Pennsylvania Department of Education
Division of Federal Programs
333 Market Street, Harrisburg, PA 17126-0333

Keystones to Opportunity
Local Literacy Needs Assessment

Local Literacy Needs Assessment: Purpose and Background

The Keystones to Opportunity Grant plans to award significant dollars to LEAs to address the gaps in literacy in the Birth-Grade 12 continuum. In order to ensure the funds are being allocated in areas that will address the greatest need, all applicants are required to complete a Local Literacy Needs Assessment. This document calls for districts to establish a Literacy Planning Team with representation from each of the statutory areas (Birth – Age 5, Elementary, Middle, and High school). After completing the Needs Assessment individually, the planning team will convene to discuss findings and establish consensus on the areas of strength and areas of need. This in-depth analysis will provide districts with the information needed to identify specific needs within a component or a statutory area, or identify any needs existing across the continuum. Results may show a consistent need in a single statutory area (ex: High School) or a consistent need within a component spanning across all areas (ex: Transition). These findings will allow the district to identify priority areas for intervention, and ultimately identify targeted areas for potential funding. While results have no bearing on the scoring of pre-applications, the completion of the Local Literacy Needs Assessment is required.

This document can be completed electronically and resaved as a PDF for uploading on the e-grants website.

Pennsylvania Department of Education, Division of Federal Programs
Keystones to Opportunity Comprehensive Literacy Needs Assessment

Directions: The following tool was designed to be completed by an LEA Literacy Planning Team. Applicants are encouraged to have each team member complete the assessment individually prior to meeting as a group. During the group meeting, each team member is encouraged to share his/her perspective in an effort to help the group reach consensus on each item. If a group is unable to reach consensus on a particular item, this may indicate that the strategies and actions are "emerging" but not in place consistently. This tool is not scored as part of the Pre-application. However, the quality of the analysis provided by the LEA and the strength of the evidence cited in support of each answer are scored.

Applicant LEA Name, Address			
Partner Agencies Names, Addresses, Phone, Em il			
Contact Person for LEA Name, Email, Phone			
Members of Planning Team Name, Title, Role, Email Address			

Procedural Data Literacy Needs Assessment

Components of the Pennsylvania Comprehensive Literacy Needs Assessment	Strategies and Actions Recommended to Support Implementation of the District-Level Framework	Birth – Age 5				Elementary				Middle				High			
		Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)
	(A) The district's written curriculum for Literacy – Birth-Grade 12 - is aligned with the Pennsylvania Early Learning Standards (birth-5), the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening (K-12) and with the Reading Assessment Anchors and Eligible Content (Grades 3-8 and 11) . Essential goals and content are articulated by grade level and provide the basis to enable all students to gain the necessary skills of a "literate person in the twenty-first century" (CCSS, p. 3). Rationale: A "guaranteed and viable curriculum" is considered the component having the most impact on student achievement (Marzano, 2000).																
I. Standards and Curriculum		**Birth – Age 5**				**Elementary**				**Middle**				**High**			
	1. The Pennsylvania State Academic Standards, the Pennsylvania Early Learning Standards, and the Pennsylvania Comprehensive Literacy Plan (PaCLP) are the foundation of the district's written curriculum. This curriculum explicitly states what students need to know and be able to do at each grade level.																
	2. The district uses a common framework (birth to grade 12) to instruct and assess literacy ensuring a consistent approach across subject areas and age/grade levels.																
	3. The district implements with fidelity a research-based core literacy curriculum to ensure students meet the Standards.																
	4. Reading, writing, speaking and listening are systematically integrated throughout the day in all subject areas.																
	5. Students are provided with exemplary writing samples, assessment rubrics, real-world writing tasks, writing in response to reading and oral and written feedback.																
	6. The district uses a common framework and rubrics to instruct and assess writing ensuring a consistent approach across subject areas and grade levels.																
	7. The written curriculum addresses all students.																
	8. All students have access to a rigorous, standards aligned curriculum.																

Enter the corresponding numerical score for each of the statutory areas in the above scoring fields. Totals will automatically calculate at the end of each component.

	Score	/24	/24	/24	/24
Evidence and Notes					
Priority Areas for Needed Improvement					

		Birth – Age 5				Elementary				Middle				High			
		Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

II. Assessment

(A) District personnel provide leadership for literacy assessment.
Rationale: District leadership enables and empowers school improvement actions; a plan for effective assessment practices is essential for monitoring ongoing improvement of student reading skills.

	Birth – Age 5				Elementary				Middle				High			
1. A "data culture" exists throughout the district. This includes a system to support building administrators in the use of literacy assessment data in schools and to develop follow-up plans to adjust instruction as needed at the school, grade and student levels.																
2. A district-wide literacy assessment plan has been developed including purposes, measures to be used, schedules, procedures, and targeted students at each grade level in every school.																
3. A district-level database is established, implemented, and maintained to collect and summarize school-level and student-level literacy data and to provide immediate and easy access to information.																

(B) The district selects literacy assessment measures that are valid and reliable and that provide information on the essential elements of literacy instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, and writing).												
1. Selected assessment measures have strong evidence of validity and reliability. These measures are used on an established schedule to screen, diagnose, monitor, and determine literacy outcomes of K-12 students district-wide.	**Birth – Age 5**			**Elementary**			**Middle**			**High**		
2. Selected measures provide information on the essential elements of literacy instruction appropriate for each level or grade span and are explicitly linked to district and state literacy goals. Duplication of assessment measures is avoided.												

(C) The district has developed capacity to gather and use data.												
1. The district has identified a data specialist to oversee the collection, validation and storage of student achievement data, provide special assessment training to staff, work with staff in the analysis of data, prepare timely reports, and identify district/school trends.	**Birth – Age 5**			**Elementary**			**Middle**			**High**		
2. A pool of competent trainers is established and maintained who are available locally to a) Train district staff on data collection and interpretation (e.g., PSSA, PVAAS, DIBELS Next, 4Sight) b) Provide a comprehensive initial training on data collection to all new staff members c) Provide quarterly follow-up and retooling trainings as needed d) Conduct brief reliability checks to ensure that the data collected are reliable for all data collectors.												
3. Ongoing training and support is provided to all staff who teach or supervise literacy programs in the following areas: a) Assessments used by the district b) Data analysis c) Data Interpretation d) Data utilization												
4. At least one individual per school is designated to become the expert on specific reading measures used at that school. Ongoing training and support is provided for this role.												

(D) Assessments are administered in a timely manner and with standardized procedures.

Rationale: Assessments should be administered early and (for repeated measures) with sufficient frequency to detect lack of progress and thereby avoid loss of valuable instructional time. Because data are used for comparison purposes, it is essential that assessment measures be standardized.

	Birth – Age 5			Elementary			Middle			High		
1. Assessments are given in a standardized manner across students, classes, and schools.												
2. A district-wide assessment calendar is established that specifies testing windows for each measure that is a part of the district assessment plan. (Please attach district assessment calendar)												
3. Screening/diagnostic measures are administered or record review occurs district-wide very early in the year to identify students who may need additional instructional support. Move-in students are assessed shortly (within 5 school days) after their arrival and placed into instructional groups.												

(E) Formative and summative evaluations are incorporated at all grade spans.

Rationale: Formative assessments are essential to ensure that each student is making adequate progress. Summative (outcome) assessments are critical to know if students have met benchmarks (or targets) and to know if programs are effective. Both allow for important changes to be made in a timely manner if desired results are not being attained.

	Birth – Age 5			Elementary			Middle			High		
1. Support for a district-wide formative assessment process is provided at each level. Necessary resources are dedicated to ensure each school has a viable plan for collecting ongoing progress monitoring data on students receiving interventions. District recommendations are established regarding the frequency of data collection for students at risk of reading difficulties.												
2. A valid assessment for grades K-2 is adopted to allow for evaluation of the early literacy program.												

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(F) Data are reviewed regularly by administrators and teachers, and instruction and support are adjusted accordingly across the district. Rationale: District support of ongoing review of data and adjustment of instruction based upon that data is at the center of a continuous improvement model. This district strategy empowers schools to be responsive to students' instructional needs.													

	Birth – Age 5			Elementary			Middle			High		
1. Districts support schools by ensuring that teachers are provided the time needed to conduct regularly scheduled data meetings using district protocols and procedures to: a) Review results of literacy performance assessments on an ongoing basis (e.g., every 2-4 weeks for students below benchmark levels and 3-5 times/year for those at/above benchmark level). b) Make necessary adjustments to literacy instruction programs as indicated by the data. Periodic school and district-level data summits are scheduled (part-day meetings of literacy leadership teams 3-5 times/year) for more comprehensive data review and planning purposes.												
2. Based on the review of data, district leaders participate in literacy team meetings at the school level in order to assist with systems-level problem solving and identify possible professional development needs and district supports.												
Score	/48			/48			/48			/48		

Evidence and Notes	
Priority Areas for Needed Improvement	

		Birth – Age 5				Elementary				Middle				High			
		Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

III. Instruction

(A) Literacy instruction is explicitly organized on a grade-appropriate basis around the essential elements of literacy including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, and writing.
Rationale: The five elements of literacy are the building blocks to becoming a successful reader; mastering them allows students to fully develop their reading ability.

	Birth – Age 5				Elementary				Middle				High			
1. The district has established an instructional model that addresses all of the essential elements including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, and writing.																

(B) School administrators are strong instructional leaders and ongoing support is provided for this role.
Rationale: Principals have the authority and direct accountability to assure that effective practices are implemented and are working. The principal's position should be structured to assure that each school has a strong leader who provides the support needed for an effective reading program for all students.

	Birth – Age 5				Elementary				Middle				High			
1. School administrators are supported in conducting regularly-scheduled instructional walk-throughs to ensure that effective instruction is being provided to all students and programs are being implemented with fidelity.																
2. School administrators' efforts to provide instructional leadership in literacy are supported by scheduling administrative meetings at times other than during literacy instruction.																
3. School administrators are assisted in (a) providing structure and support for grade level and school level literacy team meetings and (b) participating in them directly or indirectly through briefings following the meetings.																

(C) The district provides sufficient instructional time in literacy for all students to learn. Rationale: Learning new, complex, and highly important skills takes more time than once thought and takes some students longer than others. District support of principals and teachers giving individual students the time and instruction they need to learn helps ensure student success.												
1. A suggested minimum amount of literacy instruction is provided to all students as follows: a) Birth – 5 age appropriate literacy immersion b) Grades K-3: 120-150 minute literacy block daily c) Grades 4-5: 90-120 minute literacy block daily and literacy-connected learning across the instructional areas d) Grades 6-8: 40-60 minutes daily dedicated specifically to a reading class for all students (as data dictates) in addition to the literacy connected instruction and practice that takes place across the instructional areas e) Grades 9-12: 2-4 hours of literacy-connected instruction and practice that takes place across the instructional areas. f) School board policy has been considered to ensure that the need for sufficient instructional time in literacy is met.	**Birth – Age 5**			**Elementary**			**Middle**			**High**		
2. Necessary funding and personnel are secured to support small group, teacher-directed literacy instruction for a portion of daily literacy instruction for K-3 students.												
3. Small group, teacher-directed intensive literacy intervention is provided beyond the core literacy block for all K-5 students across the district that are reading below grade level.												
4. Each student in middle and high school with below grade-level literacy skills is provided with at least an additional period of literacy instruction support every day.												
5. Beyond providing additional instructional time during the school day, intensive after-school and/or summer school intervention programs are considered for students reading below grade level based on their assessment information.												

(D) Evidence-based instructional materials and practices are adopted for core, supplemental, and intervention reading programs. (Note: Many schools use technology as part of the instructional tool set for reading. To date, there is little evidence on which to base recommendations for this use of technology in reading instruction.) (See http://ies.ed.gov/ncee/pubs/20094041/index.asp and http://ies.ed.gov/ncee/pubs/20074005/index.asp.)
Rationale: District support of both evidence-based instructional materials and effective instructional practices are important in order to reach district instructional goals.

	Birth – Age 5			Elementary			Middle			High		
1. Formal district policies and procedures are established that result in the adoption of evidence-based instructional programs which align with and support state standards and the district's written curriculum.												
2. The district has adopted district-wide, scientifically-based core literacy materials for Pre-K through Grade 5 (6).												
3. Effective evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond the core literacy program.												
4. When more than one type of LITERACY program is being used with individual students within the district (e.g., core and intervention programs), these programs are aligned with each other.												
5. Teachers across the district use adopted evidence-based programs and materials with consistency and fidelity.												

(E) All federal programs that provide literacy support are aligned with general education literacy instruction.
Rationale: Without alignment of goals and resources across various programs, efforts may be scattered and results limited. Alignment of all district reading programs maximizes funding and leverages effective instruction for all students.

	Birth – Age 5			Elementary			Middle			High		
1. Across the district, federal programs that provide literacy support (e.g., Special Education, ELL, Title I) are aligned with general education literacy instruction in order to provide consistent reading instruction for students at risk in learning to read.												
2. All students have access to the districts core literacy curriculum												

(F) Students are provided differentiated reading instruction based upon student assessment data.
Rationale: Assessment data provides an objective basis for placing students at instructional levels and in flexible instructional groups. For effective and equitable placement, district support of the use of assessment data first, followed by consideration of other factors, ensures that no group or subgroup of students are over-or under-represented at any level of instruction.

	Birth – Age 5			Elementary			Middle			High		
1. A set of data-based decision protocols is used consistently across the district which guides student placement into differentiated intervention and enrichment reading programs and materials.												

(G) Effective teacher delivery of robust reading instruction is promoted across the district.																	

1. District personnel work with building administrators to ensure that teachers across the district are incorporating features of effective delivery of literacy instruction.	Birth – Age 5				Elementary				Middle				High			
Score	/54				/54				/54				/54			

Evidence and Notes

Priority Areas for Needed Improvement

	Birth – Age 5				Elementary				Middle				High			
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

(A) The most strategic and productive use of professional learning resources are provided and aligned with Pennsylvania Educational Initiatives (IDEA, Title I, Title III, etc.) Rationale: Districts should utilize all opportunities to achieve maximum impact from professional development opportunities and resources.																

IV. Professional Learning and Practice

1. Professional development efforts are aligned to leverage resources and ensure a cohesive plan that addresses the needs of all learners (i.e. students, teachers). This alignment is sustained and focused across years.	Birth – Age 5				Elementary				Middle				High			

2. District professional development time (e.g., staff development days, late starts, early dismissals) is utilized strategically by focusing on content that will result in meeting district reading goals and by sustaining that focus over time.	Birth – Age 5			Elementary			Middle			High		

(B) Professional learning meets standards for effective professional learning.

1. All professional learning reflects the characteristics of effective professional learning programs. Professional development is 　　a) Focused on goals and guided by assessment data 　　b) Ongoing 　　c) Engaging and interactive 　　d) Collaborative (including Professional Learning Communities) 　　e) Job-embedded.	Birth – Age 5			Elementary			Middle			High		
2. Application of the content to classroom instruction is stressed. Impact of professional learning on student and teacher learning is measured. Coaching, instructional supervision, ongoing teacher collaboration, peer coaching, and related strategies are used for this purpose.												

(C) Differentiated professional learning is provided for all staff that teach or supervise literacy.

Rationale: Although most literacy professional learning focuses on teacher preparation, districts should also plan high-quality professional learning for content teachers, administrators, specialists, educational assistants, volunteers, and anyone else whose work helps shape student learning. Students need a well-prepared and supported staff to maximize their chances to learn and to succeed.

1. Initial and ongoing in-class professional learning is provided specific to the literacy programs school personnel will be teaching: 　a) Before the start of the year, teachers new to a building receive detailed preparation in the school's literacy model, literacy assessments, and how to implement the materials they will be using. 　b) Periodically (at least once a year), returning teachers receive follow up guidance to enhance implementation of the core, supplemental, and intervention materials. 　c) Instructional specialists (Title I, special education, ELL and Gifted Education specialists) are included in literacy professional learning that classroom teachers receive.	Birth – Age 5			Elementary			Middle			High		

		Birth – Age 5				Elementary				Middle				High			
	2. Principals attend district and building-level professional learning sessions on literacy elements, materials and assessments. Scheduling conflicts with district leadership meetings are avoided on these dates. Additional professional learning is provided for principals on becoming instructional leaders at regular sessions throughout the school year.																
	3. District staff are provided opportunities for professional learning in the areas of parent involvement/engagement.																
	4. Teaching staff are provided with opportunities to collaborate, study, observe others, visit model demonstration sites, and make plans to improve instruction.																
	5. A comprehensive professional learning plan and support system for instructional assistants who support literacy groups is developed including instruction and guidance on instructional materials they will use.																
	6. The district is committed to integrating literacy across the instructional areas at the middle and high school levels. Professional development and ongoing in-class support necessary to make this happen are provided including subject-specific comprehension and vocabulary strategies.																
	Score	/30				/30				/30				/30			

Evidence and Notes	
Priority Areas for Needed Improvement	

	Birth – Age 5				Elementary				Middle				High			
	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

(A) Strong literacy leadership is provided at the district level.
Rationale: Nothing provides more support for an initiative than championing it from the top of the organization.

V. Literacy Leadership, Goals, Sustainability

	Birth – Age 5				Elementary				Middle				High			
1. Leadership and vision are evident at the district level to ensure that all staff actively support district literacy goals and outcome-based literacy improvement practices.																
2. Policies, personnel, budgets, training, and other operational resources are used as fiscal and administrative strategies to produce improved outcomes at the district and school levels.																
3. Programs to recruit, train, and retain future literacy leaders as well as make stronger literacy leaders of those already in leadership positions are developed within the district.																
4. Principals and other staff are assigned to buildings based on training, experience, knowledge, and skills matched to the data evidence of the instructional needs of students and the support needs of staff in that building.																
5. Literacy is kept "front and center" as a district priority. Positive results are acknowledged and consistently high-performing and high-growth schools are recognized.																
6. The district and schools analyze data results to determine root cause of success.																
7. District leadership consistently asks schools, "How can we (district leaders) support your literacy improvement efforts?"																
8. Literacy leadership is evident in administration, teachers, staff, parents, and students																

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(B) Strong literacy leadership at all levels is supported by strong literacy leadership at the district level. Rationale: School-level leadership supported by district-level leadership drives real instructional improvement.									

	Birth – Age 5		Elementary		Middle		High	
1. Coordination of literacy goals, assessment, instruction, and professional development at the school and district levels is emphasized.								
2. If funds are available and/or if the district is large enough, a district-level staff member is assigned as a literacy coordinator. If funds are not available and/or in smaller districts, the function of literacy leadership is distributed to people in other leadership roles; these staff members organize literacy leadership teams at the school or district level having a point person to coordinate efforts.								
3. The literacy coordinator or district literacy leadership team (Birth-Grade 12) performs the functions of literacy coordination including (a) Meeting regularly using a well-planned agenda and providing meeting notes/minutes in a timely manner. (b) Supporting building principals and reading/intervention specialists (c) Making regular walk-through visits to classrooms to see evidence-based and effective literacy instruction in action (d) Coordinating literacy data collection and analysis (e) Coordinating district-level professional development and data retreats in literacy.								
4. If at all possible, district funds are allocated to provide coaching support in each building in the district. More coaching support is provided to the buildings with the greatest numbers of students reading below grade level. If it is not possible to support coaching positions, key coaching functions are assigned within each school and at the district level.								
5. The district provides leadership and regular meetings times for professional learning teams. The focus is on the following questions: a. What do we want students to learn? b. How will we know when they have learned it? c. What will we do when they haven't learned it?								
6. Principals are provided with guidance to give structure and support for these professional learning team meetings which they participate in directly through attendance or indirectly through briefings following the meetings.								

	Birth – Age 5	Elementary	Middle	High
7. Meeting agendas and minutes are distributed and archived.				
8. Supervision and ongoing support needed for principals to fulfill their roles as instructional leaders are provided by district personnel.				

(C) The district has built capacity from within to support effective literacy practices.
Rationale: By building capacity to support literacy—distributing capacity among staff—districts expand support to the instruction and assessment processes. As a result, they increase the likelihood that the literacy programs they create can last over time and through personnel turnover.

	Birth – Age 5	Elementary	Middle	High
1. Capacity is built district-wide by identifying teachers, coaches, and/or district personnel who can serve as trainers of core, supplemental, intervention, and enrichment literacy materials as well as provide training on standardized assessment procedures that teachers are expected to use.				
2. Instructional coaches are provided with the time, preparation, and continuous support needed to properly fulfill this role.				
3. District uses their local Intermediate Unit to provide literacy professional learning to build district capacity.				
4. District uses their regional PaTTAN consultants to provide professional learning and to build district capacity.				

(D) District and school literacy planning is used to guide literacy improvement efforts.
Rationale: Planning provides direction; actions derived from plans produce results.

	Birth – Age 5	Elementary	Middle	High
1. A comprehensive, coordinated, and sustainable Birth-Grade 12 District Literacy Plan is adopted and incorporated that includes a multi-tiered instructional model for all students.				
2. The District Literacy Plan is recorded, disseminated widely, and referenced frequently.				
3. Schools are expected to develop a School Literacy Plan that is aligned with the District Literacy Plan; it is used to guide literacy improvement.				
4. Schools use their plan to guide literacy improvement.				

(E) Personnel practices are aligned with and support improved literacy outcomes.
Rationale: Hiring, assigning, supervising, supporting, and evaluating staff all impact the quality of instruction. In order to reach district goals, all factors that link to learning should be optimized.

	Birth – Age 5			Elementary			Middle			High		
1. Personnel practices are aligned to support literacy goals. Job descriptions, hiring practices, supervision protocols, and staff evaluation criteria have been developed that articulate the components of literacy leadership.												
2. Leadership is developed from within by providing opportunities for future literacy leaders to develop the knowledge, skills, and experience that will allow them to fulfill such roles.												
3. District (general fund) resources are dedicated to meeting literacy goals. Budgets from multiple programs are blended, as allowed and necessary, to support literacy outcomes (e.g., Titles I, IIB, III, IDEA, SIG, etc.).												
4. Additional resources are systematically sought out at the local, state and federal levels to support district literacy goals.												

(F) A strong literacy culture within the district and its schools is developed and maintained.
Rationale: A literacy culture can be defined as "how we do things here in literacy." It includes shared mission, vision, beliefs, language, and practices pertaining to reading. By shaping these elements to support improved literacy outcomes, chances of achieving goals are greatly enhanced.

	Birth – Age 5			Elementary			Middle			High		
1. External stakeholders receive communication about the District Literacy Plan and student progress on the district's goals within that plan on a regular basis.												
2. The message that the principal's primary responsibility is to be an instructional leader is communicated to all staff, the school board, parents, and community.												
3. The superintendent communicates regularly with all district leaders (i.e., Curriculum Director, Special Education Director, Title Director, ELL Director), principals, teachers, staff, and stakeholders in order to sustain the vision, beliefs, expectations, goals, and commitments for reading success.												
4. The commitment to data-based decision making is modeled by a) Addressing data regularly at meetings with school leadership b) Identifying successes and targets for improvement c) Leading discussions on how targets will be addressed and resources will be allocated to support these targets.												

		Birth – Age 5				Elementary				Middle				High			
5. Schools are assisted with writing yearly school-based reports on progress toward literacy goals for parents, the school board, and others.																	
6. Staff efforts that help make a difference in student performance are acknowledged. Events are planned to celebrate literacy success.																	
Score		/102				/102				/102				/102			

Evidence and Notes	
Priority Areas for Needed Improvement	

VI. Transition

		Birth – Age 5				Elementary				Middle				High			
		Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

(A) Transitions for students are addressed in the district. The primary goal of transition planning is to ensure that all students have opportunities to experience academic excellence and a strong sense of well-being.
Rationale: Since learning is a continuous process, transition planning is important for all who educate and guide students.

		Birth – Age 5				Elementary				Middle				High			
1. The district has a transition committee comprised of multiple stakeholders who are best able to meet the needs of the initiative.																	
2. The district has documented information on student retentions, graduation rates and other predictors are used in order to develop transition strategies for ensuring student success in school.																	

	Birth – Age 5	Elementary	Middle	High
3. The district is represented on the county LEARN teams.				

(B) School districts that develop a comprehensive transition plan, in collaboration with all stakeholders in their communities, will build positive relationships that will lead to a greater understanding of the needs and concerns of all of their students and their families.

	Birth – Age 5	Elementary	Middle	High
1. A transition plan Birth-Grade 12 has been written and includes a timeline, goals, and responsibilities for implementation.				
2. Transition goals are identified in the school improvement plan.				
3. There is an evaluation process that includes questions and measurements that will assess the effectiveness of evaluating effective classroom environments and a tool to monitor and improve the transition process.				
4. The district has developed tools to monitor and improve the transition process.				
5. Financial support is in place to continue successful transition planning for students and families.				
6. A variety of staff development is offered in order to help prepare staff to ensure successful transitions for students.				
Score	/27	/27	/27	/27

Evidence and Notes	
Priority Areas for Needed Improvement	

VII. Partnerships		Birth – Age 5				Elementary				Middle				High			
		Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)	Area of Strength (3)	In Place (2)	Emerging (1)	Not in Place (0)

(A) The LEA has strong partnerships within the community that support its efforts toward educational and social growth of the families. The LEA has "processes by which all stakeholders (e.g. parents, care-takers, educators, community members, etc.) involved in students' literacy learning can facilitate that learning in a coherent and consistent manner"(*The State Comprehensive Literacy Plan; Pennsylvania Keystones to Opportunity*, p. 2)
Rationale: Shared responsibility for literacy learning among families, community, and educational professionals is essential for improved student learning. (*The State Comprehensive Literacy Plan; Pennsylvania Keystones to Opportunity* Guiding Principle, #1.)

	Birth – Age 5				Elementary				Middle				High			
1. The district coordinates with community educational resources (e.g. intermediate unit, early childcare providers, family literacy programs, higher education) to ensure comprehensive, non-duplicative, and aligned educational services.																
2. The district has an advisory committee that engages educational community partners (parents, teachers, administrators, adult education providers, early childhood education providers, family literacy providers, and students) in planning, implementing, and evaluating the comprehensive and integrated literacy services.																
3. The district has additional non-educational community partners that support families including libraries, health services, social services, businesses and industry.																
4. The district participates in community awareness activities to inform the public of the need for literacy education for children birth to grade 12.																
5. The district is well represented in community activities and committees to expand awareness of the need for a comprehensive and integrated literacy program for children birth-grade 12.																
6. The LEA has established partnerships across the disciplines to ensure that reading and writing are taught within the contexts of the content specific curricula. Research indicates that literacy is enhanced when reading and writing are integrated in context (*Writing to Read*, Carnegie Corporation, NY, 2010).																

	Score	/18	/18	/18	/18
Evidence and Notes					
Priority Areas for Needed Improvement					

Needs Assessment School Processes Data Total Scoring					
	Birth – Age 5	Elementary	Middle	High	Total by
I. Standards and Curriculum	/24	/24	/24	/24	/96
	Birth – Age 5	Elementary	Middle	High	
II. Assessments	/48	/48	/48	/48	/192
	Birth – Age 5	Elementary	Middle	High	
III. Instruction	/54	/54	/54	/54	/216
	Birth – Age 5	Elementary	Middle	High	
IV. Professional Learning and Practice	/30	/30	/30	/30	/120
	Birth – Age 5	Elementary	Middle	High	
V. Literacy Leadership, Goals, and Sustainability	/102	/102	/102	/102	/408
	Birth – Age 5	Elementary	Middle	High	
VI. Transition	/27	/27	/27	/27	/108
	Birth – Age 5	Elementary	Middle	High	
VII. Partnerships	/18	/18	/18	/18	/72
	Birth – Age 5	Elementary	Middle	High	
TOTAL by Statutory Area	/303	/303	/303	/303	

School Processes Data Needs Assessment Priority Areas for Improvement

1. Based on this Procedural Data Needs Assessment, how would your team prioritize your needs within each of the Statutory Funding Areas?

	Birth to Age 5	Elementary School	Middle School	High School
Priority #1				
Priority #2				
Priority #3				
Priority #4				

2. Based on this Needs Assessment, how would your team prioritize your needs within each of the Key Components of the PA Comprehensive Literacy Plan?

	Standards and Curriculum	Assessments	Instruction	Professional Learning	Literacy	Transitions	Partnerships
Priority #1							
Priority #2							
Priority #3							
Priority #4							

Student Learning Data Needs Assessment in Reading

3. **Team Analysis of District AYP Report Card http://paayp.emetric.net/StateReport#report_card.**
   The following tables provide state averages for graduation and PSSA Assessment Results by Grade Level. Individual teams may want to review these data at the district and school levels.

2010-2011 Report Card	District/School Graduation Rate	PA Average Graduation Rate
All Students		91%
Students with IEP's		86%
English Language Learners		77%
Economically Disadvantaged		85%

2010-2011 Report Card	District/School % Proficient and Above in Reading	PA Average Proficient and Above in Reading
All Students		72%
Students with IEP's		40%
English Language Learners		25%
Economically Disadvantaged		58%

2010-2011 Report Card	District % Proficient and Above in Reading Grade 3	PA Average Proficient and Above in Reading Grade 3	District % Proficient and Above in Reading Grade 4	PA Average Proficient and Above in Reading Grade 4
All Students		77%		73%
Students with IEP's		46%		44%
English Language Learners		37%		28%
Economically Disadvantaged		64%		58%

2010-2011 Report Card	District % Proficient and Above in Reading Grade 5	PA Average Proficient and Above in Reading Grade 5	District % Proficient and Above in Reading Grade 6	PA Average Proficient and Above in Reading Grade 6
All Students		67%		70%
Students with IEP's		33%		32%
English Language Learners		16%		13%
Economically Disadvantaged		51%		52%

2010-2011 Report Card	District % Proficient and Above in Reading Grade 7	PA Average Proficient and Above in Reading Grade 7	District % Proficient and Above in Reading Grade 8	PA Average Proficient and Above in Reading Grade 8
All Students		76%		81%
Students with IEP's		36%		45%
English Language Learners		20%		27%
Economically Disadvantaged		60%		67%

2010-2011 Report Card	District % Proficient and Above in Reading Grade 11	PA Average Proficient and Above in Reading Grade 11
All Students		69%
Students with IEP's		26%
English Language Learners		12%
Economically Disadvantaged		51%

Based upon team analysis of LEA AYP Report Card, please identify Priority Schools/Programs for Literacy Improvement as well as Priority Grades for Literacy Improvement.

Priority Schools/ Programs for Literacy Improvement	Priority Grades for Literacy Improvement

4. **Team Analysis of PVAAS Projections**
   Please download the **2011 District (Grade Spans) Projection Summary** report for all students, LLP students, IEP students and Economically Disadvantaged students from https://pvaas.sas.com/evaas/signin.jsf.

   Discussion Questions: Respond to each question district wide for each grade span, as well as for Educationally Disadvantaged, English Language Learners, and Students with Individual Educational Plans.
   - How many students have between a 70-100% probability of scoring proficient or above on a future PSSA?
   - How many students have between a 40-70% probability of scoring proficient or above on a future PSSA?
   - How many students have between a 0-40% probability of scoring proficient or above on a future PSSA?

For the following question, go to https://pvaas.sas.com/evaas/signin.jsf. Select **Visit Public Site.** Select **New Scatterplot**. Select your district. Select **Reading**.
- In which PVAAS growth quadrant does your district fall? In which quadrant does each of the schools in your district fall?
- Indicate the position of your district AND schools across grades 4-8 AND 9-11 by including the name of the district and schools with the PVAAS Growth Index and PSSA %Prof/Advanced in parentheses.

Example: Happy Brook Elementary (4.2, 65)

Higher % Proficient /Advanced **Lower Growth**	**Higher % Proficient / Advanced** **Higher Growth**
Lower % Proficient / Advanced **Lower Growth**	**Lower % Proficient / Advanced** **Higher Growth**

Based on these data, please identify the schools that are demonstrating higher growth in reading, and subsequently appear to have the greatest capacity for improvement:

Priority #1	**Lower % Proficient/Advanced** **Higher Growth**	Schools:
Priority #2	**Higher % Proficient/Advanced** **Higher Growth**	Schools:

Demographic Data Needs Assessment

5. **Analysis of District and School Demographic Data [Insert Link to PIMS Report]**

|	District/School Total Enrollment	% Free and Reduced Lunch	English Languge Learners	Students with an IEP
State of PA	1,765,660	38.41%	2.66%	14.28%
District				
School				
School				
School				
School				
School				
School				
School				
School				
School				
School				
School				

From a demographic standpoint, which of your schools has the greatest need based on free and reduced lunch rate, English language learners, and students with Individual Educational Plans?

Priority School #1	
Priority School #2	
Priority School #3	
Priority School #4	
Priority School #5	
Priority School #6	
Priority School #7	
Priority School #8	
Priority School #9	

6. **Team Analysis of Reach and Risk Data** http://www.pakeys.org/uploadedContent/Docs/ELinPA/2010ReachRisk_Feb11.pdf

   Mapped below are the commonwealth's 67 counties and Average Risk Level (ARL) for each, based on the FY 2009-2010 analysis. The risk data shows that the ARL has changed for several counties between 2006-2007 and 2009-2010. In fact, seven have increased in risk level while 14 decreased in risk level. Overall, risk across the state remains high in the very urban and very rural areas.

County Risk Level
2010 PA Reach and Risk
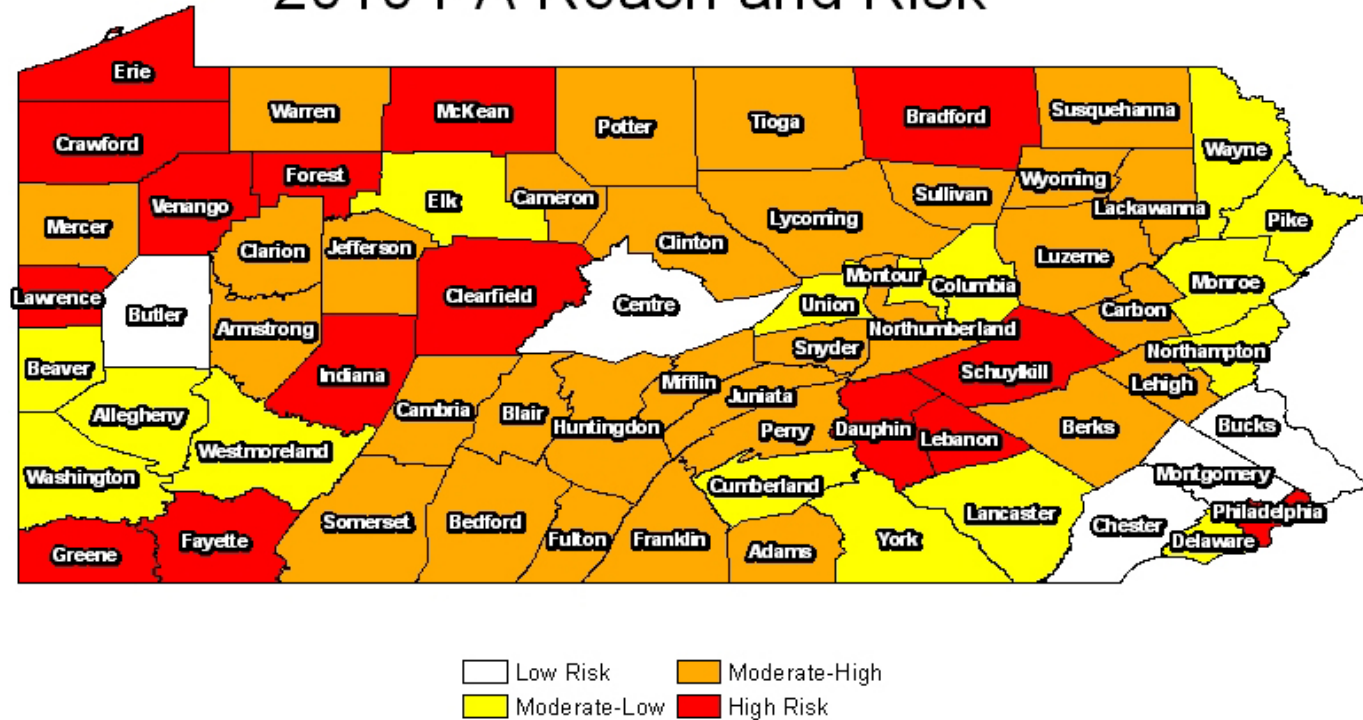
Source: 2010 Program Reach and Risk Report

Percentage of children under age five affected by select risk factors. County information is available at
http://www.pakeys.org/uploadedContent/Docs/ELinPA/county%20merge%2010-26-10.pdf

Risk Factors	% in LEA County	% in Pennsylvania
Living in economically at-risk families, up to 300% of poverty		58.3%
Births to mothers without early prenatal care		20.4%
Births to mothers with less than a high school diploma		16.1%

Percentage of children under age five served in early education programs:

	% in LEA County	% in Pennsylvania
Child Care Works		11.6%
Early Intervention		8.6%
Head Start Supplemental Assistance		.8%
PA Pre-K Counts		1.6%
Federal and State Head Start		4.6%
Pre-kindergarten funded PA PACT (formerly ABG)		.5%
Keystone Stars		14.9%
School-based Pre-kindergarten		2.4%
Nurse-Family Partnership		.6%
All publicly-funded quality early education programs		35.8%

Based on the Reach and Risk data for your County, what are the priority areas for Early Childhood Education Improvement?

Priority #1	
Priority #2	
Priority #3	
Priority #4	

Locally Relevant Data (Including Perceptual Data)

Please use this space to list and/or discuss locally relevant data, including perceptual data, which help to shed light on the LEA and Early Childhood Education program's priority literacy needs.

Bringing It All Together: A Team Synthesis of Literacy Needs

7. **Based upon your team's analysis of all of the data included in this needs assessment, will your LEA and application be:**

___ District-wide   ___ Targeted Schools and/or Programs

If you will be applying for Targeted Schools and/or Programs, please list them below.

Targeted Schools/ Programs	Enrollment
Total Enrollment of Targeted Schools/Programs	

This is the number that determines the dollars you can request on your Full Application.

For District-wide Interventions, enter the total enrollment for the district in this space.

Please describe your Team's rational for selecting district-wide or targeted schools/programs.

8. **Highest Priority Areas for Literacy Improvement in District-wide or Targeted Schools/Programs. These are the items that will, most likely, become your Full Application goals and objectives.**
   Your team has determined literacy priorities based on procedural data, student achievement data, demographic data, and locally relevant data. This information must now be synthesized into the highest priority areas for literacy improvement that your team would like to focus on in its Keystones to Opportunity Full Application. Please enter as many as your team determines feasible and be as specific as possible.

Literacy Priority #1	
Literacy Priority #2	
Literacy Priority #3	
Literacy Priority #4	
Literacy Priority #5	
Literacy Priority #6	

Please describe your Team's rationale for selecting these priorities.

Certification of Participation for Planning Team Members

By signing this document, I certify that I have participated fully this LEA's Literacy Needs Assessment Planning Team. I understand, and agree *for the most part*, with the priorities that have been identified both within each section of the Needs Assessment and overall on pages 30 and 31.

Name (printed)	Signature	Date