

Literacy PERKS Planning Booklet



Kentucky Department of Education
Office of Teaching and Learning
Division of Curriculum
November 2008

Program Effectiveness Review for Kentucky Schools (PERKS) Booklet

Introduction

The Literacy PERKS Booklet is a resource for principals, teachers and all other stakeholders to use in the review and evaluation of the school's literacy program.

This booklet takes the reviewer through the Literacy PERKS document and helps the Literacy Team identify areas of progress as well as areas for improvement.

Below is a list of documents and sources that can be used to gather evidence to demonstrate that indicators are being met:

- Lesson Plans
- Audits and Reviews
- Comprehensive School Improvement Plan
- Interviews (students, teachers, parents, community members)
- Units of Study
- Kentucky Performance Report
- Reading Programs currently implemented
- School Report Card
- Master Schedule
- E-walks
- Walkthroughs

Directions

Once the Literacy Team becomes familiar with the standards and indicators follow these steps in the review process.

1. Assign one to two standards to each team member.
2. Complete documentation of indicators for each standard.
3. Gather the team together to review the evidence for each standard.
4. Determine, as a team, whether the indicators were met or not met for each standard.
5. Complete the Next Steps section for each standard.
6. Consider the "Five Important Questions about Literacy Supports" found at the end of the PERKS document.
7. Prioritize the steps necessary to implement an effective Literacy Plan.

Table of Contents

Standard One	
Aligned Curriculum	3
Standard Two	
Multiple Assessments	8
Standard Three	
Instruction and Targeted Intervention	13
Standard Four	
Literate Environment	18
Standard Five	
School, Family and Community Partnerships	21
Standard Six	
Professional Development.....	24
Standard Seven	
Literacy Team.....	29
Standard Eight	
Valuable Resources	32
Summary	36

Literacy Perks Standard 1
Aligned Curriculum

Indicator 1

The curriculum aligns with Kentucky Core Academic Standards, Transformations: Kentucky's Curriculum Framework, and Performance Level Descriptions.

Yes No Teachers have access to these documents.

Yes No Teachers have had training and are knowledgeable of them

Yes No Comparisons have been conducted between the curriculum and these documents to ensure alignment.

Explain

Indicator 2

The curriculum allows for continuous progress for all students and meets the students' individual needs through a differentiated curriculum (e.g., learning styles, developmental variations, culturally responsive curriculum).

Yes No

Check the items below where there is evidence of differentiated curriculum.

Walkthrough observations

Unit plans

Lesson Plans

Student work samples

Explain

Other

Indicator 3

The curriculum allows for student conversations (e.g., literature circles, book clubs, author studies) around a variety of texts to help students construct meaning.

Yes No

Walkthrough observations

Unit Plans

Lesson Plans

Explain

Other

Indicator 4

The curriculum blends the five literacy strands (reading, writing, speaking, listening, language) with inquiry and technology-as-communication in order to build a wide range of literacy experiences for a variety of authentic purposes and audiences.

Yes No

Check the types of activities that are occurring in the classroom:

Reading for content using a variety of sources (e.g., newspapers, magazines, nonfiction, fiction)

Writing to learn

- Writing to demonstrate learning
 - Writing for authentic purposes and audiences
- Explain

Other

Indicator 5

The curriculum develops students' abilities to identify and apply a variety of appropriate reading strategies to make sense of a variety of print and non-print texts (i.e., literary, informational - including expository, persuasive, procedural texts and documents) for various authentic tasks.

Yes No

Explain

Indicator 6

The curriculum focuses on selected reading and writing strategies implemented school-wide.

Yes No

Explain

Evidence of this alignment:

- Curriculum maps
- Unit plans
- Lesson plans

Other

Indicator 7

The curriculum guides students' use of available and emergent technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences.

Yes No

- KY Virtual Library
- KY Virtual School

Explain

Other

Indicator 8

The curriculum includes reading that is reflective of the three text types and purposes of writing (e.g., argumentative, informative/explanatory, narrative).

Yes No

Explain

Indicator 9

The curriculum includes students' use of the reading and writing process and application of these processes for effective reading and writing development over time and in various situations.

Yes No

Explain

Indicator 10

The curriculum reflects collaboration between language arts and content area teachers.

Yes No

Explain

Indicator 11

The curriculum includes writing for a variety of purposes (e.g., writing to learn, writing to demonstrate learning) and audiences (e.g., writing for authentic purposes and audiences).

Yes No

Explain

Indicator 12

The curriculum is aligned and articulated horizontally and vertically within the school and vertically with other schools in the district to provide a fluid transition from class-to-class, grade-to-grade and school-to-school.

Yes No

Explain

Indicator 13

The curriculum is assessed both formally (e.g., tests, on demand writing, writing portfolio) and informally (e.g., dialog journal entry, reading response journal, retellings, running records, checklists, anecdotal records, conferencing).

Yes No

- Informal: Dialogue journal entry
- Reading response
- Journal retellings
- Running records
- Checklists
- Anecdotal records
- Teacher/student conferences

Explain

Other

Indicator 14

The curriculum is challenging and develops students' abilities to think critically at high levels.

Yes No

Explain

Indicator 15

The curriculum is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects (e.g., webquests, student-generated projects).

Yes No

Explain

Indicator 16

The curriculum is systematically monitored, evaluated, and reviewed.

Yes No

Explain

Literacy PERKS Standard One Aligned Curriculum

Indicator	Level of Implementation			
One - Alignment with state expectations/documents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Two – Continuous progress/differentiated curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Three – Conversations to construct meaning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Four – Evidence of five literacy strands	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Five – Variety of strategies in use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Six – School-wide focus on strategies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seven – Use of technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eight – Reading reflects writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Nine – Student use of reading/writing processes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Ten – Collaboration among teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eleven - Writing for variety of purposes and audiences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Twelve - Horizontal and vertical alignment for fluid transitions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Thirteen - Formal and informal assessments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Fourteen - Challenging curriculum produces critical thinking	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Fifteen - Student-centered and inquiry-based	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Sixteen - Systematic oversight	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Overall Level of Implementation = 1 2 3 4

Key: 1 = **Initiating**: Planning for implementation
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Next Steps

Literacy Perks Standard 2

Multiple Assessments

Indicator 1

The school allows for continuous progress for all students by meeting students' individual needs through a differentiated curriculum (e.g., learning styles, developmental variations, culturally responsive curriculum).

Yes No

Explain

Indicator 2

The school allows students to demonstrate learning through varied and differentiated assessments (e.g., formative assessment processes, summative, diagnostic, pre-assessments).

Check the items below where evidence of differentiated curriculum exists.

- Anecdotal records
- Performance events
- Unit plans
- Lesson plans
- Student work

Explain

Other

Indicator 3

The assessment process includes self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers.

Yes No

Explain

Indicator 4

There is evidence that assessments are aligned horizontally and vertically within the school and vertically with other schools in the district to provide a fluid transition from class-to-class, grade-to-grade and school-to-school. Assessments are embedded within instruction.

Yes No

Explain

Evidence of this alignment

- Curriculum maps
- Unit plans
- Lesson plans

Other

Indicator 5

Assessments are designed to measure effective instructional practices.

Yes No

Explain

Indicator 6

Assessments are directly related to the Kentucky Core Academic Standards, College Readiness Standards and Performance Level Descriptors and to the goals of the Literacy Plan.

Yes No

Explain

Indicator 7

Progress monitoring demonstrates that students are effectively learning the strategies they have been taught.

Yes No

Explain

Check the assessments below which are implemented in your school:
Formative Assessment Processes:

<input type="checkbox"/>	Pre-Assessment aligned with learning targets	<input type="checkbox"/>	Running records
<input type="checkbox"/>	Anecdotal Records	<input type="checkbox"/>	Class discussions
<input type="checkbox"/>	Students monitor progress to reach learning targets	<input type="checkbox"/>	Conferences and interviews
<input type="checkbox"/>	Students using feedback to set goals	<input type="checkbox"/>	Rubrics and scoring guides
<input type="checkbox"/>	Journals/learning logs	<input type="checkbox"/>	Self-assessments/reflections
<input type="checkbox"/>	Portfolios	<input type="checkbox"/>	Performance tasks
<input type="checkbox"/>	Projects	<input type="checkbox"/>	Selected and/or constructed responses
<input type="checkbox"/>	Student revised assessment answers	<input type="checkbox"/>	

OTHER

Summative:

<input type="checkbox"/> Open response	<input type="checkbox"/> On-demand
<input type="checkbox"/> Oral examination	<input type="checkbox"/> Writing portfolio task
<input type="checkbox"/> Multiple choice/selected response	<input type="checkbox"/> Performance tasks/events
<input type="checkbox"/> Essay	<input type="checkbox"/>

OTHER

Indicator 8

Literacy Team members ensure the school has a systematic schedule of assessment.

Yes No

Explain

Indicator 9

Literacy Team members collect evidence that demonstrates students are effectively learning the strategies that have been taught.

Yes No

Explain

Indicator 10

Quantitative (e.g., test scores) and qualitative (e.g., student work) data are collected and analyzed for screening and diagnosis of student achievement in relation to literacy goals.

Yes No

Check the assessments below that provide quantitative and qualitative data for your school:

Quantitative:

- CATS results
- Running Records
- Reading assessments

Other

Qualitative:

- Interviews
- Observations
- Conferences

Other

Indicator 11

The results of assessments are made available to parents/guardians in a timely fashion.

Yes No

Explain

Indicator 12

The results of formal multiple assessments guide instructional decisions and selection of appropriate strategies.

Yes No

Explain

Indicator 13

Students have multiple opportunities in different modalities (e.g., oral, written, performance, visual) to demonstrate their abilities before any reading difficulty is diagnosed or intervention is determined.

Yes No

Explain

Literacy PERKS Standard Two Multiple Assessments

Indicator	Level of Implementation			
One – Differentiated curriculum to allow for continuous progress	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Two – Varied and differentiated assessments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Three – Assessment includes self- reflection and is formal and informal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Four – Horizontally and vertically aligned assessments embedded in instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Five – Assessments measure effective instructional practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Six – Alignment with state expectations/documents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seven – Progress monitoring of strategies taught	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eight – Ensure assessment schedule	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Nine – Evidence of student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Ten – Data collected and analyzed for student screening and diagnosis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eleven – Assessment results made available to parents/guardians	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Twelve - Assessment guides instructional decisions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Thirteen - Multiple opportunities in different modalities to demonstrate abilities before a reading diagnosis or intervention determined	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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Next Steps

Literacy Perks Standard 3
Instruction and Targeted Intervention

Indicator 1

Teachers allow for continuous progress for all students and meet the students' individual needs through differentiated instruction (e.g., learning styles, developmental variations, culturally-responsive teaching) and materials.

Yes No

Explain

Indicator 2

Teachers include reading, writing, speaking, listening and language activities in class on a regular basis.

Yes No

Explain

Indicator 3

Teachers collaborate across grade levels to focus on targeted literacy strategies.

Yes No

Explain

Indicator 4

Teachers provide regular appropriate experiences for students to engage in conversations about reading, writing, speaking, listening and language.

Yes No

Explain

Indicator 5

Teachers intentionally format lessons to engage students before, during, and after reading instruction.

Yes No

Explain

Indicator 6

Teachers monitor student performance, provide timely feedback, and adjust instruction accordingly.

Yes No

Explain

Indicator 7

Teachers are familiar with and use the state-mandated Kentucky Core Academic Standards to guide curriculum.

Yes No

Explain

Indicator 8

Teachers promote the development and application of critical thinking skills.

Yes No

Explain

Indicator 9

Teachers provide explicit instruction on reading, writing, speaking, listening and language in their content area.

Yes No

Explain

Indicator 10

Teachers provide targeted interventions when necessary.

Yes No

Explain

Indicator 11

Teachers provide opportunities for students to engage as active partners in the learning process (e.g., self-selected texts, independent inquiry).

Yes No

Explain

Indicator 12

Teachers provide opportunities for students to use a variety of technology tools to extend their learning.

Yes No

Explain

Indicator 13

Teachers revise their instruction based on analysis of student work.

Yes No

Explain

Indicator 14

Teachers use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs.

Yes No

Explain

Indicator 15

Teachers' classrooms are adequately equipped for literacy instruction.

Yes No

Explain

Indicator 16

Teachers' instruction balances new learning and review work, supervised class work, and independent homework.

Yes No

Explain

Indicator 17

Teachers' instruction focuses inquiry on essential questions related to the Kentucky Core Academic Standards, Academic Expectations and other relevant standards.

Yes No

Explain

Indicator 18

Teachers' instruction includes students' use of instructional resources and strategies and research tools to access ideas and information in order to learn to communicate ideas for authentic purposes and to accomplish literacy goals.

Yes No

Explain

Indicator 19

Teachers' unit plans are intentional, rigorous, and provide meaningful instructional experiences for students.

Yes No

Explain

Literacy PERKS Standard Three Instruction and Targeted Intervention

Indicator	Level of Implementation			
One – Continuous progress, differentiated instruction and materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Two – Reading, writing, speaking, listening and language activities on a regular basis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Three – Collaborate across grade levels on targeted literacy strategies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Four – Student conversations about reading, writing, speaking, listening and language	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Five – Format lessons to with before, during, and after reading instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Six – Monitor student performance/provide timely feedback/adjust instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seven – Kentucky Core Academic Standards guide curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eight - Critical thinking skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Nine-- Explicit instruction on reading, writing, speaking, listening and language in content areas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Ten - Targeted interventions when necessary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eleven - Students as active partners in the learning process	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Twelve--Technology tools to extend learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Thirteen-- Analysis of student work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Fourteen-- Grouping to meet the individual students' diverse need	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Fifteen-- Classrooms equipped for literacy instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Sixteen—Balanced instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seventeen-- Essential questions related to standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eighteen-- Use of instructional resources and strategies and research tools to access ideas and information/communicate ideas for authentic purposes and to accomplish literacy goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Nineteen-- Intentional, rigorous unit plans	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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Next Steps

Literacy Perks Standard 4
Literate Environment

Indicator 1

All teachers value reading and writing as tools to help students understand the content.

Yes No

Explain

Indicator 2

All teachers understand how their work supports the schoolwide literacy program.

Yes No

Explain

Indicator 3

All stakeholders take responsibility for improving the literacy performance of students.

Yes No

Explain

Indicator 4

The class/school environment is visually inviting and stimulating.

Yes No

Explain

Indicator 5

Informal conversations about literacy experiences occur regularly between adults and students, as well as between students and students.

Yes No

Explain

Indicator 6

The Library Media Center is a key component of literacy efforts and reflects literacy as a priority in the school through various activities (e.g., student readings, posting of student work, book clubs, book fairs).

Yes No

Explain

Indicator 7

The school provides parents with trainings on reading aloud to their children and lists of age-appropriate books to read with their children.

Yes No

Explain

Indicator 8

Students have access to appropriate, engaging and accessible texts.

Yes No

Explain

Indicator 9

Students hear fluent adults model reading, thinking and writing.

Yes No

Explain

Indicator 10

Students see adults reading and writing for various purposes.

Yes No

Explain

Indicator 11

Student work is displayed prominently with accompanying rubrics.

Yes No

Explain

Literacy PERKS Standard Four Literate Environment

Indicator	Level of Implementation			
One – Reading and writing as tools to understand content	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Two – Teachers' work supports the schoolwide program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Three – Stakeholders responsible for students' literacy performance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Four – Visually stimulating school/classroom	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Five – Regular conversations (students and teachers) about literacy experiences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Six – Library/media center reflects literacy as a priority	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seven – Parent training provided	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eight – Access to appropriate, engaging, accessible texts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Nine – Adults model reading, thinking and writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Ten – Adults read and write for various purposes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eleven – Student work displayed with rubrics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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Next Steps

Literacy Perks Standard 5
School, Family, and Community Partnerships

Indicator 1

Adults read frequently with students.

Yes No

Explain

Indicator 2

The community supports literacy through public relations campaigns as well as provides donations for the purchase of new materials.

Yes No

Explain

Indicator 3

Community employment requirements reflect the importance of literacy skills.

Yes No

Explain

Indicator 4

The Family Resource and Youth Service Center (FRYSC) forms partnerships to bridge the gap between the community and the school.

Yes No

Explain

Indicator 5

Parents and community volunteers (e.g., grandparents, guardians, local business people) are visible in the school and play a key role (e.g., reading aloud, listening to students read, mentoring) in the literacy program.

Yes No

Explain

Indicator 6

The school makes efforts to establish formal and informal literacy partnerships with families as well as the private and public sectors (e.g., businesses/industries, faith-based organizations, civic organizations or associations) of the community to provide training that supports reading and writing.

Yes No

Explain

Indicator 7

The school provides outreach programs and makes an effort to involve representatives from all the school's demographic areas.

Yes No

Explain

Indicator 8

The school publicizes activities/literacy events as well as makes information available about **community literacy organizations** (e.g., Civic Literacy Initiative of Kentucky, Friends of the Library, Boy Scouts, Girl Scouts, 4H, Big Brothers & Big Sisters of Kentuckiana) through multiple mediums.

Yes No

Explain

Literacy PERKS Standard Five Partnerships

Indicator	Level of Implementation			
One – Adults read frequently with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Two – Community supports literacy with campaigns and donations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Three – Community employment requirements reflect the importance of literacy skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Four – FRYSC forms partnerships to bridge the school/community gap	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Five – Parent/community volunteers play a key role in the literacy program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Six – Partnerships with families/public and private	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seven – Outreach programs involve representatives from all demographic areas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eight – School publicizes events and information	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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Next Steps

Literacy Perks Standard 6
Professional Development

Indicator 1

Adequate time and financial resources are designated to support professional development experiences.

Yes No

Time designated for professional development

Sources used to fund these professional development experiences include the following:

Indicator 2

Administrators demonstrate instructional leadership by participating in and supporting literacy professional development experiences.

Yes No

Explain

Indicator 3

Analysis of student work/performance, in relation to state standards, is a key facet of professional development.

Yes No

Dates of analysis:

Information used for the analysis

Explain

Indicator 4

The design of the professional staff development experiences is based on data that reflects school-wide and individual teacher needs and relates to the aligned curriculum.

Yes No

Data sources include the following:

Indicator 5

Professional development includes an evaluation component that reflects the KDE Professional Development Standards.

Yes No

This component encourages reflection to determine accountability and effectiveness of implementation of literacy practices.

Yes No

Explain

Indicator 6

Practical application opportunities allow teachers to use professional literature, membership in professional organizations, media and technology resources (e.g., KYVL, KVS) to access further knowledge.

Yes No

Explain

Indicator 7

Teachers participate in professional development experiences to learn about multiple approaches for meeting individual students' literacy needs.

Yes No

Consider the following topics that may apply to professional development experiences offered:

- Balanced literacy
- Differentiated instruction
- Multicultural education/instruction
- Multilingual education/instruction
- Best practices in instruction
- Equitable assessments

Other

Indicator 8

The school's Literacy Team facilitates and organizes the school's literacy professional development.

Yes No

Indicator 9

The Literacy Team reports to an administrator and the SBDM council on the effectiveness of professional development as it meets students' needs.

Yes No

Explain

Indicator 10

Teachers use collaborative time for grade-level and/or content-area follow-up conversations about professional development sessions.

Yes No

Explain

Indicator 11

A wide range of intentional and differentiated professional development experiences with clear, focused goals and objectives are offered that address teacher Professional Growth Plans and result in improved literacy instruction.

Yes No

Check the following that are offered:

- Workshops
- Action research
- Study groups
- Demonstration lessons
- Embedded/ongoing

Other

Explain

Literacy PERKS Standard Six Professional Development

Indicator	Level of Implementation			
One – Adequate time and financial resources designated to support professional development experiences.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Two –Instructional leadership participates in and supports professional development experiences.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Three – Analysis of student work/performance is a key facet of professional development.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Four –Professional development experiences based on data reflects school and teacher needs and relates to the aligned curriculum.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Five – Professional development reflects KDE Professional Development Standards.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Six – Teachers use professional literature, membership in professional organizations, technology resources to access further knowledge.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seven – Professional development allows teachers to learn to meet individual students’ literacy needs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eight –Literacy Team facilitates and organizes the school’s literacy professional development.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Nine – The Literacy Team reports to an administrator and the SBDM council on effectiveness of professional development.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Ten – Teachers use collaborative time for follow-up conversations about professional development sessions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eleven - Intentional and differentiated professional development experiences that address teacher Professional Growth Plans.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Overall Level of Implementation = 1 2 3 4

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Next Steps

Literacy Perks Standard 7

Literacy Team

Indicator 1

The SBDM council establishes policy to form a Literacy Team and monitors its work through committee reports to the SBDM Council.

Yes No

Explain

Indicator 2

The SBDM council establishes and maintains a strong, 6-8 member Literacy Team which represents the school's demographics.

Yes No

Check the following who serve as team members:

- Principal
- School Writing Leader
- Library Media Specialist
- SBDM member
- A Student
- A Counselor
- Technology Coordinator
- Title 1 Coordinator
- Limited English Proficiency Teacher
- Special Education Teachers who collaborate
- Representatives from all Grades and Content Areas

Other

Indicator 3

The SBDM council selects a Literacy Team Leader based on the following criteria: the leader's knowledge, leadership capacity, ability to collaborate, motivation, willingness to pursue further training, and commitment to providing consistent leadership over the comprehensive school improvement plan.

Yes No

Indicator 4

The SBDM council leverages available resources to fund the Literacy Team Leader's position and allows for flexible scheduling of the Literacy Team Leader's time.

Yes No

Explain

Indicator 5

The SBDM directs the Literacy Team through policy:

- Evaluate the current program using Literacy PERKS
- Analyze test data, including disaggregating literacy scores by ethnicity, SES, disabilities and gender
- Survey all stakeholders to gather more information

- Research effective literacy programs at similar schools
- Establish common beliefs about reading and writing
- Write, implement and monitor a school-wide Literacy Plan
- Coordinate professional development and facilitate study groups
- Mentor teachers through collaboration
- Model effective literacy instruction

Other

Indicator 6

The Literacy Team's objective is to develop a unified, balanced approach to literacy and to facilitate the school's goal of increasing the number of proficient readers and writers.

Yes No

Explain

Indicator 7

The Literacy Team meets regularly to plan. The team advertises meeting dates in advance, records and collects minutes, and makes the minutes accessible for public review.

Yes No

Explain

The meeting time is

Indicator 8

The Literacy Team continues throughout the duration of school need.

Yes No

Explain

Literacy PERKS Standard Seven Literacy Team

Indicator	Level of Implementation			
One – SBDM establishes policy for the Literacy Team	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Two – SBDM establishes a Literacy Team that represents the school's demographics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Three – SBDM selects appropriate Literacy Team Leader	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Four – SBDM provides resources to Literacy Team Leader (time, money)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Five – SBDM makes expectations of team goals clear through an established Literacy Team policy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Six – Literacy Team objective is proficient readers and writers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seven – Literacy Team meets regularly	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eight – Literacy Team continues throughout the duration of school need	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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Next Steps

Literacy Perks Standard 8
Valuable Resources

Indicator 1

The school allocates fiscal resources to support high performance in literacy.

Yes No

List the resources:

Federal

State

Local

Indicator 2

The school locates and organizes human resources to support high performance in literacy.

List the resources and how they are used:

Teachers

Reading specialist

Literacy coach

Instructional coach

Aide

Support staff

Other

Indicator 3

The school uses Kentucky tools.

Tool	Yes	No
Implementation Manual	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Core Academic Standards	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Strategies in Action: Resources for Primary Teachers CD	<input type="checkbox"/>	<input type="checkbox"/>
Transformations: A Curriculum Framework	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Without Limits DVD	<input type="checkbox"/>	<input type="checkbox"/>
Reading Strategies in Action CD	<input type="checkbox"/>	<input type="checkbox"/>
More Reading Strategies in Action CD	<input type="checkbox"/>	<input type="checkbox"/>
Teaching the Writer DVD	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Literacy Guide	<input type="checkbox"/>	<input type="checkbox"/>

Other

Indicator 4

The Library Media Center has a variety of current reading materials to meet the needs of all students.

Reading Material	Yes	No
Two books are bought per student per year	<input type="checkbox"/>	<input type="checkbox"/>
Circulation is 25 books per student	<input type="checkbox"/>	<input type="checkbox"/>
High interest – low level books are available	<input type="checkbox"/>	<input type="checkbox"/>
Wide variety of magazines available	<input type="checkbox"/>	<input type="checkbox"/>
Leveled book sets are available for checkout	<input type="checkbox"/>	<input type="checkbox"/>
Provide reading area in school to promote reading time	<input type="checkbox"/>	<input type="checkbox"/>
Reading material is accessible to all students (on site or remotely)	<input type="checkbox"/>	<input type="checkbox"/>
A broad range of materials-reference, fiction, and nonfiction	<input type="checkbox"/>	<input type="checkbox"/>
The LMS/LMC supports learning to read and reading to learn with informational and imaginative text and literature	<input type="checkbox"/>	<input type="checkbox"/>
The LMS adds new resources throughout the school year to keep the collection dynamic	<input type="checkbox"/>	<input type="checkbox"/>
LMS collaborate with classroom teachers to teach and integrate literature and information skills into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>
LMS partner with classroom teachers on project that help student use a variety of resources, conduct research and present their findings	<input type="checkbox"/>	<input type="checkbox"/>
The Library Media Center is open before and after school as well as during the summer	<input type="checkbox"/>	<input type="checkbox"/>

Other

Indicator 5

The master schedule reflects the belief that literacy is the foundation to a successful life beyond school.

Yes No

Check the indicators that are occurring in the school:

- All students have access to a curriculum that encompasses literacy
- Intervention and remediation classes are available for struggling students
- All classes use Literacy Strands (reading, writing, speaking, listening and language) as a way to show understanding
- Literacy strategies are used to understand curriculum

Indicator 6

The SBDM has policies in place that ensure funding efforts for literacy that are based on identified student needs.

Yes No

Indicate the policies

Indicator 7

Parents have literacy resources available to them.

Yes No

List the resources

Indicator 8

The school use resources (e.g., ESS, FRYSC, university personnel, technology, KYVL, KVS, Library Media Center) to maximize literacy efforts.

Yes No

Explain

Indicator 9

Teachers have professional materials for study groups and time set aside for the purpose of planning for literacy instruction both horizontally and vertically.

Yes No

Check the indicators that are occurring in the school:

Resources are available for book study groups

Time set aside for study groups

Explain

Indicator 10

Students have uninterrupted blocks of time available for literacy to maximize student learning.

Yes No

Explain

Literacy PERKS Standard Eight Valuable Resources

Indicator	Level of Implementation			
One - Fiscal resources support high performance in literacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Two –Human resources support high performance in literacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Three – The school uses Kentucky tools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Four – The Library Media Center has a variety of current reading materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Five – The master schedule reflects literacy as priority	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Six – The SBDM policies ensure funding for literacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Seven – Parents have literacy resources available to them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Eight – The school uses resources to maximize literacy efforts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Nine –Professional materials for study groups/time/purpose of planning for literacy instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Ten – Students have uninterrupted blocks of time for literacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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Next Steps

Summary for Using the Literacy PERKS Booklet

While reviewing your findings, keep these five important questions in mind. Use the space below each question to respond.

Five Important Questions about Literacy Supports

Adapted from the University of Kansas

1. What interventions are available for those students who are reading below grade level?

2. What is in place across a school staff to ensure that students will get the “critical” content in spite of their literacy skills?

3. What interventions are available for students who know how to decode but can’t comprehend well?

4. What steps have been taken to ensure that powerful learning strategies are embedded across the curriculum?

5. What help is available for students who have language problems?