

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

Building Block 1. Engaged Leadership

A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A plan for literacy for the birth-to-five population exists and is used by all stakeholders.	A plan for literacy for the birth-to-five population exists but is not in use by stakeholders.	Administrators have begun the process for developing a plan, i.e., have identified stakeholders and have begun data collection.	Formal planning for literacy has not begun.

Building Block 2. Continuity of Care and Instruction

A. An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Coalition meets regularly and has an agenda and leadership that is addressing the identified issues.	Coalition meets, but is supported by only some of the stakeholders and meets only irregularly.	Coalition meets, but no strong leader has emerged or has been selected.	An early childhood coalition has not been convened.

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<i>B. A plan is in place to ensure smooth transitions from one school or agency to another.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Protocols have been developed for a shared plan that ensures smooth transitions for each student in multiple settings.	Written protocols for transitions from one setting to another from year to year are in place.	Students and parents generally have an opportunity to visit the next learning environment.	No formal plan for transitions is currently in place.
<i>C. A plan is in place to connect families to schools and childcare entities.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Brochures, websites, and face-to-face opportunities to connect families to schools and childcare entities are available and are in the home languages of the majority of the children in the community.	In addition to printed and online information, parents have face-to-face opportunities to learn the best ways to support their children.	Brochures and/or informational videos and a website are available to inform parents about upcoming transitions or events for their children.	No formal plan is in place to connect families to schools and childcare entities.

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<i>D. A plan is in place to connect communities to schools.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Procedures to strengthen relationships between communities and schools have been implemented, (e.g., making a presentation to the Rotary; requesting support from the City Council).	A contact list of community leaders and organizations willing to support early learning is available, but has not been implemented.	Mapping of community strengths and needs is available.	No formal plan is in place to connect communities to schools.
<i>E. A plan is in place to improve access for families to resources for developing early literacy in their homes.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Parents of young children receive books and reading materials as well as training in how to support the development of early literacy.	Parents of young children receive books and reading materials to support the development of early literacy.	The community is investigating how to provide support to the parents of young children to develop early literacy.	No formal efforts have begun to provide support to the parents of young children to develop early literacy.

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Building Block 3. Ongoing Formative and Summative Assessments

A. The infrastructure is in place for full implementation of screening and diagnostic assessments.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Screenings and diagnostic assessments, where indicated, are done on a regular basis and parents and children are connected to the appropriate resources when needed.	Staff and caregivers regularly screen children, but connecting parents and children to resources is still not fully operational.	Screening and diagnostic instruments have been researched and identified for monitoring physical, cognitive, and language growth and development, but they are not in use.	Planning for screening and diagnostic assessments has not formally begun.

B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Progress monitoring assessment data is reviewed regularly and interventions are adjusted accordingly.	Progress monitoring assessments are administered according to established timelines, but analysis and subsequent impact on the intervention is sporadic.	Progress monitoring assessments have been researched and identified (or are a part of the intervention in use), but they are not used to inform instruction.	Progress monitoring assessments are not being done on a regular basis.

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C. Summative assessments are used to determine effectiveness of interventions or instructional programs.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
The results of the summative assessments are administered in the majority of childcare situations and are used to determine the effectiveness of interventions and instructional programs.	Summative assessments are administered in the majority of childcare situations, but are not regularly analyzed to determine effectiveness of interventions or instructional programs.	Summative assessments are administered in only a small percentage of the childcare situations in the community.	Summative assessments are not currently in use to determine effectiveness of interventions or instructional programs.

D. Literacy screenings are used to assess readiness of individual children for reading and writing.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Students receive literacy screenings (e.g., Ages and Stages Questionnaire (ASQ), Ready to Read, Early Learning Skills Assessment (ELSA), Work Sampling System), and the results are analyzed regularly.	Students receive literacy screenings (e.g., Ages and Stages Questionnaire (ASQ), Ready to Read, Early Learning Skills Assessment (ELSA), Work Sampling System), but the results are not analyzed regularly.	Some students receive literacy screenings, but the majority do not.	Few, if any, students receive literacy screenings (e.g., ASQ, Ready to Read, ELSA, Work Sampling System).

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Building Block 4. Best Practices in Literacy Instruction

A. Instruction is clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Staff and/or faculties of local daycares, Head Start, and GA Pre-K have received professional learning and they have implemented aligned instruction in their respective standards.	The majority of the staff and faculties of Head Start and GA Pre-K have participated in professional learning on aligning their instruction to their respective standards, but most local daycares have not.	Some of the staff and faculties of local daycares, Head Start, and GA Pre-K have participated in professional learning in their respective standards.	Staff and/or faculties of local daycares, Head Start, and GA Pre-K have not received professional learning in their respective standards.

B. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Staff and/or faculties of local daycares, Head Start, and GA Pre-K have received professional learning in developing oral language and pre-literacy skills. The majority of the teachers are displaying evidence-based instruction in their practice.	Staff and/or faculties of local daycares, Head Start, and GA Pre-K have received professional learning in developing oral language and pre-literacy skills. Just over half of the teachers are displaying evidence based instruction in their practice as a result.	Staff and/or faculties of local daycares, Head Start, and GA Pre-K have received professional learning in developing oral language and pre-literacy skills, but there is little evidence in practice.	Staff and/or faculties of local daycares, Head Start, and GA Pre-K have not received professional learning in developing oral language and pre-literacy skills and there is no visible evidence-based instruction.

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C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
The majority of staff and faculty have high expectations and use developmentally appropriate practice.	Some staff and faculty display high expectations and use developmentally appropriate practice, but not the majority.	Staff and faculty have high expectations, but do not use developmentally appropriate practice (or vice versa).	Little or no attention is paid to developmentally-appropriate practice. Staff and/or faculty have preconceived ideas about children's potential.

Building Block 5. System of Tiered Intervention

A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Protocols for referrals to tiered intervention based on screening and progress monitoring in all domains are followed.	Protocols for referrals to tiered intervention are in place based on screening and progress monitoring in all domains, but they are not consistently followed.	Screening tools are available for all domains, but they are used inconsistently.	Screening tools are not available for all domains; and progress monitoring is not taking place.

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Building Block 6. Professional Learning and Resources

A. Community partners receive professional learning in the development of early literacy.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Using technology and community participation to overcome barriers such as lack of transportation and English proficiency, community partners regularly participate in a full range of professional learning in the development of early literacy.	Professional learning has been offered but barriers such as lack of time, transportation or English proficiency have precluded participation by a majority of community partners.	Some community partners have shared expertise and knowledge at early childhood coalition meetings, but attendance has been low.	No formal efforts have begun to provide professional learning in the development of early literacy to community partners.

B. In-service personnel receive professional learning in the development of early literacy.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
As a result of professional learning, administrators, teachers and caregivers collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.	As a result of professional learning, administrators recognize the need for teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice, but time for such collaboration has not yet been found.	Data has been gathered from student assessments, teacher-needs surveys, teacher observations and professional training, but it is not currently being analyzed and used. Little professional learning is taking place.	No formal efforts have begun to provide professional learning in the development of early literacy to the majority of in-service personnel.

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Evaluating Strengths and Needs

	Fully Operational	Operational	Emergent	Not Addressed
Building Block 1. Engaged Leadership				
A. Administrators create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.				
Building Block 2. Continuity of Care and Instruction				
A. An early childhood coalition is convened where professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another.				
B. A plan is in place to ensure smooth transitions from one school/or agency to another.				
C. A plan is in place to connect families to schools and childcare entities.				
D. A plan is in place to connect communities to schools.				
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.				
Building Block 3. Ongoing Formative and Summative Assessments				
A. The infrastructure is in place for full implementation of screening and diagnostic assessments.				
B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.				
C. Summative assessments are used to determine effectiveness of interventions or instructional programs.				
D. Literacy screenings are used to assess readiness of individual children for reading and writing.				
	Fully			

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	Operational	Operational	Emergent	Not Addressed
Building Block 4. Best Practices in Literacy Instruction				
A. Instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.				
B. Research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.				
C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.				
Building Block 5. System of Tiered Intervention				
A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.				
Building Block 6. Professional Learning and Resources				
A. Community partners receive professional learning in the development of early literacy.				
B. In-service personnel receive professional learning in the development of early literacy.				