learners. Through the services offered across the state, a community of support and advocacy is created for library personnel working with children, families, and teens. Working in tandem, GPLS and library systems provide parents and caregivers with the best tools to help prepare children for life and introduce them to a lifelong love of learning. (GLP-The Why, 9.C, pg. 159)
"What" we are doing now: ● Providing instructional support and counselors identify and contact community supports that target student improvement (e.g., tutoring, mentoring, out-of-school programming). Students and families are connected with these resources on an as-needed basis.	**"How" we plan to move forward:** ● Establish communication with community organizations which provide literacy supports for students to share strategies and student needs. Additionally, fill program/service gaps and develop online outreach linkages among families of schools (e.g., a feeder pattern, schools in

- Continually communicating (e.g., blogs, twitter, email, etc.) between school and parents has been established with administration and teachers providing information to families.
- Developing and maintaining infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Incorporating technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)
- Providing students with services opportunities within the school community through the recycling program for each classroom. Other services they provide include: gardening and musical performances through the Connections' programs.

- close proximity)
- Ask local businesses to help heighten awareness about reading or literacy topics (e.g., a supermarket chain may agree partner with the school to share link between reading and healthy eating a hardware store may work with families around the importance of following a construction plan.)
- Establish a mentoring system from within and outside the school for student who need additional support
- Utilize more of the concept of service learning to assist students in making community connections through volunteerism, problem solving activities, and community-based learning.

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	**"Why?"** Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing. According to the Center on Instruction 2009, three crucial timing categorizations exist: ● **Beginning of the year:** First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions. ● **Throughout the year:** This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessment. ● **End of the year:** The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, GHSGT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p.16). (GLP-The Why, 5.A.2)
"What" we are doing now:	**"How" we plan to move forward:**

- Collaboratively planning through content grade level teams twice weekly in Data Team format to create common formative assessments, review student work, and make determinations about interventions, re-teaching and enrichment. - Identifying power standards for each unit and matching formative and summative assessments with the goals of the standards through data teams. - Discussing student academic needs and recommending interventions for struggling learners through weekly grade level teams. - Creating pre- and post-tests for all units. The data from these tests is disaggregated by standard and reviewed for interventions, re-teaching and enrichment.	- Continue the twice-weekly meetings and insure that new teachers are adequately trained on the Data Team Process. - Continuously reflect and review the data to adjust learning goals and assessments to achieve those goals. - Use RTI interventions and record progress and adapt and devise plans as needed through grade level teams. - Assess the power standards that have been identified for each unit through pre- and post-tests; data from these tests will drive the instruction, re-teaching, and enrichment for the following units.
B. Action: Use universal screening and progress monitoring for formative assessment	**"Why?"** The Literacy Task Force recommends the need for a universal screener at all ages and grades. Additionally, there needs to be coordination among those screeners and assessments that would permit the receiving teachers and/or schools to interpret the findings of the earlier grade or level. Teachers need intense professional learning on administering the screeners and then how to both interpret the data and determine the best course of instructional action. (GLP-The Why, P.4) Effective reading and writing instruction requires both summative and formative assessments. The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. Formative assessments are only effective if they are followed by effective instructional responses or

	appropriate types of feedback (Torgesen & Miller, 2009, p.24). The "how to instruct" must be embedded in sound professional learning opportunities and training. In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the CCGPS. (GLP-The Why, 5.A.3)
"What" we are doing now: ● Using the Scholastic Reading Inventory (SRI) to assess students' reading levels via lexile scores. ● Administering Norm Referenced Performance (NPR) Series once at the beginning of the school year, and again in the spring for selected students. ● Using both SRI and NRP data to schedule students for both intervention and enrichment ELT.	**"How" we plan to move forward:** ● Administer SRI three times per year. ● Instruct students in the meaning of their lexile scores as it relates to their reading levels. ● Implement in the Media Center a section for students looking to use the lexile scores of books to improve and/or expand their reading selections. ● Ensure that teachers of all content areas will review the SRI data and utilize the data in selection of instructional texts. ● Continue to use prescriptive programs where called for by data: SuccessMaker; FastForword; Voyager Math & Reading; and give students an opportunity for enrichment activities: Social Studies Fair and Science Fair.
C. Action: Use diagnostic assessment to analyze problems found in literacy screening	**"Why?"** The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. (GLP-The Why, pg. 5)
"What" we are doing now:	**"How" we plan to move forward:**

● Analyzing Norm Referenced testing by grade level teams, administration, and other stakeholders when determining placement in the following: ELT/intervention; ELT/enrichment; PSP (after-school program). ● Examining intervention ELTs for diagnostic data from SuccessMaker Reading and Voyager Reading programs.	● Continue to analyze data through their data teams to monitor the progress of students with varying levels of support and interventions ● Regularly examine diagnostic data from SuccessMaker Reading or Voyager Reading programs ● Assign students to various programs using technology (Successmaker, Fast Forward) based on student data
D. Action: Use summative data to make programming decisions as well as to monitor individual student progress	**"Why?"** The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. (GLP-The Why, 5. Introduction) Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan. (GLP-The Why, 5.C)
"What" we are doing now: ● Using a variety of data to make academic decisions for our students who require intervention, re-teaching,	**"How" we plan to move forward:** ● Include quarterly writing assessments in the data review for placement in various programs and classes.

or enrichment. Data teams, EXC collaborative teachers, and administration are all consulted when scheduling students for class and/or academic support programs or enrichment. ● Using data as follows: CRCT; Norm Referenced tests; Quarterly Benchmark Assessments; Pre- and Post-test data;	● Review student writing exemplars for uniformity and authenticity of scoring across grade levels in grade level data teams. ● Include SRI as well as evaluations of student work.
Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)	**"Why?"** One of the cornerstones of any LDS is the ability to uniquely identify the students over time. To accomplish this, each student must have a unique identifier. Since 2005, Georgia has utilized a unique student identifier referred to as the Georgia Testing Identifier, or GTID. The SLDS Data Collections & Cleansing Project will streamline data exchange between the Georgia Department of Education (GaDOE) and school districts within the state. The Data Hub & Portal project will build access to statewide, longitudinal student data for educators, parents, the public, and other stakeholder groups. (Georgia's Literacy Plan: The Why, 5.L) Commercial vendors have begun offering a variety of products and services to facilitate the collection, storage, and use of longitudinal data. A number of national organizations are providing support as well for LDS development efforts. By facilitating the collection and use of high quality student-level information, these systems potentially provide both a way to use data more effectively and to improve the way schools function from the policy level to that of the classroom. This information was retrieved from http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx (GLP-The Why, 5.L) Standards-based classroom learning describes

	effective instruction that should be happening in all classrooms for all students. ● Schools should identify common formative assessments and a common protocol for analyzing and recording student progress. (GLP-The Why, 6.D.1)
"What" we are doing now: ● Introducing common literacy tools to all faculty to encourage and aid the process of reading and writing in all content areas. These common tools are meant to familiarize students with best practices in literacy, and for Hilsman teachers to use them both vertically and across content areas. ● Meeting regularly in data teams to review data and to use technology as a tool in the process of differentiation. Data review will drive the instructional strategies used to differentiate for student weakness or enrichment. ● Meeting in data teams to review Benchmark scores as well as Pre- and Post-tests to inform instructional and differentiation needs for students. ● Writing: Students are assessed in prescriptive writing three times per year; scores are reviewed by data teams and scores are broken down into domains. They are returned with extensive commentary; conferencing is a goal not always achieved; teachers participate in a writing workshop format that targets student deficiencies as well as utilize mini-lessons that target whole group instruction in student weaknesses.	**"How" we plan to move forward:** ● Continue to use common literacy tools both vertically and cross-content: Student Writing Checklist to be used when assessing student writing in any content area; note-taking organizers to be used in all content areas to help students' comprehension. Sample checklists and organizers will be collected and reviewed for their efficacy. ● Make a commitment to integrate technology in our daily lesson planning. Many sites, such as Edmodo.com, easily allow identification of small groups for ease of assigning differentiated activities where only the assigned students can see the assignment. ● Analyze the data from school-wide teams and adjust curricular needs or professional learning to achieve literacy plan goals. . ● Continue the writing workshop, and we will work to maximize personnel in the classrooms to assure that all students have the opportunity to conference one-to-one about their writing. ● Train new teachers in the protocol of Data Teams and become active members of data collection, data review, and data reflection.

Building Block 4. Best Practices in	

Literacy Instruction	
A. Action: Provide direct, explicit literacy instruction for all students	**"Why?"** Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following: ● Direct instruction, modeling, and practice in reading comprehension strategies ● Structuring of content area instruction and reading assignments to make them more accessible to students ● Selection of texts for students to read in a way that builds motivation and persistence ● Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn ● Use and availability of diverse texts ● Use of writing to extend and reinforce reading ● Use of technology to reinforce skills and keep students involved (GLP-The Why, 6.D) Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following: ● Direct instruction, modeling, and practice in reading comprehension strategies ● Structuring of content area instruction and reading assignments to make them more accessible to students ● Selection of texts for students to read

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	in a way that builds motivation and persistence ● Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn ● Use and availability of diverse texts ● Use of writing to extend and reinforce reading ● Use of technology to reinforce skills and keep students motivated (GLP-The Why,6.D)
"What" we are doing now: ● Using some variety of coding short reading passages (metacognitive reading strategies). ● Providing explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues, vocabulary). ● Routinely using student data to monitor and assess the reading levels and progress of individual students to inform and make instructional decisions using data team data and Scholastic Reading Inventory (SRI) [1st year of implementation]. ● Participate in ongoing training for CCGPS literacy standards through school and district professional learning. ● Providing feedback by instructional coaches and suggestions for instructional and evaluative strategies in literacy during data team meetings.	**"How" we plan to move forward:** ● Provide more comprehensive professional learning in using data to inform literacy practices, modeling specific reading strategies in all content areas, and providing effective feedback to students. ● Provide professional learning in differentiation and direct vocabulary instruction for all content areas. ● Use Lexile scores (e.g. Scholastic Reading Inventory) to assign appropriate reading material to individual students. ● Implement common literacy strategies to enhance writing skills: conferences, student checklist/rubrics, writing workshops, and coding among all disciplines. ● Expand e-book resources and digital libraries in non-fiction and dual language texts.

B. Action: Ensure that students receive effective writing instruction across the curriculum	**"Why?"** Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative. (GLP-The Why, 2.C) In addition to reading, Georgia also assesses another aspect of a student's literacy—writing ability. Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. Currently, in Grade 8 students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. (Note: These genres will be changed to reflect the CCGPS by 2014. Those genres are: argument, explanatory, and narrative.) (GLP-The Why, 5.I)
"What" we are doing now: ● Routinely self-reflecting and collaborating on instructional practices and student progress within school and/or district via grade/content data teams and district grade/content professional learning. ● Regularly using student writing as data points for targeting areas of	**"How" we plan to move forward:** ● Create a writing plan consistent with CCGPS among all content areas and grade levels. ● Provide additional tiered interventions including tutoring, conferencing, and more explicit modeling in direct instruction. ● All teachers use at least one writing

concern. ● Using Thinking Maps and 4 square organizers in writing. ● Using writing strategies on a daily basis in the classroom.	strategy on a daily basis in the classroom.
C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.	**"Why?"** There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS. These needs to be done while considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs, and other subgroups. Aligning with research on motivation and the recommendations of the 2010-2011 Literacy Task Force, we believe it is crucial to take steps to improve engagement and motivation. (GLP-The Why, 2.1) In keeping with the research on motivation, the Literacy Task Force recommended the following to improve engagement and motivation in grades 4-12: ● Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries. ● Provide students with work that allows them to experience success, thus increasing their self-efficacy. ● Construct opportunities for students to work with peers ● Incorporate technology into literacy through the use of e-readers, blogs, and social networking (GLP-The Why, 2.L)
"What" we are doing now:	**"How" we plan to move forward:**

- Utilizing reflective writing in Interactive Notebooks in Math & Science
- Using the International Baccalaureate framework designed to promote lifelong, global learners.
- Employing digital literacy resources via the internet and/or e-books purchased through the media center are widely used among all grade and content classes.
- Using technology for research, production, publishing, and communicating writing in all content areas.
- Implementing Teachers As Advisors (TAA) encouraging student interest and engagement in reading through teaching study skills and identifying students' vocational interest.
- Structuring classes to offer opportunities to collaborate with peers and teachers.

- Promote creative reflection by having school-wide "Spoken Word" night. Two times a year. Students share their poems, short stories, musical lyrics, plays, and jokes pertaining to classroom content in a relaxed but formal environment (i.e. coffee shop/night club).
- Create reading clubs centered around particular student interest (i.e. sci-fi; adventure; technology; finance and entrepreneurship, etc.).
- Increase the amount of field trips to museums, plays, theatrical productions, Athens-Banner Herald, film-festivals, University of Georgia main library, science library, law library.
- Host visits from famous authors, screenwriters, community leaders, UGA students majoring in journalism and fine arts (displaying their work/productions).
- Expand literacy resources with e-books, digital apps, and technology for student engagement.

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.)	**"Why?"** In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring: ● Data collected frequently, often weekly, but at least once a month ● Scores are plotted on a graph with a trend line drawn to show rate of improvement ● Data provided on the rate at which students are progressing toward competence in a skill necessary to grade-level curriculum. ● May be used as a supplement to screening to determine the efficacy of an intervention (GLP-The Why, 5.B) Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan. (GLP-The Why, 5.C)
"What" we are doing now: ● Mandating that data and collaborative teams meet weekly to identify student progress. ● Training teachers in the data collection process to identify gaps in student learning. ● Providing instruction to faculty on the RTI process.	**"How" we plan to move forward:** ● Develop standardized protocols for the collection of data to determine student success and the success of interventions ● Provide data team implementation training to new teachers. ● Provide new teachers with professional development on the RTI process ● Develop a process to monitor the implementation of research-based

	interventions at the building level.
B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)	**"Why?"** Tier 1 includes the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is critical element of all classroom learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success. (The Why, 6:B) All students participate in general education learning that includes: ● Universal screenings to target groups in need of specific instructional support ● Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom ● Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning ● Progress monitoring of learning through multiple formative assessments Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. ● Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom. ● Instruction and learning which focus on the GPS and include differentiated,

	evidence-based instruction based on the student's needs are paramount.
	● Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development.
	● Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
	● Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction.
	● Data from formative assessments should guide immediate decision making on instructional next steps.
	● Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical in responding to student performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for feedback.
	● Focused attention to content knowledge of teachers is required to support appropriate teacher questioning and feedback skills.
	● Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all students to demonstrate depth of understanding. Instruction should include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program.
	(GLP-The Why, 6.D.1)
"What" we are doing now:	**"How" we plan to move forward:**
● Utilizing the Scholastic Reading	● Use the universal screening data to more

Inventory, a universal screener, used to identify struggling students. ● Participating in ongoing professional development on the implementation of CCGPS throughout all content areas. ● Making sure Tier 1 instruction focuses on developing student success through the use of collaborative teaching.	effectively place students in small groups and to provide accessible text for students. ● Develop, implement, and analyze formative assessments to provide effective tier 1 instruction. ● Provide professional development opportunities that will focus on explicit instruction to meet individual student needs.
C. Action: Implement Tier 2 needs-based interventions for targeted students	"Why?" Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention team. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 for interventions. For a few students, the data review team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions. (GLP-The Why, 6.B) <u>Student Movement to Tier 2</u> ● District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the CCGPS by 2014. ● A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels. ● Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom. ● During the instructional year, Tier 1

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● Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.
(GLP-The Why, 6.D.2)</td></tr>
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"What" we are doing now:	**"How" we plan to move forward:**
● Making sure students have daily instruction in ELT (extended learning time) classes which focus on CCGPS. ● Differentiating instruction through flexible grouping and the collaborative teaching model. ● Using SuccessMaker reading program to individualize instruction for students in remedial ELT classes. Students are able to access program in and outside of school.	● Systematically identify students who will receive tier two instruction. ● Conduct progress monitoring through formative assessments, which gage the effectiveness of a given intervention. ● Provide professional learning in the area of explicit instruction strategies to address specific literacy difficulties. ● Provide professional learning which develops a process to plan and implement protocols utilizing technology where appropriate. Also, to monitor the effectiveness of interventions in the ELT classroom based on the use of the universal screener, progress monitoring and benchmark data. ● Purchase intervention software and resources as necessary.
D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly	**"Why?"** <u>Student Movement to Tier 3</u> ● The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction. ● Additional Tier 2 interventions may be

	required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented. ● After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or Tier 3 support, in addition to Tier 1 and Tier 2, is required. (GLP-The Why, 6.D.3)
"What" we are doing now: ● Establishing Student Support Team and Data Teams to monitor the progress of students in Tier 3.	**"How" we plan to move forward:** ● Make sure Student Support Teams (SST) meet at least once a month to discuss student progress based on intervention monitoring data. ● Ensure that student needs and progress monitoring are driven by the data, data protocols, referral protocols. ● Provide students with direct instruction in small group settings 1:1 -1:3 ● Purchase intervention software and resources as necessary.
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	**"Why?"** Student Movement to Tier 4 In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education

	class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas. (GLP-The Why, 6.D.4)
"What" we are doing now: ● Arranging current school schedules to provide the least restrictive environment for all students. ● Familiarizing building level administration with funding formulas to fund special programming. ● Assigning students with IEP's case managers to coordinate communication between home and school as well as between teachers who serve a given child. ● Conducting by case workers parent conferences and regularly participate in school activities.	**"How" we plan to move forward:** ● Implement a system of check and balances to ensure the fidelity of implementation of the RTI process and ensure progress of student in the classroom and in interventions. ● Purchases intervention software and resources as necessary.

Building Block 6. Improved Instruction through Professional Learning	
A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom	**"Why?"** The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007). This statement reflects the importance of the role of the teacher in ensuring that students receive the quality instruction needed to progress in literacy. The International Reading Association's Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading. (The Why, 7.E, p. 150)
"What" we are doing now: ● Assigning pre-service teachers a mentor during their school-based field experiences and they attend school-based professional development with their mentor ● Attending by new teachers New Teacher Orientation, which includes district-based and school-based professional learning, without in-service faculty ● Observing by most pre-service teachers placed at HMS other teachers before ending their placement so they see other best-practices and other content areas	**"How" we plan to move forward:** ● Ensure all pre-service teachers receive school-based professional learning in literacy while they are with their mentor teachers
B. Action: Provide professional learning for in-service personnel	**"Why?"** In an increasingly competitive global economy, the need for students to have the

strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and-career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience.

The goal of professional learning is to support viable, sustainable, professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement.
 (GLP – The Why, Section 7 Introduction, pg. 140-141)

Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers (The Why 7.B.3, p. 144 (NSDC 2001, pararaph 2)).

"What" we are doing now:	**"How" we plan to move forward:**
- Meeting weekly with teachers in their grade levels, content colleagues to collaboratively analyze data, share expertise, plan lessons, examine student work, and reflect on instructional practices - Developing a professional growth plan yearly that aligns with their professional needs as well as the school improvement plan - Attending program-specific training in intervention programs before the	- Ensure professional development to all content teachers in the areas of literacy - Ensure in-service personnel understand the school's literacy plan and offer support to implement it - Incorporate blended professional learning by videotaping critical professional development sessions to share with teachers as needed

school year begins (Voyager Reading and Voyager Math) ● Using by administrators a checklist tied to professional learning when conducting classroom walkthroughs and observations ● Participating in the Teach to Learn program allowing a teacher resident to work in math and science classes, also freeing time for a master teacher (one in math and one in science) to coach and mentor in-service teachers at the school with fewer than three years of experience	

Needs Assessment, Concerns, Root Cause Analysis

a. Description of the Needs Assessment Process

   The Clarke County School District conducts district walkthroughs each quarter as well as yearly impact checks for each building. The information shared at these points serves as a communication point between central administration and the building level on the current success and areas of growth for Hilsman. Hilsman had an impact check in February of 2013. The needs assessment indicated three main areas of concern for Hilsman: 1) Student reading comprehension in the content areas; 2) Student writing proficiency across all content areas; 3) Consistent communication with families and family literacy to support student success.

   At the school level, the School Improvement Leadership Team (SILT) meets twice a month. This leadership group is yearly tasked with responding to the district impact check to create a School Improvement Plan to impact student achievement. This document is written each academic year in early August. Literacy was a focus of 2013-2014 Hilsman School Improvement.

   In late September, a Literacy Team was formed as an outgrowth of SILT to address the unique and far reaching aspects of literacy at our school. This team was tasked with refining a district developed needs assessment for our individual building needs. Part of this team's tasks was to administer the Georgia Literacy Needs Assessment Survey to all certified staff on October 7, 2013. Those completing the survey included administrators, coaches, and teachers of all content areas across all grade levels, as well as connection area, gifted, and SPED teachers. Access to the survey was facilitated by the use of Google forms. The Literacy Team analyzed this data set to determine the greatest areas of literacy concerns in our school community.

b. Description of Surveys Used in Needs Assessment Process.

   The needs assessment for Hilsman began with a day of data analysis in July 2013. Members of the SILT team gathered with other teams from across Clarke County School District for a Data Summit. At this time the team analyzed the data from CRCT in comparison to the

district outcomes and across the demographics of our individual school. This data was then used to inform the SILT team as they created a comprehensive School Improvement Plan.

The Georgia Literacy Needs Assessment Survey required participants to rate each of the six building blocks of literacy instruction and their subcategories with a rating of "not addressed", "emergent", "operational" or "fully operational". The Literacy Team reviewed the results to determine the schools overall level of implementation for each building block of literacy instruction. The team was particularly concerned with elements that were rated on average in the not addressed or emergent categories. The aggregate result then informed the development of the schools literacy plan.

c. Root Cause Analysis:

The Hilsman Literacy Team analyzed the current standardized testing performance of our students. This process allowed us to: 1. Isolate areas of concern; 2. Identify root causes of the isolated concerns; 3.Formulate action steps outlined in the literacy plan that address needs as identified through the many levels of needs assessment data.

The population of Hilsman is approaching 80% of children receiving free and reduced lunch. Large segments of our student population come from literacy deprived environments. They do not have repeated opportunities for writing and reading skills practice to solidify the skills that are taught in the school. This puts our students at a distinct literacy disadvantage, which has far reaching effects on content area instruction.

Student literacy weaknesses are of particular concern for content area instruction. Content area teachers are not traditionally trained in the literacy instruction, and, therefore, do not currently have the expertise to address the extensive literacy needs of children. As a result, our students struggle with literacy skills in the content areas.

Root Causes and Specific Rationales for Determination of the Cause:

Rationale	Root Cause
There is a deep connection between reading and writing. Students need additional opportunities to make this link.	Literacy skill practice has not been consistently embedded into all content areas so that all children have repeated opportunities to read and write in all content area.
Students need additional individual conferencing on their writing.	This activity has been traditionally assigned to the ELA classroom. Children do not receive regular feedback on content area writing.
Students need more exposure to models of excellent writing across the content areas.	Teachers in the content areas have not received professional development in the use of models for teaching writing in the content areas.
Students need additional opportunities to critique their own work as well as the work of others.	This activity has been isolated to the ELA classroom causing children to perceive writing critique as isolated and an occasional activity.
Students do not have sufficient opportunities to practice and develop fluency.	This key literacy skill has been seen as a skill learned in the elementary classroom. There is no current place for this activity to be developed or remediated at the middle school level.
Teachers lack the time to address the key literacy skills that children lack	Pacing of content places emphasis on obtaining extensive content knowledge leaving little time to practice applied literacy skills to the content.
Student lack vocabulary to aid in comprehension of content area text.	Many students do not come from literacy rich environment that support the development of extensive vocabulary.
Students struggle with the use of formal language in their writing and in comprehension of formal texts.	The student population is not exposed to formal English language in their home environment which conflicts with the language that they read in school.

d. Listing of Individuals Who Participated in the Needs Assessment

The leadership team and all teachers at the building level participated in the impact check which occurred in February of 2013. The School Improvement Leadership Team took the information from the impact check and the district Data Summit of July 2013 to prepare the school improvement plan. The

literacy team, a subset of SILT, administered and analyzed the results of the needs assessment survey. All teachers and administrators were included in the needs assessment survey.

e. Specific Age, Grade or Content Areas in which the Concerns Originate

Hilsman data demonstrates specific needs in the area of math as well as writing at the 8th grade. The skills required for performance on the cumulative testing in 8th grade requires students build on and develop their skills as they progress through all three grades of the middle school. Clearly students are in need of additional practice for all their literacy skills. Students are in need of support in grades 6-8 in all content areas to support their literacy skills and the expression of these skills as measured by standardized testing.

f. Areas of Concern as Related to Research-based Practices

The needs assessment indicates three main areas of concern for Hilsman: 1) Student reading comprehension in the content areas. 2) Student writing proficiency across all content areas. 3) Consistent communication with families and family literacy to support student success.

The areas of concern for Hilsman literacy reflect the Georgia Department of Education's "why" document which details the current research in the area of literacy instruction. Of particular note for the key areas of concern for Hilsman are best practices research in the area of at-risk adolescent readers, writing in all content areas, literacy instruction in the content areas, as well as the implementation of the RTI process.

The "why" document calls our attention to motivating adolescents who struggle, noting that students "deserve instruction that is developmentally, culturally, and linguistically responsive to their needs (See "Why" document 52)." Additionally it is noted that reading comprehension is a concern for children of color and the economically disadvantaged throughout Georgia and who also make up the majority of the population of our school (See "Why" document 65).

The needs of our student writers should be considered in the light of the work of Biancarosa and Snow is cited in the "why." This work calls for children to participate in instruction that requires a variety of connected writing tasks which students will need to repeat as they continue in school as well as in a career.

Areas of Concern - Current Practices to Address Concerns

Area of Concern	Current Practices to Address Need
Content Area Reading Comprehension - Grades 6, 7, 8	Data team to analyze student progress and common planning Collaborative teaching of heterogeneous classes Instituted the SRI universal screener Utilize SuccessMaker, FastforWord and Voyager reading interventions Introduced common literacy strategies to the content area classrooms.
Writing Proficiency Grades 6, 7, 8	Quarterly writing prompts provide students with practice for writing assessments. Foursquare writing process is taught at each grade level. Thinking Maps have been taught as a means to organize in the writing process.
Parent Literacy and Communication	Curriculum nights are held for math, ELA, science and social studies with activities to engage parents in learning activities with their child. Neighborhood meeting/visits Family computer lab

Analysis and Identification of Student and Teacher Data

a-b. Hilsman Total Population and Subgroup CRCT Data 2013:

Test Type	All Students Meets/Exceeds	SWD Meets/ Exceeds	EDS Meets/ Exceeds	Black Students Meets/ Exceeds	Hispanic Students Meets/ Exceeds	White Students Meets/ Exceeds
Reading	91%	73%	89%	88%	94%	96%
ELA	86%	62%	83%	90%	94%	97%
Math	71%	45%	66%	61%	88%	94%
Science	67%	40%	60%	52%	84%	94%
Social Studies	75%	43%	70%	66%	88%	95%

Hilsman Lexile Information from 2013 CRCT:

Subgroup	Percent of School Population	Average Lexile Score	Students At or Above Lexile Standard
All Students	100%=697 students	1014	69%
SWD	17%	891	42%
EDS	76%	992	60%
Black Students	62%	959	59%
Hispanic Students	11%	1041	75%
White Students	22%	1101	86%

ScanTron NRT Information 2013:

Hilsman Scantron NRT Percentage of Students Scoring Above 50th Percentile

Subgroup	2010/11	2011/12	2012/13
All Students	39%	44%	35%
SWD	15%	16%	9%
EDS	26%	30%	24%
Black Students	23%	27%	20%
Hispanic Students	39%	31%	35%
White Students	71%	78%	73%

8th Grade Writing Test Information 2013:

8th Grade Writing Assessment Percent Meeting/Exceeding Standards

	2011	**2012**	**2013**
Georgia	82%	82%	82%
CCSD	72%	73%	70%
Hilsman	71%	64%	63%

2013 8th Grade Writing Test Domain Scores

	Ideas	**Style**	**Organization**	**Conventions**
Georgia	3.0	3.0	3.1	2.9
RESA	3.1	3.1	3.1	3.0
CCSD	2.8	2.9	2.8	2.7
Hilsman	2.7	2.8	2.8	2.6

c. Strengths and Weaknesses Based on Prescribed Assessments

Hilsman's overall CRCT reading scores in 2013 were strong. However, discrepancies exist between subgroups. Most notable are the large gaps between our highest performing subgroups (White and Hispanic students), and our Economically Disadvantaged (ED), Students with Disabilities (SWD), and Black students. This trend is exhibited again in the Scranton NRT results where 73% of students in the white subcategory scored above the 50th percentile. All other subgroups were at 35% or less for students meeting or exceeding. Obviously students struggle to achieve the benchmark.

Additionally, the Georgia Writing Assessment is a concern. In the 2012/2013 school year 67% of 8th grade students at Hilsman met or exceeded the standards on the writing assessment. This is 6 percentage points less than Clark County's overall writing results and 19 percentage points less than the state overall writing results.

Our goal is to develop a systematic method of assessing and addressing our students' literacy needs and evaluating progress in response to appropriate intervention(s). Within this literacy plan, identified Tier II, III, and IV students will receive the frequent, targeted, and individualized literacy support and progress monitoring to ensure that interventions are fostering and sustaining literacy gains.

Based on CRCT results, our greatest gaps are in Mathematics, Social Studies and Science, and a root cause of these gaps is the reading ability of our students. Lexile scores, Scantron NRT reading comprehension percentiles, and 8th Grade State Writing Test results, denoted in the tables above, illustrate the literacy struggles that interfere with students' ability to perform well in content area classes.

d. Teacher Data (including retention)

- 62 Full time certified teachers

- 23% turnover rate in 2012-2013 school year

The faculty of Hilsman Middle school is very diverse, holding degrees in a variety of areas. New teachers who join the faculty are assigned a mentor in the same content area when possible to provide support for their first instructional year. These teachers are also part of an induction program which provides professional development at the district and building level. At the building level new teachers as well as veteran teacher work with an instructional coach throughout the year. Teacher retention rate is a concern for the Hilsman community. We invest significant resources in our new teachers and do not reap the full reward of this investment due to a large turnover rate at the school.

e. Goals and Objectives Based on Formative and Summative Assessments

Given the analysis of both formative and summative assessments, the Hilsman Literacy Team has determined the following three broad goal areas. 1) Increase writing instruction and practice in the content area classroom 2) Teach reading comprehension strategies in all content areas. 3) Develop parent education programs and increase school and parent communication. These goals are both the central focus of our School Literacy Plan and our request for funds from the Striving Readers Grant. These goals will be continually evaluated and modified according to the changing needs of the students to assure the greatest amount of instructional progress for all students.

f. Additional District Prescribed Data

Clarke County School District has prescribed several other avenues for data collection. These sources are used at the grade and classroom level to make immediate changes in instruction and midcourse corrections throughout units and each quarter. The district requires the use of a benchmark assessment in ELA, Math, Science and Social Studies. These benchmarks are analyzed by individual

standards in the data team process to identify which students need remediation. Additionally, the district

has provided access to several intervention programs. These programs provide frequent formative

assessment data which is then used to meet individual learner needs. The programs currently in use at

Hilsman are: Voyager Reading, FastForWord reading, SuccessMaker, and VMath.

g. Teacher Participation in Professional Learning Communities or On-going Professional Learning at School

Hilsman has a culture of ongoing professional learning. All staff are required to participate in a

variety of professional learning opportunities each week as well as additional activities that occur outside

of the normal school week. Weekly grade level content teams meet in data teams and for common

planning to arrange for instruction that is responsive to the data analyzed in the data team meeting.

Additionally, on the majority of Tuesday mornings, teachers participate in WOW sessions. These

Working on the Work sessions (WOW) allow teachers to develop instructional skills. Topics are driven

by the School Improvement Plan. The current year's WOW sessions have focused on providing rigor in

instruction, literacy strategies in the content areas, and incorporating technology into the differentiate

classroom.

Project Plan, Procedures, Objectives, Goals, and Support

a. Project Goals

Goal	Description
1	Students will receive comprehensive writing instruction in all content areas daily with interventions provided for tiers II - IV.
2	Students will increase reading comprehension through direct and explicit instruction in both comprehension and vocabulary in all content areas with interventions provided through tiers II - IV as needed.
3	Create a comprehensive communication program which informs parents of their child's progress as well as providing parents with the needed literacy skills to support their students.

The Literacy Team will formalize a literacy plan included in this document, which reflects both the current School Improvement Plan and the results of our needs assessment through the application for the Striving Readers Grant.

The literacy plan and grant goals will be implemented in the full Hilsman community, incorporating the support of all stakeholders. The instruction leadership team will work in conjunction with the faculty and support staff to implement the plan. We will reach out to parents and the School Council to communicate our plan.

This plan will support our students by providing students with both the instruction and extensive supportive practice to develop both their reading and writing skills. By partnering with parents the school community will provide parents with both child specific literacy information as well as the literacy skills they need in order to support their child in their literacy development.

CCSD-Hilsman
Project Plan, Procedures, Objectives, Goals, and Support

b. Project Objectives Relating to Implementing Goals

Goal	Objectives
1	**1.1** Provide content area teachers with professional development in writing instruction.
	1.2 Create materials for non-ELA teachers to support writing instruction. Additionally school wide standards will be created for all writing.
	1.3 Provide content area teachers professional development on the use and implementation of newly developed writing materials.
	1.4 To support a school wide writing culture.
2	**2.1** Provide content areas teachers with professional development in the delivery of explicit reading comprehension instruction.
	2.2 Enact professional development to support the use of content-specific books to develop student comprehension and vocabulary.
	2.3 Create a school wide culture which values and rewards reading.
	2.4 Incorporate content-specific independent choice materials into teaching (reading circles, book talks).
	2.5 Provide professional development in the use of student choice of text.
3	**3.1** Provide professional development for the teachers for RTI as it relates to literacy skills and the ways faculty communicates with parents.
	3.3 Provide parents with skill development through instruction, information sharing and resources to support their students' literacy skills through parent education programs.

c. How the Goals will be Measured Formatively and Summatively:

All content teachers will monitor the frequency of writing and reading in their courses. They will document their implementation and collect samples throughout the year to evaluate with their grade level data team. ELA teachers will monitor students' writing growth using quarterly writing samples.

d. Tiered Instruction for 2-4 Hours

Currently the Hilsman schedule provides each child with instruction in English language arts, math, science, and social studies five days a week and an hour of Extended Learning Time (ELT). During the 57 minute ELT time, children receive remediation in math or ELA while others receive content area enrichment. Thus, Hilsman provides a minimum of 240 minutes of tiered instruction.

e. RTI Model Schedule Designed for RTI

The academic schedule at Hilsman was created to provide tiered instruction to fit a variety of student needs. Tier 1 is delivered by content specific general education teachers. Tier II is delivered within the content classroom by general education teachers and collaborative EXC specialists. Tier III and IV is delivered in the content area classroom by general education and collaborating EXC specialists as well as direct classes taught by a EXC or ESOL teacher.

f. Inclusion of Teachers

The entire staff was asked to assess the current state of literacy instruction for this application. Hilsman's Literacy team represents all three grade levels, each core content area and connections, and the English language arts instructional lead teacher to represent a variety

of viewpoints. The administrative leadership served as an advisors providing feedback for

drafts of the application.

g. Practices Already in Place:

At Hilsman, we implement the CCGPS literacy strategies and monitor student progress

through formative and summative data. We use our data to inform instruction and student

progress within RTI. We will utilize current procedures to inform and support the next layer of

complexity of the plan.

h. Goals Funded by Other Sources:

Currently, title one funding is used to support our literacy initiatives. This money is

primary used to fund an instructional coach, half math teacher position, and an academic support

specialist. The second largest expenditure was for technology resources.

i. Sample Schedule for Grades 6-8

Period	6th	7th	8th
1	Co-taught core content	Co-taught core content	Co-taught core content Extended Learning Time (ELT) - remediation and enrichment Math and ELA
2	Co-taught core content	Co-taught core content	Connections Instruction - Paraprofessional support in Languages

3	ELT remediation and enrichment	Connections Instruction - Paraprofessional support Languages	Co-taught core content ELT - remediation and enrichment in ELA and Math ESOL Co-taught Social Studies class
4	Connections Instruction - Paraprofessional support Languages	Co-taught core content ELT remediation and enrichment	Co-taught core content Extended Learning Time (ELT) - remediation and enrichment in ELA and Math
5	Co-taught core content ESOL Co-taught Social Studies	ELT - remediation and enrichment Direct Math Class	Connections Instruction - Paraprofessional support Languages
6	Co-taught core content	Connections Instruction - Paraprofessional support Languages	Co-taught core content ELT - remediation and enrichment in ELA and Math
7	Connections Instruction - Paraprofessional support Languages	Co-taught core content Direct ELA Class ESOL Co-taught Social Studies class	Co-taught core content ELT - remediation and enrichment in ELA and Math

j. Research-Based Practices as a Guide for Establishing Goals and Objectives.

Hilsman's plan is built around the six building blocks of literacy presented in the "what" document, and informed by the "why" document. This will lead to the delivery of instruction which develops lifetime literacy skills for all students.

Several points in the "why" document informed our plan. First, *Writing Next* called for students to 1) Write about the texts they read. 2) Teach students writing skill and the writing process, and 3) Increase the amount students write (see "why" page 26). Second, the Common Core Georgia Performance Standards increased the rigor required for adolescent readers. The "why" document outlines Alvermann's work on the Effective Instruction for Adolescent Struggling Readers. Alvermann pointed out the need to "develop students' abilities to comprehend, discuss, study and write about multiple forms of text by (accounting for their) abilities to read, write and communicate orally as strengths." The paper also supports the use of higher order thinking skills and participatory instruction to develop adolescent readers and writers (see "Why" document page 52). Finally, the work of International Reading Association position paper on adolescent literacy outlined the seven principles to ensure the success of adolescent literacy. Specifically the principles that teachers need to provide literacy rich content area instruction including both writing and reading while providing modeling and explicit teaching of research based strategies are important to the development of our plan. ("Why" page 68).

A. Detailed List of Current Assessment Protocol

      Each year the Hilsman community begins the assessment analysis cycle with a comprehensive needs assessment. The analysis is completed during pre-planning in a school improvement workshop in July. SILT considers the performance of students on a variety of summative and standardized assessments to conduct a root cause analysis and identify areas of concern for the coming year. This analysis is the foundation of the School improvement plan. The plan is then monitored throughout the year. Monitoring is accomplished through regular collection of student data, a combination of focused building walkthroughs and formal district walkthroughs. A quality assurance review is conducted to monitor key components of the improvement plan with an implementation and Impact check in late winter.

      Starting in the fall of 2013 Hilsman implemented the use of a universal screener. The Scholastic Reading Inventory (SRI) was administered in August to identify students who were at risk for reading failure. Students found to be at risk were assessed using the RCT (reading connected text) fluency measure.   Additionally, Hilsman uses the Scranton NRT (norm referenced test) series to assess student mastery of content in the areas of reading, language arts, math and science. Finally students are benchmarked each quarter to assess their current progression to meeting the standards as outlined in the CCGPS and tested yearly on the CRCT. These benchmarks provide teachers with data to remediate for specific student needs.

      Weekly the current data, both formative and summative, is analyzed by content based data teams (English language arts, math, science and social studies.) These teams meet once a week to review pre and post test data, identify needed instructional adjustments to support student success. Teams meet a second time each week to collaboratively plan unit and daily instruction. Common planning allows Hilsman to provide a cohesive curriculum and assessment that is delivered with fidelity. Data teams also meet quarterly to analyze Benchmark results, looking specifically at the performance of subgroups and comparing Hilsman's performance with the rest of the Clarke County School District's performance. Analysis then results in specific remediation plans to address the specific needs of subgroups.

Assessment Type	Assessment
Quarterly Formative	6-8 Writing Assessment; benchmarks in ELA, math, science, and social studies
Universal Screeners	SRI; Scantron NRT (Fall); Scantron NRT (Winter, Spring)
Diagnostic	Voyager Oral Fluency; on-going assessments in Voyager and SuccessMaker intervention programs; ACCESS test for all ELL
Classrooms	Semester and Final exams in ELA, science, social studies, and math classes; regular formative pre and post assessments before and after each unit; summative unit tests, quarterly performance tasks
Summative - End of Year	CRCT administered in reading, ELA, math, science and social studies

B-G Comparison of Current Protocol with SRCL Assessment Plan; Assessment Implementation Plan; Professional Learning Needs for Assessments; Presenting Data to Parents/Stakeholders; Using Data to Develop Instructional Strategies

The current protocol and the SRCL assessment plan both include the same base elements. In the current school year we implemented SRI as universal screener. This screener replaced the STEEP maze test. Moving forward we will need to provide teachers with the tools to implement the assessment with fidelity and to access student data and utilize the results through professional development.

Through our Literacy Team and School Council, which includes several community members and parents, we will communicate our progress on each of our goals each month. PTA meetings, neighborhood meetings, and monthly principal coffee meetings will all provide feedback on our literacy developments and progress. We will also continue to communicate with parents via the array of print and electronic means we currently use {blogs, teacher sites, twitter, listservs, etc.).

The data team cycle at Hilsman is our core resource for turning assessment results into actionable instructional actions. Teachers analyze formative and summative assessments on a weekly basis to determine how to address individual student misconceptions and to remediate student skill gaps. Common planning allows teachers to apply their finding from the data teamwork to their weekly plans, ensuring that findings are immediately acted upon to meet student needs.

H. Who will Perform Assessments?

Throughout the year we perform a variety of formative and summative assessment. Utilizing the assessment calendar set by our district assessment directory our testing coordinator organizes all assessments. The testing coordinator with the aid of the Instructional Coach and the Special Education Team Leader coordinate the administration of the assessment. All teachers will participate, as needed with their classes. The Instructional Coach and teacher leaders from the Literacy Team, as well as the Instructional Technology Specialist will coordinate data analysis after each administration with all staff members and help incorporate its finding into a variety of instructional practices. The Literacy Tearn and SILT will ensure that all teachers are comfortable using the data and planning collaboratively with it for instruction.

Resources, Strategies and Materials

a. Resources Needed to Implement the Literacy Plan

1. Continued administration of a universal screener for all students for reading comprehension.
2. Continuation of the identification of students who will be targeted for tiered interventions, utilizing schedules which are built for targeted interventions.
3. Administration of quarterly benchmarks in each content area as well as writing.
4. Professional learning for teachers to develop instructional skills in the areas of writing, reading comprehension, vocabulary and the RTI process.
5. Wide variety of content specific text to allow for the incorporation of student choice
6. Creation of resources to meet the individual needs of each content area for writing instruction.
7. Consulting services to provide parents with needed skills

b. Current Generic List of Activities That Support Literacy Intervention Programs

In order to support learners at all levels Hilsman has several activities to meet individual student needs. Each year there is a curriculum night for each content area geared to support families in the development of content specific skills. Within the school day SuccessMaker, Voyager Reading, FastForWord and VMath programs are used as part of remediation classes. Finally we are currently converting to a 1:1 technology environment where students can access individualized assignments that are differentiated to their learning needs throughout the school day.

c. Current General List of Shared Resources

Shared resources include: 4 copy machines; minimum of one printer per grade level team; 1 computer lab for intervention classes; currently converting to a 1:1 technology environment with a hybrid of Google Chromebooks and netbooks; projection systems in each classroom; 5-10 book sets per grade level.

d. Current List of Media Center Resources

The Media Center has 10,938 books available in various formats (print, audio, eBooks). There are 4 iMac stations, 4 PC stations, 30 iPads, 28 NetBooks, 3 iPods, 7 document cameras, 6 SmartResponse systems, 13 external CD/DVD drives, 10 SmartSlates, 2 portable projectors, 1 portable SmartBoard, and 2 digital cameras. The Media Center has a resource section that includes encyclopedias, dictionaries, anthologies, photo-essays, etc. on various topics. The Media Center also has annual subscriptions to 14 periodicals and 2 other periodicals regularly donated for a total of 16. The periodicals cover every content area, current events, education for professionals, Georgia news, and the arts. The Media Center also has a teacher workroom that houses a laminator, industrial paper cutter, and an Ellison Pro die cutting system with die set.

e. List of Activities that Support Classroom Practices

- Broad conceptual knowledge and abilities required to comprehend text
- Motivation to understand and work toward academic goals
- Text-based collaborative learning and extended time for literacy
- Strategic tutoring, diverse texts and intensive writing in content areas
- A technology component used as a tool for literacy instruction
- Long term, ongoing professional learning
- Ongoing formative and summative assessments of students and programs

f. List of Additional Strategies Needed to Support Student Success

- Teach students how to:
    - Use reading comprehension strategies
    - Identify and navigate common text structures
    - Use literary texts across all content areas
    - Use informational texts in language arts classes
    - Support opinions with reasons and information
    - Determine author bias or point of view
    - Write (narrative, argument and informational) in all subject areas
    - Infuse all types of literacy throughout the day

- ○ Conduct short research projects using several sources.
- ○ Have focused, high quality discussion on the meaning of text
- Instruct teachers how to
  - ○ Select text purposefully to support comprehension development.
  - ○ Select text complexity appropriate to grade levels
  - ○ Select text adjusted to the needs of individual students
  - ○ Establish an engaging and motivating context to teach reading comprehension

g. Current General List of Classroom Resources

Each Hilsman classroom is equipped with an Epson mounted projector with interactive

tools, laptops for all certified employees, and class sets of textbooks. There are magazine

subscriptions for a variety of content areas and class sets of textbooks in each content area.

Materials Currently Used for Tier I Instruction

HMS Grades 6-8
Language of Literature
Language of Literature Supporting Materials
Bridges to Literature
Bridges to Literature Workbook
Language Network
Classroom Sets of various novels
Classroom Libraries

Technology Resources

1. Epson Mounted Projectors w/interactive tools
2. Netbooks and Google Chromebooks at a 1:1 ratio
3. Laptops for all Certified Employees
4. iMacs available at the Media Center (with movie-making capabilities)
5. Various resources are available for check-out by teachers and staff through the Media
Center: iPods, iPads, and digital cameras

h. Alignment of Striving Readers Funding and Other Funding

Resource	Striving Readers Funding	Other Funding Sources
Professional Learning	Professional learning for teachers of all content areas	Title-1, state Professional Learning Funds, District funding
Print Materials and eBooks	Additional books for the Media Center and Classroom small group and large group sets.	Local (School and District) funds
Tier 1 Literacy Materials	Professional Learning materials	Local (district) funds
Tier II Literacy Materials	Professional Learning materials, intervention materials	Local (district and school) Title 1
Tier III Literacy Materials	Professional Learning materials, intervention materials	Local (district and school) Title 1
Formative and Summative Assessments		Local (district) funds

i. Demonstration of How Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practices, Writing, etc.

HMS will use Internet connected devices such as netbooks and tablets in order to allow each student to have access to a device for various literacy activities including computer based Tiers 1 and 2 interventions, and inquiry based learning where students engagement will be increased by relevant project based learning. Students will be taught information and digital literacy skills such as finding reliable texts and evaluating the validity of the information in those texts. Students will use the CCSD Google Apps for Education accounts to compose texts in a digital environment where they will be able to collaboratively edit and create from home and school with their peers, teachers, or even experts beyond the school world. Students will

have instant access to the classroom digital learning environment as well as eBooks and

transliterate texts on topics related to all subject areas.

Professional Learning Activities

a-c. Professional Learning Activities Attended in the Past Year

Professional learning activity	# Hours of Professional Learning that Staff have attended	Percentage of Staff Attending Professional Learning	Method of Delivery
Higher Order Thinking Strategies	1	100%	Workshop
Differentiation	1	100%	Workshop
Math in the Fast Lane (literacy strategies to use in math)	16	25%	Workshop
Writing Across Curriculum	4	75%	½ Day Workshop
Teaching CC Literacy Standards	1	50%	Workshop
Teaching CC Literacy Standards	1	100%	Job embedded
Co-teaching with Pre-service Teachers	8	25%	Workshop
Conferencing with Individual Students	1	100%	Job embedded
CCGPS Curriculum PLC	8	25%	PLC Day 2 (½) days

Ongoing Professional Learning

Data Teams (on going)	weekly- 30	85%	Job embedded
Collaborative Planning	weekly- 30	100%	Job embedded
High Expectations Classroom environment (ongoing)	10	100%	Job embedded
Individual topic exploration	approximately 15 per person (varies)	30%	Job embedded coaching
Math investigations	20	20%	Job embedded

d. Professional Learning Needs Identified in the Needs Assessment

The needs assessment revealed that our faculty needs professional learning in the area of RTI, incorporating writing strategies and the writing process into content areas, and specific interventions for struggling learners. All of these needs would be ongoing as new teachers join Hilsman's staff and as teachers require refreshers on topics and the ability to delve deeper into the implications of each topic to their classroom. This could be accomplished through a blended environment offering teachers access to workshops, conferences, online learning and job-embedded professional learning. The purchase of specific intervention and assessments would require additional professional learning to ensure the implementation with fidelity. The incorporation of 1:1 technology as a means to provide interventions will require the support of our media specialist, instructional coach and technology consultants. While some topics such as new software would only require initial implementation professional development. Other topics will require initial professional development and then revisiting with all faculty members to ensure fidelity.

e. Process to Determine if Professional Development Was Adequate and Effective

The success and quality of professional development will be monitored through student data as well as teacher perceptual data. Student progress will be monitored using our quarterly reading comprehension and writing proficiency benchmarks. We will also collect perceptual data from teachers to determine their comfort level with new skills. Quarterly district walkthroughs and focused school level walkthroughs will also monitor the implementation of learning into the content area classrooms.

f-g. Professional Learning Plan and Plan to Measure Effectiveness

Goal 1

Objective 1.1: All content area teachers will receive professional development in the area of writing instruction in the content area classroom.

Objective 1.3: Content area teachers will participate in professional development on the use and implementation of newly developed writing materials for classroom writing.

Goal 2

Objective 2.1: Teachers in all content areas will receive professional development in the delivery of explicit reading comprehension instruction in all content areas.

Objective 2.2: All teachers will receive professional development to support the use of content-specific books to develop students reading comprehension and vocabulary development.

Objective 2.5: Teachers will receive professional development in the use of reading circles and books talks and other activities which allow for content-specific material involving student choice.

Goal 3

Objective 3.1: Professional development for the teachers about RTI as it relates to literacy skills (?) and how it related to the ways faculty communicates with parents.

Objective 3.3: Provide parents with skill development learning through instruction, information sharing and resources to support their students' literacy skills through parent education programs.

Objectives for Year 1	July - September 2014	October - December 2014	January - March 2014	April - June 2014
Professional Development to support writing in the content areas	**August:** Initial strategy workshop **September:** Modeling of strategies for teachers.	**October:** Planning and coaching observations of strategies	**January:** Group debrief and additional modeling and coaching	**April:** group debrief and coaching as needed
Create writing materials for content area classes	**September:** Literacy team meets with a collection of content area teachers identify material need for development and to identify expertise to	**October**: Wow session to roll out materials set 1 **December**: Wow session to discuss implementation of first set of materials	**January**: WOW session to discuss implementation of set 2 of materials and roll out set 3 **February**: Wow session to discuss	**March:** Wow session to discuss implementation materials

	carry out development	and roll out set 2	implementation of new materials	
Developing a school culture of reading and writing	**August:** Committee meets to establish monthly writing and reading focus **September:** SILT and faculty approve focus	**October:** School-wide reading activity **November**: School-wide Writing focus	**January:** School-wide reading activity **February:** School-wide writing activity	**March:** School-wide reading activity **April**: School-wide writing activity
Professional development for reading comprehension development in content area	**August:** Initial workshop	**October:** Group debrief and call for modeling **November**: Modeling of strategies and Coaching 1 area	**January:** Group debrief and call for modeling **February:** Modeling of strategies and Coaching area 2	**March:** Group debrief and call for modeling **April:** Modeling of strategies and Coaching area 2
Professional Development in RTI	**August:** review of current RTI knowledge for all faculty and survey of current RTI knowledge	**October:** RTI team will meet to evaluate the Tier II -IV interventions taking place **December:** Re-evaluation of RTI interventions for Tier II -IV targeted students	**February:** Re-evaluation of RTI interventions for Tier II -IV targeted students	**May:** Re-evaluation of RTI interventions for Tier II -IV targeted students and adjust the plan for next year
Parent education	Parent Workshop	Parent Workshop	Parent Workshop	Parent Workshop

Throughout the year we will collect a variety of artifacts to document professional development. These artifacts will include agendas, sign-in sheets, walkthrough data, data team blog, and purchase orders. The Literacy Team, as part of the School Improvement Leadership Team, will focus on professional development in the area of literacy and technology resources to support literacy in all classrooms.

Sustainability Plan

a. Clear Plan for Extending Assessment Protocols

Quarterly assessments will continue to be administered beyond the grant period through district funding. The continuation of the universal screener for the Scholastic Reading Inventory will require only a yearly maintenance fee. Grant funding will be used to offset this fee, but funding will be continued through a combination of Title 1 and district funds for year 6 and beyond. At the conclusion of the grant, we will continue funding of benchmarks through local funding. We will seek a combination of funding sources to provide the subscription for SRI, including local funding (both school and district) as well as title 1 funding.

b. Plan for Developing Community Partnerships and/or Other Sources to Assist With Funding

Hilsman actively seeks the support of the greater community to support learning at our school. As a professional learning school through the University of Georgia we partner with the university to provide our students with a variety of learning opportunities. Through our School Council we invite the support and input of our community into our school. The work of our Parent Engagement Specialist and the "Whatever It Takes" community initiative reaches beyond our schools to engage families. Finally, our PTO works tirelessly to provide resources for the school. We will engage with all of these stakeholders to piece together the funding required to sustain our literacy plan beyond the funding of the Striving Readers Grant.

c-g Sustainability Plan to Extend Lessons Learned, New Hires, Maintaining Technology and Print Materials, Professional Learning

As our literacy plan becomes the major focus for professional development at Hilsman, the literacy team will merge with SILT and operate as a sub-committee. Teacher leaders in content areas and the instructional coaches will carry out the professional development after the funding period. To fund the

continuation and evolution of our plan we will use district and Title I funds to replace print materials beyond the five years of the Striving Readers grant. Technology will be sustained through the districts initiative to establish and maintain a student 1:1 technology environment.

The Literacy Team will work closely with the School Improvement Leadership Team (SILT) and our literacy plan will become the major focus of our professional development. Teacher leaders in content areas and the instructional coaches will carry out the professional development after the funding period. New teachers to the school and district will receive additional professional development from district content coaches and school based instructional coaches, instructional technology specialists, media specialist, as well as teacher leaders to make sure they are current and there are no gaps in their professional development.

CCSD-Hilsman SRLC
Budget Summary

       With SRCL funding, our plan will accomplish the following goals: 1) Students will receive comprehensive writing instruction in all content areas daily with interventions provided for tiers II - IV.   2) Students will increase reading comprehension through direct and explicit instruction in both comprehension and vocabulary in all content areas with interventions provided through tiers II - IV as needed. 3) Hilsman teachers and staff will create a comprehensive communication program which informs parents of their child's progress as well as providing parents with the needed literacy skills to support their students.   The following is our estimation of costs to accomplish our goals:

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

- Workshops/trainings for literacy (including travel)
- Print materials and dual language materials
- Release time for teachers
- Stipends for off time work
- Substitutes
- Consultants/trainers
- Coaching materials
- Endorsements

Student Resources
Vital to Goals 1-3
20% of our projected costs

- Print and e-texts
- Journals, writing instruments, other supplies
- Books and Periodicals for the media center collection in a variety of content areas
- Book Choice: Sending books home monthly to build home libraries
- Basic office supplies to support literacy (journals for students)
- Field trips to support CCGPS
- After school literacy activities
- Summer reading/writing programs

CCSD-Hilsman SRLC
Budget Summary

Family Resources
Vital to Goal 3
15% of our projected costs

- Materials for parent workshops
- Materials to communicate with parents.
- Courses to increase parent literacy: GED and English Language
- Consultants to facilitate parent education
- Parent literacy workshops

Progress Monitoring
Vital to Goals 1-3
5% of our projected costs

- Scholastic Reading Inventory coach visits
- Materials for student portfolios