

Building Block 1. Engaged Leadership

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

(What 5; Why 30)

After implementing different reading programs during the past ten years, our students have made gains in reading and scores have been acceptable. However, despite new approaches to reading instruction, providing literacy instruction across the curriculum and a conscious effort to align our goals with state standards, we are aware that there is a growing gap between our at risk and higher achieving students. We are also aware of the need to enrich the curriculum to promote critical reading skills that move beyond reading for basic fluency. When their processing skills are more proficient, the students become critical readers that decode higher level reading material and understand the written word. Critical readers recognize not only what a text says, but also how the text portrays the subject matter. We need strategies that teach not only the basic literacy skills, but also how to apply those skills to gain a deeper understanding of the text while increasing fluency and vocabulary. Students need to learn to read in order to read to learn.

What	Who	When	How	Assessment
Schedule collaborative planning meetings (both vertical and horizontal)	Administration	Ongoing	Allocated time in the master schedule	Sign in sheets/minutes

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(How, 20)				
Provide professional development in literacy and the use of data to drive instruction (How, 20)	Administration	ongoing	Literacy coach Technology coach PD360 RESA Brain based learning webinars	Sign in sheets/minutes
Ensure literacy instruction is taking place in all content areas (How, 20)	administration	Ongoing	Walk-throughs and formal observations	TYKES

B. Action: Organize a Literacy Leadership Team

(Why 31, 56; What 5)

Team Structure

We are a newly organized team under a new administration. Our primary focus is student achievement. We want to offer early interventions to develop foundation skills that will enable students to become fully independent readers, while closing the gap between our at risk students and out normal population.

- Jill Liberatore, assistant principal
- Kelly Bryson, third grade teacher

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- Crystal Carver, fourth grade teacher
- Susie Fowler, kindergarten teacher
- Hope Henson, fifth grade teacher
- Liz Patrick, second grade teacher

Team schedule

The literacy team meets monthly to discuss strengths and weaknesses and/or needs in the area of literacy. The team will continue with the monthly meetings to analyze incoming data to help teachers guide instruction to best meet the needs of all learners. They will also serve as the “experts” of literacy within the school so that teachers have multiple people to help with determining needs and best practices. In addition to the monthly meetings, the literacy team will also meet with each grade level monthly to discuss the analyzed data, concerns, and questions that may arise.

Literacy team initiatives

The literacy team’s goal is to provide guidance and support to teachers as we implement a program that help closes the gap between our at risk students and the regular student population, provide a form of differentiation and establish much need tier II interventions. We also want to work on implementing a dedicated intervention/enrichment block outside the regular reading/language block.

What	Who	When	How	Assessment
Encourage stakeholders and parents to become involved with the literacy	Literacy team and administration Interested parents and stakeholders	2014	Newsletters Facebook Phone calls websites	Volunteer logs Sign in sheets Meeting minutes

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team and school (How 21)				
Continue ensuring that the entire staff are active participants in our school's literacy vision (How 21)	Administration Literacy team Literacy coach	Ongoing	Meetings/trainings Observations Lesson plans	TKES Sign in sheets/minutes
<p><i>C. Action: Maximize the use of time and personnel through scheduling and collaborative planning</i></p>				
<p style="text-align: center;">(What 5; Why 58)</p> <p>The teachers have daily planning time for each grade level and then 45 minutes of common planning for the entire school. This allows all teachers an opportunity to plan within their grade level as well as vertical teaming.</p> <p>One initiative we utilize at Jasper Elementary School is the collaboration of all teachers. Grade level meetings are scheduled once a week to review data pertinent to the topic at hand, such as literacy or data review. These meetings are scheduled with an administrator leading the meetings to assure the data is reviewed at length and teachers understand needs of the students. Strengths and weaknesses are identified and reviewed. Changes are implemented when needed.</p>				

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Other initiatives include:

- Weekly collaborative planning for teachers in which data, curriculum, and instruction are discussed (Why p.92-93)
- Literacy team to identify the specific needs of the students and school.
- Literacy Support Specialist (LSS) to work closely with teachers to identify and address the needs of individual students.
- An EIP teacher is scheduled to work with at-risk students each morning for three and a half hours.
- The Gifted Education teacher works closely with all teachers to assure the high achieving students are challenged to their ability level. The meetings with teachers are scheduled weekly with the teachers to assure all needs are addressed. The same teacher also coordinates a Junior Reading Bowl for the students.
- The administration builds the master schedule to assure all reading classes have a 90 minute uninterrupted literacy block
- After school tutoring for literacy and math
- EIP classrooms
- Small group instruction

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

(What 6; Why 31-32, 48)

This year, we are dedicated to increasing the reading across the curriculum. This, in turns, involves all teachers, no matter what their content matter may be. Teachers are dedicated to this cause and consistently strive to enhance their curriculum through research and reading books related to their

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content. Jasper Elementary School works as a family to ensure reading and literacy skills are applied in all content areas. While this is an area of past weakness, this is a focus this year and for years to come.

We intend to use a program that teaches not just the basic skills of literacy, but also how to apply those skills to gain a deeper understanding of the content text books and research while increasing fluency and vocabulary. Test scores will continue to improve in all content areas as reading skills improve. Substantial research indicates that reading and writing correlate with each other. Therefore, writing scores should also improve. With the average teaching experience being 16.3 years, teachers will be able to implement the program after training with fidelity. (Why 32)

As the students and teachers learn new methods of reading, teaching and thinking, they become more comfortable with the concepts. This will ensure they become habit and will be long lasting. The lessons they will learn as they progress through school will enable them to be better prepared for college and the world beyond. They will have learned how to comprehend what they read and become more critical thinkers.

We are aware of the need to enrich the curriculum to promote critical reading skills that move beyond reading for basic fluency. When their processing skills are more proficient, the students become critical readers that decode higher level reading material and understand the written word. Critical readers recognize not only what a text says, but also how the text portrays the subject matter. We need strategies that teach not only the basic literacy skills, but also how to apply those skills to gain a deeper understanding of the text while increasing fluency and vocabulary. Students must learn to read so they may read to learn. The literacy demands of the 21st century as well as the expanded literacy definition will be addressed with these methods. (Why 39, 46).

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E. Action: Optimize literacy instruction across all content areas

(Why 31-32, 44, 47; What 5-6)

As noted in the Why document, the “clearest differentiator was students’ ability to answer questions associated with complex texts” as opposed to basic literacy skills (Why p.47). We believe this is why our testing data indicates a gap between reading skills (reading CRCT scores) and the application of those skills to gain a deeper understanding of content text books (content area scores).

What	Who	When	How	Assessment
Ensure that all teachers are well versed in the ELA standards	Administrations, leadership team	2013-2014	Professional development	Logs and sign in sheets
Literacy instruction is optimized in all content areas (writing, novels)	Teachers and administration Literacy team Administration Literacy coach	2013-2014	TKES and submitting of lesson plans Purchase novel sets pertaining to CCGPS content standards Provide literacy and writing	TKES, lesson plans Sign in sheets Library logs

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			instruction to all content teachers	
A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS		2013-2014	Collaborative planning, grade level meetings and submitting of lesson plans	Logs, sign in sheets, lesson plans

The literacy team, along with administration, is developing a plan to maximize writing instruction as well across all content areas. Substantial research indicates that reading and writing correlate with each other; therefore, writing scores should also improve (Why p.44). A school wide writing rubric will be used to score writing ensuring that all teachers are using the writing skills taught in literacy classes. A plan will also be created to incorporate literacy strategies taught in the literacy block into all other content areas (How 26). Teachers will incorporate reading literacy strategies, such as summarizing, questioning, predicting, and graphic organizers, into all subject areas. Text structure will be taught in the literacy block so that students may better understand the text books using this skill.

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F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

(What 5-6; Why 31; How 8)

Jasper Elementary School actively encourages the community support of literacy. In fact, we are in the process of identifying key members of the community to become active members of our literacy council. This council will meet twice annually to discuss the literacy vision of the school. Jasper Elementary School will make our literacy vision known through newsletters, social media, and websites. This will help students to see real life application of the need to read to learn and prepare for their future. Efforts within the school include, but are not limited to:

- Parent volunteers and grandparents that read with the students
- Mentors that work with the students to understand the importance of their education. (How 28)
- Book fair with community support. Parents often purchase books to donate to classroom libraries
- Interviews and researching for genealogy and local history
- Career research and guest speakers
- Read to pets – humane society
- Read across America
- Illustrator visits with the students
- Colleges allowed access to building for adult learners (How 28)
- Story Teller visits with the students
- Students interview adults in the community, asking them how they use their reading skills in

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the work place or on a daily basis.

- 600 Minutes Reading program with Six Flags
- *Book It* reading program with Pizza Hut
- Support from Wendy's, McDonald's and Bojangle's for student achievement
- Local store donations of newspapers for classroom use
- Utilize social media to communicate the school's literacy vision (How 28)
- Community volunteers for judging the school science and social studies fairs.
- Reader of the year award via the Pickens County Reading Council
- Daughters of the American Revolution writing/essay contest
- Summer Reading program through the Pickens County Library

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.)

(What 5-6; Why 92-93, 120)

Jasper Elementary School ensures the continuity of the focus on literacy through the Leadership Team, the Literacy Team, grade levels teams and vertical teaming. Each team works to support our literacy efforts and then cross reference the efforts. Within these collaborative meetings, teachers will begin analyzing data to drive instruction. They will also begin planning interventions and/or enrichment activities for the intervention/enrichment block that is being built into the regular day. During the collaborative meetings, teachers and administration will research effective differentiation strategies to be used to promote active engagement and focus on key areas of literacy and writing instruction. The administration team will create a peer observation schedule so that teachers can see

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these effective differentiation strategies and literacy instruction in action (How 29).

Grade level teachers work with the gifted education teacher to assure student needs are met and are reading texts at the appropriate Lexile levels. Students and teachers will work together to create student reading goals to encourage reading for enjoyment. The students may choose their reading materials as long as the chosen material crosses the curriculum.

Grade level reading teachers collaborate to utilize novels that correlate to content taught in other classes. Multi-cultural studies are often supported with the choice of reading materials in class.

Teachers have collaborated to create novel studies to be used in any classroom.

B. Action: Support teachers in providing literacy instruction across the curriculum

(What 5-6; Why 31-32)

Teachers are currently using an online site called PD360 to help meet their needs. Literacy teachers have had reading and writing trainings ranging from writer's workshop model, direct instruction, training for the core program, using technology to enhance literacy instruction, and meeting the needs of ELL students. The administration plans to offer various opportunities for professional development to meet the needs of the staff in the upcoming year. They will also ensure that all content area teachers will receive literacy training to enhance lessons in all academic disciplines (How 30). The Literacy Support Specialist, Technology Support Specialist and the Gifted Education Coordinator work closely with all academic teachers to support their needs to enhance literacy across the curriculum.

The literacy coach will research alternative literacy methods and/or strategies to help promote learning for lower achieving students to help close the gap between our at-risk students and the remaining population. Administration will begin monitoring the use of instructional strategies to improve literacy through TKES (How 30). The literacy team will research ways to incorporate technology throughout

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the day to keep students actively engaged in their learning.

Per the professional development survey, teachers noted a need for further professional development in implementation of literacy strategies in all content areas, co-teaching, differentiation, assessment strategies, and analyzing data to effectively meet students' needs (Why 38). Administration will ensure that teachers are provided with trainings to meet these needs. Classroom libraries will be enhanced so that students are reading novels correlated to the CCGPS. As noted in the Why document, students need to be able to, "read and comprehend complex literary and informational texts independently and proficiently" (Why 47).

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

(What 5-6; Why 31; How 28)

Jasper Elementary School collaborates with stakeholders outside of the school in various ways. The School Advisory Council supports the schools and readily gives input on their perceived needs of the school. Other support we receive is:

- The Parent Teacher Organization (PTO) supports the schools with their parental involvement and their purchase of awards and certificates.
- The Lion's Club, Rotary Club, and the Optimists all support our schools.
- Local businesses and the community support our school with their purchase of fundraiser items in which the funding supports the curriculum.
- Local businesses support our teachers with yearly or quarterly rewards for best practices.
(Wal-Mart, Home Depot and the Hoffbauer Agency)

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- Teachers are able to apply for local grants for classroom support and resources to enhance learning. (Bent Tree Grant and the Amicalola EMC Grant.)
- Provide English language services beyond the classroom
- Ask local book stores to donate books for the updated classroom libraries
- Continue a mentoring program

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

(What 8; How 34)

Students are given universal screening assessments at the beginning of each year to help teachers guide instruction. Data gathered with the assessments in the following chart will guide our literacy instruction and future goals. Each teacher strives to have materials and procedures in place at the beginning of the school year. The chart below is a plan currently put in place with the addition of the Fast ForWord program as part of our literacy plan. We will need to upgrade our technology to support assessment administration and dissemination of gathered results.

Assessment	Purpose	Skills	Frequency
OAS benchmark	Benchmarking Progress monitoring	All literacy skills	3-4 times a year
AIMSweb	Screening (How 34; Why 97, 99-104, 132) and to inform and evaluate instructional decisions about the intensity of interventions and to evaluate the effectiveness of	Fluency, comprehension, phonemic awareness, curriculum based measurement, , Lexile level	3-4 times a year

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	instruction		
Fast ForWord	Support literacy instruction Progress monitoring of interventions and their effectiveness	literacy	Ongoing throughout the year
CRCT	Outcome	All subjects	annual
Study Island	Support literacy instruction Benchmarking and progress monitoring of interventions and their effectiveness	ELA, Reading	Ongoing throughout the year
Dibels Next	Universal screening and progress monitoring	Early literacy skills	2-3 times/year
Scholastic Reading Inventory	Universal screening, Lexile score identification, needs assessment/goal setting, benchmarking	Reading comprehension	3 times/year

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B. Action: Use universal screening and progress monitoring for formative assessment

(How 34-35; Why 124)

As noted above, assessments for screening and progress monitoring take place at multiple times throughout the year. Some of the dates are set by the board, while others are set with the school. Benchmark testing is given at the beginning as a screening tool to guide placement. Additional benchmarks will be given 3 more times during the year to measure mastery of the entire curriculum for progress monitoring. Effective feedback from all assessments will be provided in a timely manner to students and parents. Most forms of assessment are technology based, so teachers will need to be trained on the administration of the assessments. We will identify and train all staff on the administration of the assessments to ensure data collected is accurate. Teachers will be retrained as necessary to ensure continued accurate data.

C. Action: Use diagnostic assessment to analyze problems found in literacy screening

(How 34-35, What 12)

Teachers identify students as “at risk” with the assessments mentioned above. These students receive more frequent diagnostic testing and progress monitoring; however, we lack a program that assesses students to identify isolated skills that are lacking. Teachers are including interventions in the regular classroom setting. We need additional time for interventions and/or remediation outside of our 90 minute literacy block to better meet the needs of each student and provide the interventions.

D. Action: Use summative data to make programming decisions as well as to monitor individual

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student progress

(What 9)

The leadership team meets each summer to discuss the previous year's summative data. At this time, they make any revisions necessary to the school improvement plan. From this year on, the team will also evaluate our literacy plan and ensure goals are being met. Data collected will be used to find the most effective research based interventions to meet the needs of our students. We want to offer early interventions to develop foundational skills that will enable students to become fully independent readers.

The goals set by the RTI team for each child will also be evaluated using the summative data mentioned above to determine the effectiveness of the interventions.

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

(What 9; Why 95-96, 120)

With the administration team being new to Jasper Elementary School this year, the leadership/data analysis and literacy teams are new as well. The data analysis team is establishing a routine of data retrieval and analysis. The team will continue to analyze data to adjust instruction as necessary (How 34). The team will also administer assessments and analyze data according to the school calendar.

Administration will ensure that teachers will have a collaborative planning time to meet with the leadership/data analysis team once monthly (How 39).

Building Block 4. Best Practices in Literacy Instruction

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

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(What 9, 13)

Jasper currently uses a research based core reading program to address the literary needs of our students. Our next textbook adoption will be for reading/language. The literacy team will evaluate available programs and their effectiveness with implementing the CCGPS. A system wide rubric will be used to evaluate the scope and sequence of the program, as well as the use of informational texts. The team will also evaluate the online component of the reading program. The literacy team will research strategies to build vocabulary, comprehension, and writing skills in all content areas. Training will be provided to all teachers. Teachers will discuss effective differentiation and assessment accommodations within collaborative planning time (How 40).

Jasper Elementary School currently has the following best practices in literacy in place:

- 90 minute uninterrupted reading/language block
- Collaborative planning (weekly)
- Literacy team
- Literacy support specialist on staff to help plan and support
- Research based programs (AIMSweb, Study Island, OAS, core reading program, GKIDS)
- Collaborative planning with the gifted coordinator
- Small group instruction
- Teacher facilitated, student centered learning
- After school tutoring options
- RTI committee
- EIP classrooms
- Differentiated instruction

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- Use of formative and summative assessments

Our Literacy plan is to keep the above strategies, but add the following:

- An intervention block separate from the 90 minute
- Scientific Learning Fast ForWord and Reading Assistant program to address individual needs for all students
- Increase Brain Based Learning methodology
- Update and expand classroom libraries including non-fiction texts that correlate to the CCGPS. • The addition of three computer labs containing 30 computers for third, fourth, and fifth grade classroom use. Students will utilize these with the use of various research and reading programs suited to their individual needs.
- Two mobile laptop labs (25 per set) for Kindergarten, first grade, and second grade to share. Students will utilize these with the use of various research and reading programs suited to their individual needs.
- Classroom Mimios to incorporate technology, supporting student interest and interaction, support CCGPS.
- Classroom response systems at each grade level for checkout for immediate feedback to the teachers, supporting individual needs.
- eReaders with a vast selection of ebooks for student check-out

B. Action: Ensure that students receive effective writing instruction across the curriculum

(Why 44; What 6)

With the substantial research linking reading and writing, Jasper Elementary school strive to write in all content areas. In order for children to be college and career ready, they need to be able to write and

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communicate clearly. Writing instruction will be enhanced with the addition of technology within the classrooms. Mimeos will be used for small and large group instruction, allowing students to self check and re-teach writing techniques. Students will also keep writing samples on the school network for peer editing. Writing portfolios will be used in the classrooms. Selected pieces of work will be kept for students to measure growth over time. Students will also be able to see common errors or strengths when comparing their writing. Selected pieces of writing will also be published using technology. Interactive Student Notebooks (ISN) will be used in all content areas. Students will take notes, write and rewrite in their ISN's. Students may refer back to their work as needed. Students will also be required to explain processes and thoughts in their math, science and social studies ISN's. Training for content area teachers will be provided to support these methods of teaching writing. Professional development will guide the effective use of portfolios and ISN's. Teachers will also receive training on proper writing techniques, genres and editing notation.

With this plan, we are going to develop similar rubrics to be used at all grade levels to assess writing. All teachers will be familiar with the rubric. All grade levels will be trained on what is expected on the fifth grade writing exam and on the best practices in writing instruction so that a plan can be created to meet the writing demands at each grade level (How 42).

C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.

(Why 51, 53, 56, and 59; How 41)

Technology is a vital part of the world of our students. The increase of modern technology within the classrooms will go a long way in gaining and keeping the interests of our students. For example, we have recently added iPads for student use, and students' interests have peaked while discipline issues

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have declined. Pickens county school system used the Accelerated Reading program in the past; however, the program has not been renewed. The literacy team and the gifted coordinator are in the process of developing a voluntary reading program with incentives. We are using journaling as proof of the reading to tie reading and writing together again. We have assessed each child's Lexile level through AIMSweb, so each child selects books at his/her own reading level. By expanding our classroom libraries, students will have access to more choices in reading. We will incorporate more nonfiction texts also. Students' interests will be further intrigued with the use of ereaders and technology. With the upgrades to technology, texts and digital media can be presented in various forms.

With the programs, updates and additions to the technology, and needed professional development, Jasper Elementary School will be able to better meet every student's needs and enhance their learning in literacy instruction through the use of technology. We will use the programs and technology enhancements for RTI purposes, enrichment, differentiation, optimizing literacy in the content areas, and help drive instruction in our upcoming remediation/enrichment extended time block. Learning will become interactive, data will be more easily accessible, and students will be better prepared for the real world. Teachers will be able to meet the needs of each, individual student.

This literacy plan will help close the gap between our at risk students and remaining student population. It will create a level playing field for all students ensuring student achievement.

Although we are a small community, it is our job to ensure students have the same opportunities and exposures as students in more affluent communities. In today's society, students need exposure to all types of technology and learn from the technology in order to become college and career ready.

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

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A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

(Why 99-106; How 43)

Each year, the school improvement team meets with the RTI team to discuss the percentage of students in each tier of RTI. As mentioned earlier, the literacy team will research effective modifications/interventions to help at each tier. The teams will work together to establish goals and plans for each student. Currently we are providing all RTI interventions within the regular class period. With our literacy plan, we are going to create an additional intervention/enrichment block into the master schedule.

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 99-106; How 43)

With the data that will be provided with the new software and various assessments, Jasper Elementary School will be able to better meet every student's needs and enhance their learning in literacy instruction through the use of technology. We will use the programs and technology enhancements for RTI purposes, enrichment, differentiation, optimizing literacy in the content areas, and help drive instruction in our upcoming remediation/enrichment extended time block. The needs of all students will be met as follows: Phase I – All students will be assessed within the first quarter of school via the benchmarking software, such as AIMSweb and OAS. Benchmarks, combined with teacher observation will identify students in need of RTI Tier II or possibly EIP. Learning goals will be established for each student with an RTI.

C. Action: Implement Tier 2 needs-based interventions for targeted students

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(Why 99-106; How 43)

Phase II – Students will be grouped according to common literacy needs. Those in need of remediation will begin EIP classes or other interventions. These interventions will be done by the classroom teacher within the regular academic day. All students will complete the Fast ForWord or Reading Assistant program on the computer to address individual needs.

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

(Why 99-106; How 43)

Phase III – If students are not successful in reaching their goals by the progress monitoring date and the data from testing support this, then the students will proceed to Tier III. These students will be required to participate in the intervention block during Connections time and after school tutoring.

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 99-106; How 43)

Phase IV – If needed, the students will progress to Tier IV/ Special Education testing. The data collected from this specialized testing will allow a more in-depth view of the needs of the students. If a child is already in special education, their needs will be addressed according to their IEP. Fast ForWord and Reading Assistant will continue to be used to work with these students since it is designed to flow at the rate of the child.

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

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(What 48)

As a district, Pickens County works closely with various secondary education institutions, both online and brick-and-mortar. We have a number of college students that observe in the classrooms for their college classes and others that complete their student teaching. Schools that have sent pre-service teachers to Jasper Elementary School include Reinhardt College, Kennesaw State University, Western Governor's University, Grand Canyon University, University of Phoenix, University of North Georgia, and Chattahoochee Technical School. We will look forward to expanding this list of schools as we help prepare our teachers of tomorrow. The collaboration with the universities and colleges not only help the pre-service teachers, but also assist us in insuring that well prepared educators are in line to join our faculty and staff. We work with higher institutions to ensure that teachers entering the field are well versed in literacy standards.

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

(What 48)

Collaborative planning days and times are built into the schedule to allow for vertical and horizontal planning. Teachers participated in a survey concerning the needs for professional development. The data was analyzed and it was determined that teachers needed further professional development/support in the following areas:

- Differentiated instruction to meet the needs of all learners
- Co-teaching best practices
- Assessment strategies
- Analyzing data to effectively meet students' needs
- Implementation of comprehension strategies in reading as well as all other content areas

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Professional learning needs will also be determined using student data with this plan (Why 94). Teachers are currently using an online site called PD360 to help meet their needs. Literacy teachers have had reading and writing trainings ranging from writer's workshop model, direct instruction, training for the core program, using technology to enhance literacy instruction, and meeting the needs of ELL students. The administration plans to offer various opportunities for professional development to meet the needs of the staff in the upcoming year. Teachers not present will be required to watch the video-taped session of the training (How 49). They will also ensure that all content area teachers will receive literacy training to enhance lessons in all academic disciplines.