|  |
| --- |
| Building Block 1. Engaged Leadership  |
| A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.  |
|  |
| Building Block 2. Continuity of Care and Instruction |
| A. An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active. |
|  |

|  |
| --- |
| *B. A plan is in place to ensure smooth transitions from one school or agency to another.*  |
|  |
| C. A plan is in place to connect families to schools and childcare entities. |
|  |

|  |
| --- |
| *D. A plan is in place to connect communities to schools.*  |
|  |
| *E. A plan is in place to improve access for families to resources for developing early literacy in their homes.*  |
|  |

|  |
| --- |
| Building Block 3. Ongoing Formative and Summative Assessments |
| A. The infrastructure is in place for full implementation of screening and diagnostic assessments.  |
|  |
| *B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.* |
|  |

|  |
| --- |
| C. Summative assessments are used to determine effectiveness of interventions or instructional programs. |
|  |
| *D. Literacy screenings are used to assess readiness of individual children for reading and writing.* |
|  |

|  |
| --- |
| Building Block 4. Best Practices in Literacy Instruction |
| A. Instruction is clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten. |
|  |
| ***B****. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.* |
|  |

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

|  |
| --- |
| Building Block 5. System of Tiered Intervention |
| A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place. |
|  |

|  |
| --- |
| Building Block 6. Professional Learning and Resources  |
| A. Community partners receive professional learning in the development of early literacy. |
|  |
| *B. In-service personnel receive professional learning in the development of early literacy.* |
|  |