

Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

Building Block 1. Engaged Leadership

A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Administrator seeks out and participates in professional learning in literacy with his/her faculty.	Administrator researches and secures professional learning in literacy for his/her faculty, but does not participate in it.	Administrator researches professional learning in literacy.	Administrator has not yet demonstrated a commitment to learning about literacy instruction.

B. A school literacy leadership team organized by the administrator is active.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A literacy leadership team, led by the administrator, meets regularly and provides substantive direction for the school and community.	A school literacy leadership team has been formed, meets regularly, but has not yet begun effecting change in the course of literacy instruction.	A school literacy leadership team is envisioned and stakeholders have been identified.	No action has yet been taken in the formation of a literacy leadership team.

C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5).

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Daily schedules include a 90-120-minute literacy block, a set time for intervention, instruction in disciplinary literacy in content areas, and collaborative planning.	Daily schedules include a 90-120-minute literacy block but do not include scheduled time for all of the following: intervention, disciplinary literacy in content areas, and collaborative planning.	Daily schedules include 90-120 minute literacy block but do not include scheduled time for any of the following: intervention, disciplinary literacy in content areas, and collaborative planning.	Daily schedules are elastic and do not specify a 90-120 minute literacy block. Teachers may or may not devote that much time to literacy.

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<i>C.2 The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-12).</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Daily schedules include two to four hours of literacy instruction for all students (including disciplinary literacy in content areas) as well additional time for intervention and for collaborative planning.	Daily schedules include two to four hours of literacy instruction (including disciplinary literacy in all content areas), but do not include additional times for intervention and a scheduled time for collaborative planning.	Daily schedules include a two-hour block for literacy instruction for all areas of English language arts that encompasses writing, conventions, and reading literature and informational texts.	Daily schedules do not include a two-hour block for literacy instruction for all areas of English language arts.
<i>D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards(CCGPS).</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Faculty and staff know and consistently use effective instructional practices for disciplinary literacy across the content areas.	Faculty and staff have received professional learning in disciplinary literacy across the content areas, but implementation is not consistent.	Faculty and staff have received professional learning in disciplinary literacy in some content areas but not all.	Professional learning in disciplinary literacy has not formally begun.
<i>E. Literacy instruction is optimized in all content areas.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Content area teachers consistently incorporate the teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.	Content area teachers consistently incorporate the teaching of two but not all of the following: 1. academic vocabulary; 2. narrative, informational, and argumentative writing; and 3. the use of discipline-specific text structures.	Content area teachers consistently incorporate the teaching of one of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.	Content area teachers do not consistently incorporate the teaching of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.

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F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS).

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
<p>A community literacy council participates in achieving literacy goals through support of and/or participation in a network of learning supports (e.g., tutoring, mentoring, afterschool programming).</p>	<p>A community literacy council participates in developing literacy goals, but a system of learning supports has not yet developed.</p>	<p>A community literacy council is being planned. Stakeholders have been identified and meetings are being planned.</p>	<p>A community literacy council has not yet begun to take shape.</p>

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Building Block 2. Continuity of Instruction			
<i>A. Active collaborative school teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, 1. D, E).</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Cross-disciplinary teams meet regularly to examine student work and to collaborate on the achievement of literacy goals shared by all teachers.	Cross disciplinary teams have allocated various aspects of literacy instruction across all content areas.	Cross-disciplinary teams meet regularly to examine student work, but all teachers have not fully assumed responsibility for achieving literacy goals.	Cross disciplinary teams are not currently meeting.
<i>B. Teachers provide literacy instruction across the curriculum (See Engaged Leadership, 1. D, E).</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Literacy instruction, supported by a systematic, comprehensive core language arts core program, occurs in all content areas.	Literacy instruction, supported by a systematic, comprehensive core language arts core program, occurs in only one or two content areas.	Literacy instruction, supported by a systematic, comprehensive core reading core program occurs only in language arts classrooms.	Literacy instruction is not guided by a systematic, comprehensive core program.
<i>C. Out-of-school agencies and organizations collaborate to support literacy within the community.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A comprehensive system of learning supports within the community complement literacy instruction within the classroom.	A few community organizations provide learning supports to complement literacy instruction within the classroom.	Out-of-school organizations and agencies are making plans to develop learning supports to complement literacy instruction.	As of yet, there is no system of learning supports available in the community.

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Building Block 3. Ongoing Formative and Summative Assessments

A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Effective screening, progress monitoring and diagnostic tools have been selected to be used along with a complementary system of mid-course assessments that are common across classrooms.	A system of mid-course assessments that are common across classrooms is in place, but as of yet screening, progress monitoring, and diagnostic tools have not been selected.	Teachers have agreed that a system of common mid-course assessments across classrooms is needed but those assessments have not been developed or located yet.	The district is complying with state requirements for summative assessments, but formative assessments have not been selected or developed.

B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A full range of formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction.	A full range of formative and summative assessments are administered regularly, but review of assessments is not consistent.	Some formative and summative assessments are administered.	The district is complying with state requirements for summative assessments, but no true formative assessments have been selected or developed.

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<i>C Problems found in literacy screenings are further analyzed with diagnostic assessment.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Problems found in literacy screenings are routinely followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.	Problems found in literacy screenings in some cases are followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.	Problems found in literacy screenings are sometimes followed up by diagnostic assessments, but are rarely used to guide placement and/or to inform instruction in intervention programs.	Problems found in literacy screenings are not followed by diagnostic assessments.
<i>D. Summative data is used to make programming decisions as well as to monitor individual student progress.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Time is devoted in teacher team meetings to review and analyze assessment results to identify needed programmatic and instructional adjustments.	Teacher team meetings to analyze summative assessment results of individual students are used to make adjustments to instruction, but rarely impact programmatic decisions.	Teachers meet with administrator to discuss progress of individual students on summative assessments.	Teachers rarely have time to review summative data for their former or future students.
<i>E. A clearly articulated strategy for using data to improve teaching and learning is followed.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
All appropriate staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students.	All appropriate staff members follow the established protocol for making decisions when they have access to necessary data to identify the instructional needs of students.	Some staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students.	Staff members have difficulty obtaining data necessary for making informed decisions about instruction.

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Building Block 4. Best Practices in Literacy Instruction

A. 1. All students receive direct, explicit instruction in reading (K-8).

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
The faculty is thoroughly trained to use the core program which provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.	The core program provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts, but the faculty is not yet fully trained in its use.	A core program is in use, but it does not provide a strong basis for instruction in all aspects of literacy.	A core program is available but is not used to guide sequential skill instruction (or is not available at all).

A. 2. All students receive direct, explicit instruction in reading.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
All faculty participates in ongoing professional learning in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice; differentiating instruction; analysis of data).	English language arts teachers participate in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice; differentiating instruction; analysis of data).	English language arts teachers participate in some aspects of explicit literacy (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice; differentiating instruction; analysis of data).	Professional learning in explicit literacy instruction has not yet begun.

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<i>A. 3. All students receive direct, explicit instruction in reading.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
The effectiveness of instruction is monitored regularly by analysis of student and teacher data derived from administrative walkthroughs and observations.	The effectiveness of instruction is monitored regularly by an analysis of formative (ongoing through the year) student data.	The effectiveness of instruction is monitored by an analysis of summative (year-end) student data.	Data is not formally analyzed to determine the effectiveness of instruction.
<i>A.4. Extended time is provided for literacy instruction.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Daily schedules include a 90-120-minute literacy block, a set time for intervention, instruction in disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules include a 90-120-minute literacy block but does not include scheduled time for all of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules include 90-120 minute literacy block but does not include scheduled time for any of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules are elastic and do not specify a 90-120 minute literacy block. Teachers may or may not devote that much time to literacy.
<i>A.5. Extended time is provided for literacy instruction.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Daily literacy block in K-3 includes whole group which includes explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students.	Daily literacy block in K-3 includes whole group which includes explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for students who struggle.	Daily literacy block in K-3 includes whole group which includes explicit instruction in word identification, vocabulary, and comprehension.	Daily literacy block has not yet been established.

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<i>B.1. All students receive effective writing instruction across the curriculum.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A coordinated plan has been implemented for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice.	A coordinated plan has been developed for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice.	Teachers are beginning to develop a plan for writing instruction across all subject areas.	Writing is only taught by English language arts teachers.
<i>B.2. All students receive effective writing instruction across the curriculum.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
At least one day per week, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics.	At least one time per month, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics.	At least one time per year, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics.	Writing is only taught by English language arts teachers.
<i>C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Teachers regularly implement strategies for developing and maintaining interest and engagement appropriate to their grade levels.	Teachers have received professional development in strategies for developing and maintaining interest and engagement appropriate to their grade levels, but implementation is not consistent.	Professional development is planned and teachers have been encouraged to seek out strategies for developing and maintain interest and engagement appropriate to their grade levels.	Teachers have not yet formally begun learning about strategies for developing and maintaining interest and engagement in their students.

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Building Block 5. System of Tiered Intervention (RTI) for All Students			
<i>A. Information developed from the school-based data teams is used to inform RTI process (see Section III. E.)</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective.	Formative assessments are administered regularly to students in each tier of instruction.	Intervention is monitored regularly to ensure that it occurs regularly and is implemented with fidelity.	RTI is not currently being formally implemented.
<i>B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms. (See Sections IV. A & B)</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Student and classroom data have been analyzed to determine the instructional areas and classrooms in greatest need of support.	Current practice in literacy instruction has been assessed using the Literacy Instruction Checklist, GA, or its equivalent.	Student data is examined regularly to determine if fewer than 80% of students are successful in any area.	RTI is not currently being formally implemented.
<i>C. Tier 2 needs-based interventions are provided for targeted students.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Interventionists, ELA, and content area teachers meet regularly for collaboration and planning to ensure that the goals of interventions are being achieved.	Interventionists participate in ongoing professional learning in program use and in how to diagnose and correct reading difficulties.	Interventions are provided by competent instructors, in spaces that are adequate, and with sufficient blocks of time in the schedule.	Tier 2 instruction is not provided by interventionists, but is expected to be done by the classroom teacher at some time during the day.

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<i>D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Data team/SST team meet regularly to ensure that a student’s lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction).	Interventions in Tier 3 are provided by a trained interventionist with fidelity, but are not yet on a 1:1-1:3 basis.	SST team meets to ensure that interventions are at appropriate teacher-student ratio and is delivered with fidelity.	Requirements for Tier 3 have not yet been implemented.
<i>E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students’ inability to access the CCGPS any other way.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
To ensure that the most highly qualified teachers provide Tier 4 instruction, SpEd, ESOL, and gifted teachers participate in professional learning communities to maintain strict alignment with CCGPS.	School schedules are developed to ensure that students receive instruction in the least restrictive environment.	Building and district administrators are familiar with funding formulas affecting students in special programming.	Special education functions separately within the school with little communication with regular education or with little input from the administrator.

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Building Block 6. Improved Instruction through Professional Learning

A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Representatives from the community and/or administration have met with representatives from the Professional Standards Commission (PSC) to ensure that preservice teachers receive coursework in disciplinary literacy in the content area.	School administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in their preservice training.	Representatives from the community and/or administration are aware of the need for preservice teachers to receive coursework in disciplinary literacy in the content area.	Preservice education does not include coursework in all aspects of literacy instruction including disciplinary literacy in the content areas.

B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
All administrative and instructional personnel participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.	Administrators and ELA instructors (certified and noncertified) participate in professional learning on all aspects of literacy instruction including training on use of the core program.	ELA instructors participate in professional learning on the use of the core program.	Professional learning in literacy has not begun formally.

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Evaluating Strengths and Needs				
	Fully Operational	Operational	Emergent	Not Addressed
Building Block 1. Engaged Leadership				
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.				
B. A literacy leadership team organized by the administrator or other leaders in the community is active.				
C. The use of time and personnel is leveraged through scheduling and collaborative c1planning.				
D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.				
E. Literacy instruction is optimized in all content areas.				
F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards				
Building Block 2. Continuity of Instruction				
A. Active collaborative teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, Building Block 1. C, D).				
B. Teachers provide literacy instruction across the curriculum.				
C. Out-of-school agencies and organizations collaborate to support literacy within the community.				

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	Fully Operational	Operational	Emergent	Not Addressed
Building Block 3. Ongoing Formative and Summative Assessments				
A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.				
B. A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.				
C. Problems found in screenings are further analyzed with diagnostic assessment.				
D. Summative data is used to make programming decisions as well as to monitor individual student progress.				
E. A clearly articulated strategy for using data to improve teaching and learning is followed.				
Building Block 4. Best Practices in Literacy Instruction				
A. All students receive direct, explicit instruction in reading.				
B. All students receive effective writing instruction across the curriculum				
C. Extended time is provided for literacy instruction.				
D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.				

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	Fully Operational	Operational	Emergent	Not Addressed
Building Block 5. System of Tiered Intervention (RTI) for All Students				
A. Information developed from the school-based data teams is used to inform RTI process (see Section III. E.)				
B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms. (See Sections IV. A & B)				
C. Tier 2 needs-based interventions are provided for targeted students.				
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.				
E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.				
Building Block 6. Improved Instruction through Professional Learning				
A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.				
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.				