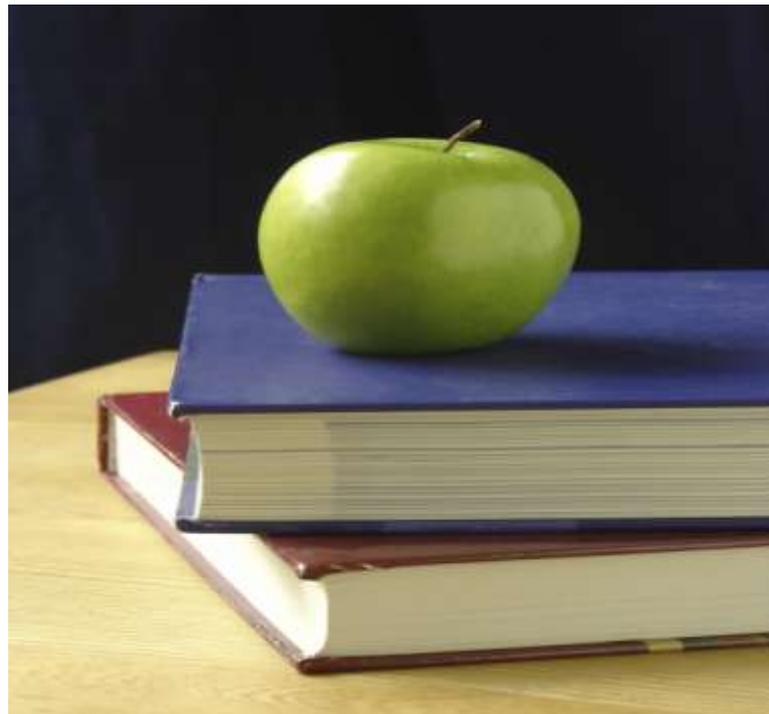
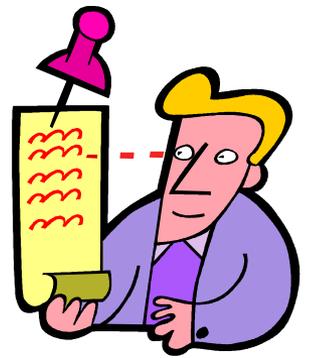


Literacy Team and Literacy Plan

PERKS Standards 7 & 9



Session Objectives



At the end of the session, participants will:

- Understand the components of Literacy PERKS
- Understand the role of the SBDM in literacy planning and implementation
- Understand the role of the literacy team and the literacy plan in improving literacy instruction for students

PERKS Essential Elements

Academic Performance

1. Aligned Curriculum
2. Multiple Assessments
3. Instruction and Targeted Intervention

Learning Environment

4. Literate Environment
5. School/Family/Community Partnerships
6. Professional Development

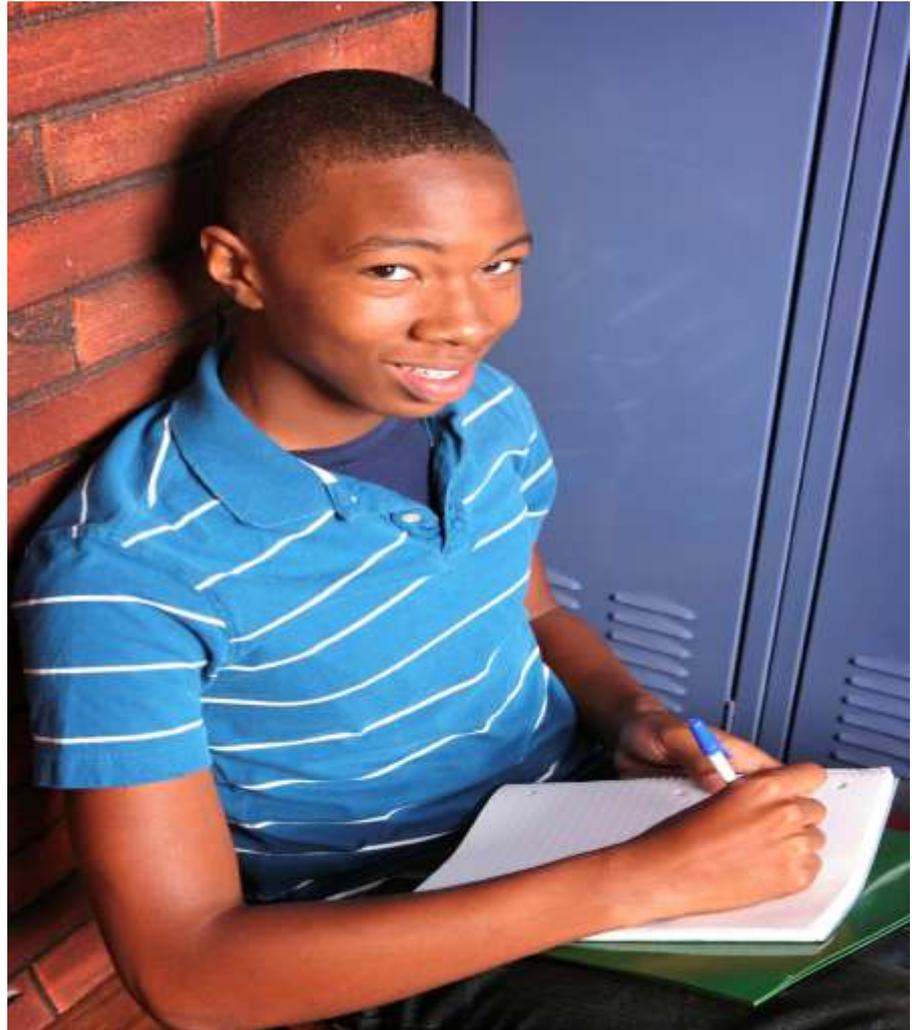
Efficiency

7. **Literacy Team**
8. Valuable Resources
9. **Literacy Plan**



Five Literacy Strands

- Reading
- Writing
- Speaking & Listening
- Language



Literacy, as defined by the KY Literacy Partnership

Literacy includes reading, writing, and the creative, and analytical acts involved in producing and comprehending text. Literacy is more than reading and writing.

- It involves purposeful social and cognitive processes
- It helps individuals discover ideas and make meaning
- It enables functions such as analysis, synthesis, organization, evaluation

Role of SBDMs in Literacy Teams and Plans

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



Comprehensive School Improvement Plan (CSIP) & SBDM Policy

7.5 The SBDM council directs the Literacy Team through policy to:

- evaluate the current program using Literacy PERKS
- analyze all test data, including disaggregating literacy scores by race, SES, disabilities, and gender
- survey all stakeholders to gather more information



7.5 The SBDM council directs the Literacy Team through policy to:

- research effective literacy programs
- read professional texts
- 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 collaborations, and
- model effective literacy instruction.

Commitment to Literacy Team

- 7.4 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.
- 7.7 the Literacy Team establishes a common planning time and meets regularly. The Team advertises meeting dates in advance, records and collects minutes, and makes minutes accessible for public review.

Video Clip—Purpose for Viewing Literacy Leadership SBDM

What are the 3 SBDM committees
that this school uses?

How can Literacy PERKS work be
effectively accomplished through the
SBDM's work?



Stakeholder Survey--Parents

Stakeholder Survey

Literacy Survey for Parents

Please answer these questions as completely as possible. Your answers will be used to help us increase student achievement, so please return by October 1. This is considered an informal needs assessment. Please circle the item (a-e) that best fits for you, in each of the statements. Legend is as follows:
a. never b. sometimes, but not every week c. once a week d. 2-3 times a week e. more often than 2-3 times a week

1. Does your child read for pleasure?
a. b. c. d. e.
2. Does your child read magazines?
a. b. c. d. e.
3. Did you read to your child at a younger age?
a. b. c. d. e.
4. Do you share information that you read with your child?
a. b. c. d. e.
5. How much time each week does your child spend reading on his/her own?
a. b. c. d. e.
6. Does your child write for pleasure? (For example, writing in a diary or journal, writing poetry, writing stories?)
a. b. c. d. e.
7. How often does your child see other family members reading?
a. b. c. d. e.

Please answer the following questions using this legend:

a. Yes b. No

8. Do you encourage your child to finish a book that he/she has started?
a. Yes b. No
9. Do you believe your child has difficulty reading and comprehending on grade level?
a. Yes, Please explain _____ b. No
10. Does your child enjoy receiving books as gifts?
a. Yes b. No
11. Does your child have a library card?
a. Yes b. No
12. Can your child read and follow a instructions manual?
a. Yes b. No
13. Do you subscribe to newspapers or magazines in your home?
a. Yes b. No
14. Do you communicate regularly with the school on your child's performance?
a. Yes b. No

Other Comments:

Stakeholder Survey--Administrator

Stakeholder Survey

Administrators' Survey

1. What does literacy look like in your building?
2. What are your building's common beliefs about reading?
3. What is the literacy "vision" in your building?
4. What is your staff's professional development needs to support literacy?
5. What are the literacy needs of your students?
6. What interventions are in place for "struggling readers?"
7. What percent of instruction is spent on:
 - Literary reading
 - Informational reading
 - Persuasive reading
 - Practical/Workplace reading
8. What percent of time do students receive in explicit content reading instruction?
9. How often do teachers engage students as active partners in learning?
10. How many of your students are reading below grade level?

Stakeholder Survey--Staff

Stakeholder Survey

Staff Reading Survey

Please answer these questions as completely as possible. Your answers will be used to determine classroom practices in all areas and the materials used to help students learn. This is considered an informal needs assessment.

1. What seems to be the most obvious reading problem(s) of your students in the past?
2. Do you consider your classroom to have a print rich environment? Give examples.
3. Does your content area require in-class reading?
4. Does your content area require out-of-class reading?
5. Do you have content materials in your classroom on different grade levels for meeting needs of students? Please explain.
6. Do you devote time in class regularly for silent student reading? How much?
7. If applicable, do you allow students to choose books they read in your class, or do you assign them specific books to read?
8. As a teacher, what supports are present for struggling readers and writers in your classroom?
9. What do you think are barriers to students' reading success?
10. Do you want to be included on the Literacy Team for your school or delegate to a core committee? (please include your name here, if you want to be on the team:
Yes, I want to be on the team _____

Other Comments:

Stakeholder Survey--Students

Stakeholder Survey

Student Literacy Questionnaire – Russell Independent – High School

1. On a typical school day, how much time do you spend reading other than reading class?
no time less than 1 hour 1-2 hours 3-4 hours more than 4 hours
2. How often does an adult read out loud during the school day?
Never sometimes but not every week once a week 2-3 times a week more often
3. How often do you use a computer to do research for class work?
Never sometimes but not every week once a week 2-3 times a week more often
4. How often do you read stories, poems, or books other than textbooks?
Never sometimes but not every week once a week 2-3 times a week more often
5. How often do you read newspapers or magazines?
Never sometimes but not every week once a week 2-3 times a week more often
6. How often do you spend time thinking or talking about what you are going to read before you read?
Never sometimes but not every week once a week 2-3 times a week more often
7. How often do you spend time thinking or talking about what you have read after you read in the classroom?
Never sometimes but not every week once a week 2-3 times a week more often
8. How often do you spend time thinking or talking about what you have read after you read outside the classroom?
Never sometimes but not every week once a week 2-3 times a week more often
9. How often do you use a computer to read poems, articles, stories, or books?
Never sometimes but not every week once a week 2-3 times a week more often
10. How often do you write poetry, stories, plays, or journals?
Never sometimes but not every week once a week 2-3 times a week more often
11. How often do you write about what you read?
Never sometimes but not every week once a week 2-3 times a week more often
12. How many books do you have at home?
0-25 26-50 51-75 76-100 over 100
13. How often do you see your family read?
Never sometimes but not every week once a week 2-3 times a week more often
14. Are you satisfied with your reading skills? yes _____ no _____ if no, please answer #15
15. What classroom assistance would help you to improve your reading skills? Use back if necessary

Developing the Literacy Plan

- 9.1 allocates resources in an equitable way based on student needs.
- 9.2 identifies needed resources and person(s) responsible for the implementation of each activity.
- 9.6 is reviewed and revised periodically using data from sources such as Implementation and Impact checks.
- 9.7 uses resources (e.g. ESS, FRYSC, university personnel, technology, KY Virtual Library, KY Virtual High School) to maximize literacy efforts.

Video Clip—Purpose for Viewing Literacy Leadership

How does the school in this video use PERKS to build a shared vision of literacy?



PERKS—Sample Plans

Sample Literacy Plans

Bate Middle School Long Range Literacy Plan 2007-2008

School Name: Bate Middle School	Component: Literacy	Manager: School Literacy Coach Vicky V. Ramey
Goals: 1. Increase the instructional rigor and resulting student performance across all disciplines achieving _____% in annual state performance. 2. To decrease minority achievement gaps by _____% across all disciplines on annual state performance assessments.	Statement of Need: 1. Observations, examination of lesson plans, and classroom walkthroughs indicate the lack of instructional rigor 2. In the reading disaggregated index trend gap in black males stand out: a. males compared to females—86.5/75.9 b. blacks compared to white—58.4/74.7 3. In the writing disaggregated index trend gaps added to the black male are free/reduced lunch: In novice—38/16 In proficient—18/33 4. Walkthroughs indicate a lack in variety of print rich materials in classroom (11/24), of higher order thinking activities (1/24), technology enhancing learning (6/24), and reading/writing across curriculum (1/24). 5. Walkthroughs indicate that oral questioning is the major form of assessment so the school needs to move toward CATs like multiple choice with open response questions 6. Surveying of students indicate little to no active reading instruction or use of collaboration taking place across the disciplines 7. Investigation of teacher use of planning time indicates little to no collaboration among teachers 8. The CATs shows practical/workplace is the lowest sub domain in open response 9. Walkthroughs indicate the need for more technology to be used in instruction and teacher support	
Objectives (measurable): 1. 3.3 Teachers in all content areas are prepared to incorporate reading and writing into their instructional practices. Curriculum is aligned with KY's POS, CC for Assessment, Academic Expectations, Kentucky's Curriculum Framework and Performance Level Descriptions 2. 1.4 Teachers blend into instruction the five strands of reading, writing, speaking/listening/observing, inquiry, and technology-as-communication for a variety of authentic purposes and audiences 3. 2.6 /3.20 Instruction and assessments directly relate to the Academic Expectations, Program Of Studies, Kentucky Core Content for Assessment, and to the goals of the Literacy Plan 3. 3.11 teachers provide explicit instruction on how reading and writing can help them in each content area. 4. 3.9 Teachers implement instruction focused on the application of critical thinking skills. 5. 4.8 A variety of types of texts and visual resources, relevant to the content area are available for student use with a specific emphasis on practical/workplace resources. 6. 3.15 teachers provide opportunities for students to use variety of technology tools to extend learning.		

In Conclusion...

Academic Performance

1. Aligned Curriculum
2. Multiple Assessments
3. Instruction and Targeted Intervention

Learning Environment

4. Literate Environment
5. School/Family/Community Partnerships
6. Professional Development

Efficiency

7. ***Literacy Team***
8. Valuable Resources
9. ***Literacy Plan***

Next Steps

- Who in your school should be a part of the school's literacy team?
- How will you implement plans to conduct a Literacy PERKS review?
- How will you monitor and document the school literacy plan?