

# Pennsylvania State Literacy Plan Needs Assessment

# Procedural Data Literacy Needs Assessment

## VI. Transitions (K-5)

Transitions for students are addressed in the LEA. 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.

LEAs 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 their students and their families.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **K-5** |
| **Area of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. The LEA has a transition committee (birth - grade 12) comprised of multiple stakeholders who are best able to meet the needs of the initiative.
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| 1. The LEA has documented information on retentions, graduation rates, and other predictors to develop transition strategies for ensuring student success in school.
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| 1. A LEA transition plan birth-grade 12 has been written and includes a timeline, goals, and responsibilities for implementation.
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| 1. Transition goals are identified in the LEA improvement plan.
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| 1. 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.
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| 1. The LEA has developed tools to monitor and improve the transition process.
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| 1. Financial support is in place to continue successful transition planning for students and families.
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| 1. A variety of professional learning is offered to prepare staff to ensure successful transitions for students.
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| **Total Score for Transitions** |  **/24** |

**Transitions (K-5)**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**