# Kansas Birth-Grade 12 Community and District Literacy Needs Assessment

## 1. Leadership

**Rationale:** *Leadership empowers and enables school improvement actions.*
**KESA Alignment:** *Responsive Culture, Component 1: Leadership; Responsive Culture, Component 3: District Climate*

| | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| **A. Involvement and respect for all levels of leadership (leadership teams)** | | | | | | | | | | | | |
| 1. Leaders have established a Birth-12 literacy team comprised of a variety of stakeholders.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. The literacy leadership team meets at regularly-scheduled intervals and communicates decisions in a timely fashion.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. Literacy leaders coordinate literacy goals, assessment, instruction, and professional development at the school and district levels.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. Literacy leaders follow an implementation cycle for the literacy plan, which includes a process for revisiting, assessing progress and making adjustments to goals.<br>Notes/Evidence: | | | | | | | | | | | | |
| 5. Literacy leaders know the cultures represented in their school/district communities, and honor those cultures in their work with staff, community members, parents, and learners.<br>Notes/Evidence: | | | | | | | | | | | | |
| **B. Comprehensive literacy plan (Birth-Grade 12) is adopted and used to guide decision-making.** | | | | | | | | | | | | |
| 1. Established structures (schedules, supports, collaboration, professional learning) support high-quality, evidence-based literacy practices.<br>Notes/Evidence: | | | | | | | | | | | | |

| 1. Leadership, con't. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
| **Rationale:** *Leadership empowers and enables school improvement actions.*<br>**KESA Alignment:** *Responsive Culture, Component 1: Leadership; Responsive Culture, Component 3: District Climate* | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 2. Personnel practices (hiring, assigning, supervising, supporting, evaluating staff) are aligned with and support the literacy plan.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. Resources are dedicated (and reallocated if necessary) to meeting literacy goals as defined in local literacy plan.<br>Notes/Evidence: | | | | | | | | | | | | |
| **C. Capacity-building for sustainability: Empowering literacy leaders (i.e., district leadership, principals, instructional coaches, teachers, etc.)** | | | | | | | | | | | | |
| 1. District funds are allocated to provide literacy leadership support (e.g., instructional coaching) in each building. Personnel/ resources are allocated based on learners' needs.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. Literacy leaders have the skills, knowledge, and ability to serve as trainers or professional developers of core, intervention, and assessment procedures.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. Literacy leaders have the skills, knowledge, and ability to pinpoint the literacy skills and knowledge gaps among staff members, and seek out differentiated professional learning to meet their needs, and coach staff toward high quality, evidence-based literacy practices.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. Literacy leaders help instructional staff use their knowledge of learners' languages, cultures, and learning strengths/needs to make instructional decisions that go beyond ability grouping and other traditional practices.<br>Notes/Evidence: | | | | | | | | | | | | |

## 1. Leadership, con't.

| **Rationale:** *Leadership empowers and enables school improvement actions.* **KESA Alignment:** *Responsive Culture, Component 1: Leadership; Responsive Culture, Component 3: District Climate* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 5. Literacy leaders ensure that time for preparation and continuous support are provided to all stakeholders to implement the literacy plan.<br>Notes/Evidence: | | | | | | | | | | | | |

## 2. Community and Partnerships

| **Rationale:** *Shared responsibility for literacy learning among families, communities, and education professionals is essential for student learning.* **KESA Alignment:** *Relationships, Component 3: Families; Relationships, Component 4: Communities; Rigor, Component 3: Resources* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| **A. Coordination** | | | | | | | | | | | | |
| 1. District identifies and coordinates with community **educational providers** (e.g., early childhood providers, family literacy programs, after school care providers) that support families in the area of literacy, and communicates to school leadership (e.g., building leadership team, site council) who coordinate efforts to support families.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. District identifies and coordinates with **non-educational community partners** (e.g., libraries, health services, social services, business and industry) that support families in the area of literacy, and communicates to school leadership (e.g., building leadership team, site council) who coordinate efforts to support families.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. District has a coordinated plan for communicating with parents about literacy across grade levels, classrooms, and buildings. The plan respects varied levels of technology access.<br>Notes/Evidence: | | | | | | | | | | | | |

## 2. Community and Partnerships, con't.

| **Rationale:** *Shared responsibility for literacy learning among families, communities, and education professionals is essential for student learning.* **KESA Alignment:** *Relationships, Component 3: Families; Relationships, Component 4: Communities; Rigor, Component 3: Resources* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 4. School coordinates connections between parents and community partners (e.g., dentist, mental health) and supports for literacy in the home (e.g., family literacy nights).<br>Notes/Evidence: | | | | | | | | | | | | |
| **B. Participation** | | | | | | | | | | | | |
| 1. District and school participate in community awareness activities to inform the public of the need for literacy education for children birth – grade 12.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. District and school are well-represented on community committees to expand awareness of the need for literacy education birth – grade 12.<br>Notes/Evidence: | | | | | | | | | | | | |

## 3. Standards-aligned Curriculum

| **Rationale:** *The Kansas Early Learning Standards, the Kansas Standards for English Language Arts, and the Kansas Guide to Learning: Literacy guide the development of the written curricula – including guidance documents, maps, etc. – for the district and its community partners.* **KESA Alignment:** *Relevance, Comp. 1: Curriculum; Relevance, Comp. 3: Student Engagement* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 1. The Kansas Early Learning Standards, Kansas Standards for English Language Arts, and the *Kansas Guide to Learning: Literacy* provide the foundation for the district's and district partners' written curriculum.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. The district implements a guaranteed and viable, research-based core and intervention literacy curriculum to ensure children/learners meet the Kansas Standards in reading, writing, speaking, and listening across all subject areas.<br>Notes/Evidence: | | | | | | | | | | | | |

## 3. Standards-aligned Curriculum, con't.

| **Rationale:** *The Kansas Early Learning Standards, the Kansas Standards for English Language Arts, and the Kansas Guide to Learning: Literacy guide the development of the written curricula – including guidance documents, maps, etc. – for the district and its community partners.* **KESA Alignment:** *Relevance, Comp. 1: Curriculum; Relevance, Comp. 3: Student Engagement* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
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| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 3. Children/learners are encouraged to write, speak, listen and read texts that are of personal interest and relevance to them.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. The written curriculum represents a culturally-responsive plan for teaching and learning.<br>Notes/Evidence: | | | | | | | | | | | | |

## 4. Standards-aligned and Evidence-based Instruction

| **Rationale:** *When literacy instruction is aligned with rigorous standards and delivered in accordance with research-based evidence, the learning environment engages, motivates, and promotes the development of competent and involved world citizens.* **KESA Alignment:** *Relevance, Component 2: Instruction; Relevance, Component 3: Student Engagement; Relevance, Component 4: Technology* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| **A. Environment, motivation, engagement, learning objectives, and text selection are critical across all language arts in core and intervention instruction. When thinking about these instructional ideas, apply them to reading, writing, speaking, and listening.** | | | | | | | | | | | | |
| 1. **Environment:** Learners are in an environment that provides language as a foundation, predictable routines, authentic tasks, extended time for reading and writing, as well as integrated and differentiated instruction.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. **Motivation and Engagement:** Learners have choice, collaborative opportunities, and challenging, authentic learning tasks. Learners engage in a variety of structures for collaborative conversations and technology use.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. **Language Usage:** Through explicit instruction and scaffolding, learners gain knowledge of language and its conventions in formal and informal settings, practice adjusting use of language based on context, and choose words, phrases, and punctuation for effect.<br>Notes/Evidence: | | | | | | | | | | | | |

## 4. Standards-aligned and Evidence-based Instruction, con't.

| **Rationale:** *When literacy instruction is aligned with rigorous standards and delivered in accordance with research-based evidence, the learning environment engages, motivates, and promotes the development of competent and involved world citizens.* **KESA Alignment:** *Relevance, Component 2: Instruction; Relevance, Component 3: Student Engagement; Relevance, Component 4: Technology* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 4. **Learning Objectives:** Content and language learning objectives are based on local assessment data that is tied to standards. Literacy educators use the *Stages of Language Acquisition* to guide language objectives and plan instruction for English learners.<br>Notes/Evidence: | | | | | | | | | | | | |
| 5. **Text Selection:** Literacy educators use high-quality challenging literature that supports the development of deep comprehension considering purpose, reader, and instructional group size. Text selections are culturally and linguistically diverse.<br>Notes/Evidence: | | | | | | | | | | | | |
| **B. Speaking and Listening** | | | | | | | | | | | | |
| 1. **Birth-Age 5:** Adult caregiver models and engages children in speaking and listening to promote language development (e.g., talks to children, uses a variety of words, interacts with books, uses age-appropriate media).<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. **Birth-Age 5:** Caregivers intentionally scaffold children's language and adapt their talk (e.g., vocabulary and sentence complexity) to the age and abilities of children.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. **Birth-Age 5:** Children in their regular daily environments are frequently engaged in dialogue and using increasingly complex vocabulary and sentence structure patterns. | | | | | | | | | | | | |
| 4. **K-12:** Educators explicitly instruct learners in the roles of the speaker and listener in collaborative conversations, and provide frequent opportunities for learners to practice each role.<br>Notes/Evidence: | | | | | | | | | | | | |
| 5. **K-12:** Instruction requires learners to listen critically in order to engage with peers and adults' ideas using appropriate academic language during collaborative conversations.<br>Notes/Evidence: | | | | | | | | | | | | |

## 4. Standards-aligned and Evidence-based Instruction, con't.

| **Rationale:** *When literacy instruction is aligned with rigorous standards and delivered in accordance with research-based evidence, the learning environment engages, motivates, and promotes the development of competent and involved world citizens.* **KESA Alignment:** *Relevance, Component 2: Instruction; Relevance, Component 3: Student Engagement; Relevance, Component 4: Technology* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 6. **K-12:** Instruction requires learners to effectively communicate ideas both with and without technology.<br>Notes/Evidence: | | | | | | | | | | | | |
| **C. Reading: Foundations** | | | | | | | | | | | | |
| 1. **Birth-Grade 2:** Instructors help learners attend to print functions including: book-sharing routines (e.g., interactive reading, multiple genres and formats), modeling, and teaching print concepts.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. **Birth-Grade 2:** Instructors actively engage learners in a book through an interactive use of language that promotes opportunities to talk and gain an understanding of the vocabulary and ideas within a book.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. **Birth-Grade 2:** Phonological awareness: Instructors provide opportunities for learners to recognize and manipulate the sounds of spoken language.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. **Birth-Age 5:** Alphabet knowledge: Instructors highlight and promote recognition of letters and sounds in a meaningful context (e.g., reading, writing, center activities).<br>Notes/Evidence: | | | | | | | | | | | | |
| 5. **K-5:** Instructors use the stages of reader development to guide the amount of instructional time spent in language, word learning, fluency, comprehension and instructional strategies appropriate for each stage.<br>Notes/Evidence: | | | | | | | | | | | | |
| 6. **K-5:** Instructors provide explicit instruction and scaffolding in multiple language cueing sources to identify unknown decodable words.<br>Notes/Evidence: | | | | | | | | | | | | |

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| **4. Standards-aligned and Evidence-based Instruction, con't.** | | | | | | | | | | | | |
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| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 7. **K-5:** Instructors provide explicit instruction and scaffolding in phonic knowledge, decoding strategies, morphology (e.g, prefixes), and high-frequency words. Notes/Evidence: | | | | | | | | | | | | |
| 8. **K-5:** Instructors provide learners with regular opportunities to apply word recognition knowledge and strategies. Notes/Evidence: | | | | | | | | | | | | |
| 9. **K-5:** Instructors provide explicit instruction and scaffolding in the components of fluency (e.g., rate, accuracy, and expression). Notes/Evidence: | | | | | | | | | | | | |
| 10. **K-5:** Instructors provide learners with regular opportunities to apply components of fluency, adjusting appropriately for comprehension of different texts (e.g., science, newspaper) and purposes for reading. Notes/Evidence: | | | | | | | | | | | | |
| **D. Reading: Literature** | | | | | | | | | | | | |
| 1. **Birth-Age 5:** Caregivers actively engage learners in narrative text through an interactive use of language that promotes opportunities to talk and gain an understanding of a book. Notes/Evidence: | | | | | | | | | | | | |
| 2. **K-12:** Instructors provide explicit instruction and scaffolding in the critical analysis (e.g., author's purpose, support for one's thinking) of literature. Notes/Evidence: | | | | | | | | | | | | |

| 4. Standards-aligned and Evidence-based Instruction, con't. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Rationale:** *When literacy instruction is aligned with rigorous standards and delivered in accordance with research-based evidence, the learning environment engages, motivates, and promotes the development of competent and involved world citizens.*<br>**KESA Alignment:** *Relevance, Component 2: Instruction; Relevance, Component 3: Student Engagement; Relevance, Component 4: Technology* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 3. **K-12:** Instructors provide explicit instruction and scaffolding in comprehension strategies for both print-based text and digital media, and learners have regular opportunities to apply strategies when reading literature.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. **K-12:** Instructors provide explicit instruction and scaffolding in understanding elements of story and drama and how those elements interact.<br>Notes/Evidence: | | | | | | | | | | | | |
| 5. **K-12:** Instructors provide explicit instruction in vocabulary and word learning, and provide learners with regular opportunities to use word knowledge and demonstrate understanding.<br>Notes/Evidence: | | | | | | | | | | | | |
| **E. Reading: Informational Text** | | | | | | | | | | | | |
| 1. **Birth-Age 5:** Caregivers actively engage learners in a variety of informational text through an interactive use of language that promotes opportunities to talk and gain an understanding of a book.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. **K-12:** Instructors provide explicit instruction and scaffolding in the critical analysis (e.g., examining multiple viewpoints, reliability of a source, using visual information, role of culture) of informational text.<br>Notes/Evidence: | | | | | | | | | | | | |

| 4. Standards-aligned and Evidence-based Instruction, con't. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Rationale:** *When literacy instruction is aligned with rigorous standards and delivered in accordance with research-based evidence, the learning environment engages, motivates, and promotes the development of competent and involved world citizens.*<br>**KESA Alignment:** *Relevance, Component 2: Instruction; Relevance, Component 3: Student Engagement; Relevance, Component 4: Technology* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| **3. K-12:** Instructors provide explicit instruction/scaffolding in research processes and presentation of research.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. **K-12:** Instructors provide explicit instruction and scaffolding in comprehension strategies for both print-based text and digital media. Provide learners with regular opportunities to apply strategies when reading informational text.<br>Notes/Evidence: | | | | | | | | | | | | |
| 5. **K-12:** Instructors provide explicit instruction and scaffolding in understanding how various text structures (compare/contrast, description) and text features (table of contents, headings) support comprehension.<br>Notes/Evidence: | | | | | | | | | | | | |
| 6. **K-12:** Instructors provide explicit instruction in a comprehensive system that includes the characteristics of effective vocabulary instruction for teaching vocabulary. Instructors provide learners with regular opportunities to use word knowledge and demonstrate understanding.<br>Notes/Evidence: | | | | | | | | | | | | |
| **F. Writing** | | | | | | | | | | | | |
| 1. **Birth-Age 5:** Caregivers model and encourage children's use of print (i.e., scribbling, drawing) to communicate one's ideas and thinking.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. **K-12:** Instructors provide explicit instruction and scaffolding in the elements of the writing process (e.g. prewriting, drafting, editing – conventions of standard English) for a variety of text types and purposes (e.g., opinion, informative/explanatory, and narrative).<br>Notes/Evidence: | | | | | | | | | | | | |

| 4. Standards-aligned and Evidence-based Instruction, con't. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Rationale:** *When literacy instruction is aligned with rigorous standards and delivered in accordance with research-based evidence, the learning environment engages, motivates, and promotes the development of competent and involved world citizens.*<br>**KESA Alignment:** *Relevance, Component 2: Instruction; Relevance, Component 3: Student Engagement; Relevance, Component 4: Technology* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 3. **K-12:** Instructors provide explicit instruction and scaffolding in the research process which includes how to draw evidence from literary and informational texts to support analysis, reflection, and research.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. **K-12:** Instructors provide explicit instruction and scaffolding in the elements of developing a high-quality presentation (e.g., subject, occasion) and infusing technologies as appropriate to include purpose and audience. Learners have regular opportunities to create presentations.<br>Notes/Evidence: | | | | | | | | | | | | |
| **G. Interventions** | | | | | | | | | | | | |
| 1. Learners are placed in interventions based on data collected through a comprehensive assessment system, and following assessment cycle.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. Progress monitoring is used to re-evaluate the effectiveness of instruction for learners in interventions.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. Highly effective staff receive ongoing professional learning and support to provide evidence-based interventions.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. Staff are attentive to the appropriateness of both behavior and academic interventions, and their effect on motivation of learners.<br>Notes/Evidence: | | | | | | | | | | | | |
| **4.** The district provides appropriate resources for the implementation of interventions.<br>Notes/Evidence: | | | | | | | | | | | | |

## 5. Transitions

| **Rationale:** *Transition planning is important for consistency and support of learners as they move from one phase of their education to the next.* **KESA Alignment:** *Responsive Culture, Component 1: Leadership; Responsive Culture, Component 2: Early Childhood; Responsive Culture, Component 3: District Climate; Relevance, Component 3: Student Engagement; Relevance, Component 4: Technology; Rigor, Component 1: Career and Technical Education* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 1. The district has a transition committee focused on ensuring consistency in literacy instruction and learning across the system.<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. The district has a transition plan for helping learners move successfully from one phase of their education in literacy-related areas to another. This plan includes a timeline, goals, and responsibilities for implementation, including professional development for staff.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. The district's transition plan addresses each transition point (i.e., PreK/K, Primary/Secondary, Secondary/Postsecondary), and learners' social-emotional, cultural and academic needs, and career goals.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. The district has developed tools to monitor and improve the transition process for literacy instruction and learning. Technology may support this process.<br>Notes/Evidence: | | | | | | | | | | | | |

## 6. Data-based Decision-making

| **Rationale:** *Districts that establish an effective system for collecting, analyzing, and making decisions based on data are more likely to meet the needs of students, their families, and their broader school communities.* **KESA Alignment:** *Rigor, Component 4: Data* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 1. The district uses a comprehensive system of academic (including literacy) and behavior assessment that includes universal screening, diagnostic, and progress monitoring.<br>Notes/Evidence: | | | | | | | | | | | | |

## 6. Data-based Decision-making

| **Rationale:** *Districts that establish an effective system for collecting, analyzing, and making decisions based on data are more likely to meet the needs of students, their families, and their broader school communities.* **KESA Alignment:** *Rigor, Component 4: Data* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 2. The district ensures that all literacy assessments selected for use with learners are valid, reliable, and culturally-sensitive.<br>Notes/Evidence: | | | | | | | | | | | | |
| 3. Decision-making rules are clear across the district for how staff will use and act on literacy data.<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. Staff are trained and retrained on a regular basis in order to ensure reliability of literacy assessment tools.<br>Notes/Evidence: | | | | | | | | | | | | |
| 5. The district and schools analyze and disseminate information in order to support responsible literacy-related decision-making.<br>Notes/Evidence: | | | | | | | | | | | | |

## 7. Professional Learning

| **Rationale:** *Districts should utilize all opportunities to achieve maximum impact from professional learning opportunities and resources.* **KESA Alignment:** *Rigor, Component 2: Professional Learning; Relationships, Component 3: Families* | Birth – Age 5 | | | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 1. The district has a cohesive professional learning plan that includes support for literacy, leverages resources, and addresses the needs of all learners (i.e., students, teachers, administrators, community partners).<br>Notes/Evidence: | | | | | | | | | | | | |
| 2. Professional learning time focuses on content that will make an impact on goals defined in the literacy plan, and there is a plan for measuring the impact of professional learning experiences on students and staff.<br>Notes/Evidence: | | | | | | | | | | | | |

## 7. Professional Learning

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong | Emerging | In Place | Strong |
| 3. Professional learning on literacy is<br>(a) focused on goals and guided by assessment data (e.g., comprehension of graphics as they relate to a text),<br>(b) ongoing (e.g., learning around the same or similar topics occurs multiple times over the course of a school year),<br>(c) engaging and interactive (e.g., participants are moving, responding to presenters and each other),<br>(d) collaborative (e.g., participants are working together to brainstorm solutions to problems of practice),<br>(e) job-embedded (e.g., participants observe other educators during their regular school day as part of a larger professional learning activity).<br>Notes/Evidence: | | | | | | | | | | | | |
| 4. Professional learning opportunities in literacy stress classroom application.<br>Notes/Evidence: | | | | | | | | | | | | |
| 5. Differentiated professional learning is provided for all staff who teach or supervise literacy (e.g., early service teachers, content area teachers, principals, instructional specialists, paraprofessionals) throughout the school year. This may include guidance for using resources, implementing instructional strategies, and other needed supports.<br>Notes/Evidence: | | | | | | | | | | | | |
| 6. Professional learning in the area of parent engagement/involvement in literacy learning is provided to all instructional staff.<br>Notes/Evidence: | | | | | | | | | | | | |
| 7. Professional learning in culturally-responsive literacy instruction is provided to all instructional staff.<br>Notes/Evidence: | | | | | | | | | | | | |