

Johnson County Schools' Literacy Plan Birth-to-Five

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.

- Identified literacy and vocabulary is a need and our focus from data
- Identified all stakeholders: Local daycares, Head Start, Pre-K, Kindergarten
- Administrators have a plan for literacy for the birth to five population and is used by all stakeholders- Operational

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.

- A Director of Literacy and Community Outcomes has been named (Dr. Julie Kight)
- The Coalitions meets regularly with Community Literacy Partners and school administrators and has an agenda and leadership that is addressing the identified issues (Kristie Brantley, JJ Rowland, Dr. Julie Kight)- Operational

B. A plan is in place to ensure smooth transitions from one school or agency to another.

- Students and parents have the opportunity to visit the next learning environment.
- Written protocols are in place that ensures smooth transitions for each student in multiple settings (home daycares, community daycares, church daycares) – Operational

C. A plan is in place to connect families to schools and childcare entities.

- A literacy brochure is available to inform parents about literacy transitions
- Literacy information is available on our school Facebook and Twitter
- Face-to-face opportunities are available to connect families to schools
- All literacy information is available and is in the home languages of the majority of the children in the community- Operational

D. A plan is in place to connect communities to schools.

- Procedures to strengthen relationships between communities and schools have been implemented (presenting to the Rotary, presenting to the Board of Education with Community Literacy Partners discussing the impact of our Birth to Five program)- Operational

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Building Block 2. Continuity of Care and Instruction

E. A plan is in place to improve access for families to resources for developing early literacy in their homes.

- Parents of young children have received books and reading materials to support the development of early literacy
- Parental training in early literacy has occurred with grandparents but parent training is in process - Operational

Building Block 3. Ongoing Formative and Summative Assessments

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

- Staff and caregivers are screening children
- The children are connected to the appropriate resources when needed- Operational

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

- Progress monitoring assessment data is reviewed regularly and interventions are adjusted accordingly. This data is reviewed at the school level and compared to the data of our Community Literacy Partners
- The data is presented, analyzed, and discussed with our Community Literacy Partners and interventions are adjusted implemented and adjusted accordingly– Operational

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

- Summative assessments are administered in a small percentage of the childcare situations in the community. -Emergent

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

- Students receive literacy screenings at the school level and the results are regularly analyzed. – Operational

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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.

- The majority of the staff and faculties (more than 50%) of local daycares, Head Start, Pre-K, and Kindergarten have participated in professional learning in their respective standards. – Operational

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

- The majority of staff and faculties of local daycares, Head Start, Pre-K, and Kindergarten have received professional learning in developing oral language and pre-literacy skills. The majority of teachers are displaying evidenced based instruction in their practice as a result. - Operational

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

- The majority of staff and faculty display high expectations and use developmentally appropriate practice, but not the majority. – Operational

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.

- Protocols for referrals and tiered interventions are in place based on screening and progress monitoring. – Operational

Building Block 6. Professional Learning and Resources

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

- The majority of community partners have shared expertise and knowledge at early childhood coalition meetings.
- School administration has shared professional learning with the community partners - Operational

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

- As a result of professional learning, administrators, teachers, and caregivers to collaboratively analyze data, share expertise, and reflect on practice. – Operational