

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

Building Block 1: Community Partnerships			
<p><i>A. A partnership of early learning leaders/stakeholders from various community organizations has been formed and consistently meets to develop and implement quality programming for children ages birth through 5th grade. (Birth through 5th Grade)</i></p>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Partnership is represented by most community stakeholders and meets monthly. Partnership uses a process of data analysis to identify and address issues.	Partnership meets regularly and is represented by some community stakeholders. A designated leader facilitates discussions on identified issues.	Partnership meets sporadically. Stakeholder representation is limited.	A partnership has not been convened.
<p><i>B. The early learning partnership creates a systematic process for implementing, monitoring, and sustaining an effective approach to early literacy. (Birth through 5th Grade)</i></p>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
A systematic process for implementing an effective approach to early literacy is being implemented and is regularly monitored for sustainability by all stakeholders.	A systematic process for implementing an effective approach to early literacy is being implemented.	A systematic process for implementing an effective approach to early literacy is in development.	Formal planning for an early literacy program has not begun.
<p><i>C. Partnerships with family and child/youth service organizations provide supplemental services for children. (Birth through 12th Grade)</i></p>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Family and child/youth services participate monthly in meetings involving community partners and school leaders to ensure appropriate supplemental services are provided based on multiple data sets, including academic and health data, community assets, poverty rates, employment statistics, and students' access to social services.	Family and child/youth services participate regularly in meetings with some community partners and school leaders, but a complete partnership has yet to be established. Some data sets are shared and some services are being provided.	Family and child/youth services meet sporadically with community partners or school leaders, but not both. Few data sets are shared. Data sets are incomplete and services may not be fully correlated to data.	A partnership with family and child/youth services, community partners, and school leaders has not been established.
<p><i>D. Partnerships among feeder patterns for children birth through 12th grade are informed by data and provide strategic direction. (Birth through 12th Grade)</i></p>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
A partnership of leaders from early learning	A partnership of leaders from early learning through	A partnership of leaders from early learning	A partnership of early learning through 12 th

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

through 12 th grade meets monthly to discuss a planned system for monitoring and implementing instructional shifts in response to data. A plan is being implemented to allow educators time to collaborate in vertical planning teams across feeder patterns.	12 th grade meets regularly to discuss a planned system for monitoring and implementing instructional shifts in response to data. A plan is in place to allow educators time to collaborate in vertical planning teams across feeder patterns.	through 12 th grade has been formed, but meetings are sporadic. A plan is being formed to allow educators across the feeder pattern to work collaboratively for vertical planning.	grade leaders across the feeder pattern has not been established.
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Building Block 2: Engaged Leadership

A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school. (Birth through 12th Grade)

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Administrator leads the initiative to research evidence-based literacy instruction and participate in professional learning with his/her faculty.	Administrator participates in professional learning on evidence-based literacy instruction with his/her faculty.	Administrator has an awareness of their need for professional learning in evidence-based literacy instruction.	Administrator has not yet demonstrated a commitment to learning about literacy instruction.

B. A school literacy leadership team, organized by the administrator, is actively affecting change in educator practices. (Birth through 12th Grade)

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
A literacy leadership team, led by the administrator, meets regularly and affects change in educator practices relating to literacy instruction.	A school literacy leadership team is formed, and has begun affecting change in educator practices relating to literacy instruction.	A school literacy leadership team is envisioned and representatives have been identified.	No action has yet been taken in the formation of a literacy leadership team.

C. School leadership monitors formative and summative student data and effective literacy instructional practices and has a plan in place to communicate outcomes with staff and stakeholders. (Birth through 12th Grade)

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
The effectiveness of literacy instruction is routinely monitored by analysis of student achievement data and teacher observation data and communicated regularly throughout the year (through staff meetings, PLCs, etc.).	The effectiveness of literacy instruction is monitored by analysis of student achievement data and teacher observation data. Results are communicated to all stakeholders annually.	The effectiveness of instruction is monitored by an analysis of summative (year-end) student data only. There is no clear plan of communication in place.	Data is not formally analyzed to determine the effectiveness of instruction. There is no clear plan of communication in place.

Building Block 3: Continuity of Instruction

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

<i>A. A communication plan is in place to connect families to schools and childcare entities and other providers of early learning services. (Birth through 5th Grade)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
The plan is fully implemented. Materials 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.	A plan is developed to connect families and childcare entities (i.e., printed and online information, parent meetings to learn the best ways to support their children, etc.).	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.
<i>B. A plan is in place to improve access for families to resources for developing literacy in the home. (Birth through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Parents of children receive books and reading materials as well as training in how to support the development of literacy.	Parents of children receive books and reading materials to support the development of literacy.	The community is investigating how to provide support to the parents of children to develop literacy.	No formal efforts have begun to provide support to the parents of children to develop literacy.
<i>C. Comprehensive literacy block is provided for literacy instruction. (Pre-K through 5th Grade)</i>			
<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
School has a fully established daily literacy block in Pre-K through 5 th grade that includes, where applicable, whole group, explicit, on grade level instruction in word identification, vocabulary, and comprehension as well as data-driven, small group, skills-based instruction that is differentiated for all students. Collaborative planning teams regularly analyze data to drive instructional practices.	School is implementing a daily literacy block in Pre-K through 5 th that includes, where applicable, whole group, explicit, on grade level instruction in word identification, vocabulary, and comprehension as well as small group, skills-based instruction that is differentiated for all students.	School is working toward establishing a daily literacy block in Pre-K through 5 th grade that includes, where applicable, whole group, explicit, on grade level instruction in word identification, vocabulary, and comprehension.	Daily literacy block has not yet been established.
<i>D. Cross-disciplinary teams ensure a consistent literacy focus, including disciplinary literacy, across the curriculum. (Grades 3 through 12)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Cross-disciplinary teams meet regularly to examine	Cross-disciplinary teams have allocated various	Cross-disciplinary teams meet regularly to examine	Cross-disciplinary teams are not currently

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

student work and to collaborate on the achievement of literacy goals shared by all teachers.	aspects of literacy instruction across all content areas.	student work, but all teachers have not fully assumed responsibility for achieving literacy goals.	meeting.
<i>E. A systematic process is in place to ensure smooth transitions from one school to another. (Birth through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
A systematic process is developed and communicated with all stakeholders to ensure smooth transitions from one school to another. The process has been fully implemented and is routinely reviewed and revised.	Written protocols for transitions from one school to another are implemented and plans for communicating with stakeholders are in process.	Students and parents generally have an opportunity to visit the next school, but no formal set of protocols or communication is in place.	No formal plan for transitions is currently in place.
<i>F. Out-of-school agencies and organizations collaborate to support classroom literacy instruction. (Birth through 12th Grade)</i>			
<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
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.
Building Block 4: Ongoing Formative and Summative Assessments including Tiered Interventions for all Students.			
<i>A. Literacy screenings are used to assess readiness of individual children for reading and writing. (Birth to Age 5)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
All students receive literacy screenings and the results are analyzed regularly to assess readiness for reading and writing instruction.	Most students receive literacy screenings and the results are analyzed to assess readiness for reading and writing instruction.	Some students receive literacy screenings. Results are not analyzed to assess readiness for reading and writing instruction.	Few, if any, students receive literacy screenings to assess readiness for reading and writing instruction.
<i>B. An infrastructure for on-going, formative and summative assessments is in place. (Birth through 12th Grade)</i>			
<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Effective screening, progress monitoring and	A system of benchmark assessments that are	Teachers have agreed that a system of common	The district is complying with state requirements

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

diagnostic tools have been selected along with a complementary system of benchmark assessments that are common across classrooms.	common across classrooms is in place, but screening, progress monitoring, and diagnostic tools have not been selected.	benchmark assessments across classrooms is needed but those assessments have not been selected or developed.	for summative assessments, but formative benchmark assessments have not been selected or developed.
<p><i>C. A system of on-going formative and summative assessments (universal screening and progress monitoring) is used to determine the need for Multi-Tiered Systems of Support (MTSS), the intensity of the interventions, and to evaluate the effectiveness of instruction. (Pre-K through 12th Grade)</i></p>			
<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
A full range of formative and summative assessments are administered regularly and are routinely 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.
<p><i>D. "At-risk" indicators identified through literacy screeners are further analyzed with diagnostic assessments to guide instructional planning. (Pre-K through 12th Grade)</i></p>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
"At-risk" indicators identified through literacy screeners are routinely followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.	"At-risk" indicators identified through literacy screeners are followed up by diagnostic assessments in some cases and they are used to guide placement and/or inform instruction in intervention programs.	"At-risk" indicators identified through literacy screeners are followed up by diagnostic assessments, but are rarely used to guide placement and/or to inform instruction in intervention programs.	"At-risk" indicators identified through literacy screeners are not followed by diagnostic assessments.
<p><i>E. Summative outcome data is reviewed by administrators and teachers to make programmatic, instructional, and curricular decisions. (Pre-K through 12th Grade)</i></p>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Administrators and teacher teams across content areas meet to review and analyze summative assessment results to identify needed programmatic, instructional, and curricular adjustments.	Administrators and teacher teams meet to analyze summative assessment results of individual students to make adjustments to instruction, but the analyzed results rarely impact programmatic decisions.	Administrators and teachers review data for individual students on summative assessments.	Administrators and teachers do not review summative data to monitor student progress or inform instruction.
<p><i>F. A clearly articulated protocol for using data to improve teaching and learning is followed. (Birth through 12th Grade)</i></p>			

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Staff members follow the established protocol for making decisions to identify the instructional needs of students.	A protocol for making instructional decisions has been established to use universal screener and progress monitoring data to identify the instructional needs of students.	Staff members have access to universal screener and progress monitoring data but protocols for using data have not been established	Staff members have no access to data.
<i>G. Student Support Team and Data Team monitor progress jointly. (Kindergarten through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Data Team/Student Support Team meet monthly to review school level progress monitoring data as well as individual student progress when necessary.	Data Team/Student Support Team meet regularly to ensure students are receiving the appropriate interventions based on progress monitoring results.	Data Team/Student Support Team meet sporadically to discuss appropriate interventions. A regular schedule is being developed to review progress monitoring data.	Data Team/Student Support Team do not meet.
<i>H. Specially designed learning is implemented through supports and interventions based on diagnostic data of a student's needs. (Kindergarten through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
All special education and core content teachers provide interventions and supports for specialized instruction based on student diagnostic data.	Special education and some core content teachers provide interventions and supports for specialized instruction based on student diagnostic data.	Interventions and supports are in place, but collaboration between special education and core content area teachers is minimal. Use of diagnostic data is not evident.	Interventions and supports are only part of special education rather than being coordinated with all core services.
Building Block 5: Tiered Supports			
<i>A. Instruction is clearly and consistently aligned with Georgia Early Learning and Development Standards (GELDS) and the Head Start Child Development Early Learning Framework. (Birth to Age 5)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
All staff of local daycares, Head Start, and Georgia Pre-K receive professional learning using multiple delivery models, resulting in instructional alignment to their respective standards.	Most Head Start and Georgia Pre-K staff participate 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 Georgia Pre-K participate in professional learning in their respective standards.	Staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have not received professional learning in their respective standards and have not aligned instruction to standards.

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

<i>B. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are evident daily. (Birth through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
All staff have high expectations and use developmentally appropriate practice.	Most staff display high expectations and use developmentally appropriate practice, but not the majority.	Some staff have high expectations, but do not use developmentally appropriate practice.	Little or no attention is paid to developmentally-appropriate practice. Staff and/or faculty have negative, preconceived ideas about children's potential.
<i>C. Students receive literacy instruction in all contents and intervention that is evidence-based. (Kindergarten through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Student schedules include a 90 to 120 minute literacy block and evidenced-based interventions and disciplinary literacy is evident in all content areas. All teachers are participating in collaborative planning.	Student schedules include a 90 to 120 minute literacy block and interventions and disciplinary literacy is taking place in most content areas. A plan is in place to allow all teachers time for collaborative planning.	Student schedules include a 90 to 120 minute literacy block but do not include scheduled time for both interventions and disciplinary literacy in content areas. A plan is being formed to allow all teachers time for collaborative planning.	Student schedules do not specify a 90 to 120 minute literacy block. Teachers do not devote sufficient time to literacy instruction nor do they participate in collaborative planning.
<i>D. All students receive effective writing instruction across the curriculum. (Pre-K through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Students regularly receive evidence-based writing instruction in all content areas. Students receive feedback and time for revision and access a range of genre writing including routine writing practice.	Students receive evidenced-based writing instruction in most content areas. School is implementing a plan for all teachers to receive professional learning in content area writing.	Students are receiving writing instruction and some content teachers are incorporating writing in their classes. Teachers have or are receiving professional learning on evidenced-based writing practices and how to incorporate into their content instruction.	Writing is only taught by English language arts teachers. No professional learning has been provided for writing.
<i>E. Teachers provide engaging daily instruction in which students read and write enough to build stamina. (Kindergarten through 12th Grade)</i>			
<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Teachers regularly implement evidenced-based strategies for developing and	Teachers receive professional development in strategies for developing and maintaining interest	Professional development is planned and teachers have been encouraged to seek out strategies for	Teachers have not yet formally begun learning about strategies for developing and

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

maintaining interest and engagement appropriate to their grade levels.	and engagement appropriate to their grade levels, but implementation is not consistent.	developing and maintain interest and engagement appropriate to their grade levels.	maintaining interest and engagement in their students.
<i>F. Students have access to a wealth of texts that are below, at and above grade level. (Kindergarten through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
Students' routine access to print includes: a well-equipped classroom library, on grade level text in all content areas, and access to digital print that expands opportunity for instruction. Students have regular opportunities to engage with technology.	The plan for increasing access to print materials and access to resources, both digital and print, have been provided to supplement the content areas.	Students' access to print is limited to textbooks. An audit of all print has been conducted and plans are being developed to ensure access to digital media, classroom libraries and texts to supplement the content areas.	Students' access to print is limited, not grade level appropriate and/or not adequate for content instruction. Students have limited access to digital print or opportunities to engage with technology.
Building Block 6: Professional Learning in Literacy Instruction			
<i>A. Early learning staff participates in professional learning on evidence-based instruction in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language. (Birth to Age 5)</i>			
<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
All staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have received professional learning in developing oral language and pre-literacy skills. Teachers are displaying evidence-based instruction in their daily practice.	All staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have received professional learning in developing oral language and pre-literacy skills. Teachers are displaying evidence-based instruction in their daily practice.	All staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have received professional learning in developing oral language and pre-literacy skills. Teachers are displaying evidence-based instruction in their daily practice.	All staff and/or faculties of local daycares, Head Start, and Georgia Pre-K have received professional learning in developing oral language and pre-literacy skills. Teachers are displaying evidence-based instruction in their daily practice.
<i>B. Administrators, teachers, coaches, and teaching assistants participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (Kindergarten through 12th Grade)</i>			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Emerging	<input type="checkbox"/> Not Evident
All administrative and instructional personnel participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content	Administrative personnel, ELA instructors, and some content instructors participate in professional learning on all aspects of literacy instruction including training on use of	Only ELA instructors participate in professional learning on the use of their instructional reading program or content literacy instruction.	Professional learning in literacy has not begun formally.

Johnson County School's Literacy Needs Assessment for Birth through 12th Grade

areas.	their instructional reading program or content literacy instruction.		
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