

Literacy PERKS

Planning Booklet

2018



Program Effectiveness Review for Kentucky (PERKS) Booklet

Introduction

The Literacy PERKS Booklet is a resource for principals, teachers, literacy leadership teams, 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 Leadership 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 (CSIP)
- Interviews (students, teachers, parents, early care providers, community members)
- Units of Study
- Reading Programs currently implemented
- School Report Card
- Master Schedule
- Instructional Rounds
- Walkthroughs

Directions

Once the Literacy Leadership Team becomes familiar with the standards and indicators in Kentucky's Literacy Plan, follow these steps in the review process.

1. Assign one or 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 literacy 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.

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Summary36

Literacy Perks Standard 1 Aligned Curriculum

Indicator 1.1

The curriculum aligns with Kentucky's Academic Standards, 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 1.2

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

Yes No

Using collected evidence, check the items below where there is evidence of differentiated curriculum.

Observations

Unit plans

Lesson plans

Student work samples

Explain:

Other:

Indicator 1.3

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

Yes No

Observations

Unit plans

Lesson plans

Explain:

Other:

Indicator 1.4

The curriculum blends the five literacy strands (reading, writing, speaking, listening, and 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

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

- Reading for content using a variety of sources (e.g., newspapers, magazines, websites, fiction, nonfiction, infographics, etc.)
- Writing to learn
- Writing to demonstrate learning
- Writing for authentic purposes and audiences

Explain:

Other:

Indicator 1.5

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, argumentative, procedural texts and documents) for various authentic tasks.

Yes No

Explain:

Indicator 1.6

The curriculum focuses on selected reading and writing strategies implemented schoolwide.

Yes No

Explain:

Evidence of this alignment:

- Curriculum maps
- Unit plans
- Lesson plans
- Other

Indicator 1.7

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

List technology:

Indicator 1.8

The curriculum includes reading that is reflective of the three modes of writing (argumentative, informational/expressive, narrative).

Yes No

Explain:

Indicator 1.9

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 1.10

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

Yes No

Explain:

Indicator 1.11

The curriculum includes writing for a variety of purposes and audiences.

Yes No

Explain:

Indicator 1.12

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 1.13

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

Evidence

- Dialog journal entry
- Reading response
- Journal retellings
- Running records
- Checklists
- Anecdotal records
- Teacher/Student conferences

Explain:

Other:

Indicator 1.14

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

Yes No

Explain:

Indicator 1.15

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 1.16

The curriculum is systematically monitored, evaluated, and reviewed.

Yes No

Explain:

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Literacy PERKS Standard One Aligned Curriculum

Indicator	Level of Implementation			
1.1 - Alignment with state expectations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.2 - Continuous progress/differentiated curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.3 - Conversations to construct meaning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.4 - Evidence of five literacy strands	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.5 - Variety of strategies in use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.6 - Schoolwide focus on strategies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.7 - Use of technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.8 - Reading reflects writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.9 - Student use of reading/writing processes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.10 - Collaboration among teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.11 - Writing for a variety of purposes and audiences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.12 - Horizontal and vertical alignment for fluid transitions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.13 - Formal and informal assessments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.14 - Challenging curriculum produces critical thinking	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.15 - Student-centered and inquiry-based	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1.16 - Systematic oversight	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Overall Level of Implementation = 1 2 34

Key: 1 = **Initiating**: Planning for implementation
 2 = **Emerging**: Low level of implementation
 3 = **Progressing**: Moderate level of implementation
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*If your school/district is not yet at the initiation level of implementation, leave box unchecked and note in Next Steps.

Next Steps:

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Literacy Perks Standard 2
Multiple Assessments

Indicator 2.1

Assessments allow for continuous progress for all students, meeting students' individual needs through differentiated curriculum (e.g., learning styles, develop variations, culturally-responsive curriculum).

Yes No

Explain:

Indicator 2.2

Assessments allow students to demonstrate learning through varied and differentiated assessments (e.g., formative assessment process, summative diagnostic, pre-assessments).

Yes No

Check items where evidence of differentiated curriculum exists.

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

Explain:

Indicator 2.3

Assessment processes include self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers.

Yes No

Explain:

Indicator 2.4

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

Evidence:

- Curriculum maps
- Unit plans
- Lesson Plans
- Other

Explain:

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Indicator 2.5

Assessments are designed to measure the effectiveness of instructional practices.

Yes No

Explain:

Indicator 2.6

Assessments directly relate to the Kentucky Academic Standards, College Readiness Standards, Performance Level Descriptions, and the goals of the Literacy Plan.

Yes No

Explain:

Indicator 2.7

Assessments demonstrate, through progress monitoring, that students are effectively learning the strategies that have been taught.

Yes No

Explain:

Check the assessments below which are implemented in your school:

Formative Assessment Process:

<input type="checkbox"/>	Pre-Assessment aligned with learning targets	<input type="checkbox"/>	Running records
<input type="checkbox"/>	Anecdotal records	<input type="checkbox"/>	Class discussion
<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:

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Indicator 2.8

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

Yes No

Explain:

Indicator 2.9

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

Yes No

Explain:

Indicator 2.10

Quantitative (e.g., text 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

- KPREP results
- Running records
- Reading assessments
- Other

Qualitative

- Interviews
- Observations
- Student Work
- Conferences
- Other

Explain:

Indicator 2.11

Assessment results are made available to parents/guardians in a timely fashion.

Yes No

Explain:

Indicator 2.12

Results of multiple assessments guide instructional decisions and selection of appropriate strategies.

Yes No

Explain:

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Indicator 2.13

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:

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Literacy PERKS Standard Two Multiple Assessments

Indicator	Level of Implementation
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Indicator	Level of Implementation			
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.1 - Differentiated curriculum to allow for continuous progress	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.2 - Varied and differentiated assessments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.3 - Formal & informal assessments including self-reflection	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.4 - Horizontal & vertical assessment alignment embedded in instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.5 - Assessments measure effective instructional practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.6 - Alignment with state expectations/documents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.7 - Progress monitoring of strategies taught	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.8 - Ensure assessment schedule	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.9 - Evidence of student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.10 - Data collection & analysis for student screening and diagnosis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.11 - Assessment results made available to parents/guardians	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.12 - Assessment guides instructional decisions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2.13 - 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"/>

Overall Level of Implementation = 1 2 3 4

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Literacy Perks Standard 3
Instruction & Intervention

Indicator 3.1

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 3.2

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

Yes No

Explain:

Indicator 3.3

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

Yes No

Explain:

Indicator 3.4

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

Yes No

Explain:

Indicator 3.5

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

Yes No

Explain:

Indicator 3.6

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

Yes No

Explain:

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Indicator 3.7

Teachers are familiar with and use state-mandated standards to guide curriculum (e.g., KY Academic Standards for literacy including [literacy standards for Social Studies, Science, and Technical Subjects](#)).

Yes No

Explain:

Indicator 3.8

Teachers promote the development and application of critical thinking skills.

Yes No

Explain:

Indicator 3.9

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

Yes No

Explain:

Indicator 3.10

Teachers provide targeted intervention when necessary.

Yes No

Explain:

Indicator 3.11

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 3.12

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

Yes No

Explain:

Indicator 3.13

Teachers revise their instruction based on analysis of student work.

Yes No

Explain:

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Instruction 3.14

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

Yes No

Explain:

Indicator 3.15

Teachers' classrooms are adequately equipped for literacy instruction.

Yes No

Explain:

Indicator 3.16

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

Yes No

Explain:

Indicator 3.17

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

Yes No

Explain:

Indicator 3.18

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 3.19

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

Yes No

Explain:

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**Literacy PERKS Standard Three
Instruction and Intervention**

Indicator	Level of Implementation			
	1	2	3	4
3.1 - Differentiated instruction & materials to allow for continuous progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 - Reading, writing, speaking, listening, and language activities on a regular basis across content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 - Teacher collaboration across content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 - Instruction provides regular opportunities for student conversations about reading, writing, speaking, listening, and language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 - Instruction engages students before, during, and after reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 - Teachers monitor progress, provide feedback, and adjust instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 - Teachers use state-mandated standards to guide curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 - Teachers promote the development and application of critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 - Teachers provide explicit literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 - Teachers provide targeted intervention when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11 - Student opportunities to engage as active partners in the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12 - Teachers provide opportunity for student use of technology tools to extend learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.13 - Teachers revise instruction based on student work analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.14 - Teachers use various forms of grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.15 - Classrooms are adequately equipped for literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.16 - Instruction is balanced among new learning and review work, supervised work, and independent homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.17 - Instruction focuses inquiry on essential questions related to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.18 - Instruction includes students' use of instructional research tools and strategies to access ideas and information in order to communicate for authentic purposes and accomplish literacy goals				
3.19 - Unit plans are intentional, rigorous, and provide meaningful instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Level of Implementation = 1 2 34

- Key:
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Literacy Perks Standard 4
Literate Environment

Indicator 4.1

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

Yes No

Explain:

Indicator 4.2

All teachers demonstrate how their work supports the schoolwide program.

Yes No

Explain:

Indicator 4.3

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

Yes No

Explain:

Indicator 4.4

The environment is inviting and visually stimulating.

Yes No

Explain:

Indicator 4.5

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

Yes No

Explain:

Indicator 4.6

The Library Media Center is the center of literacy efforts, reflecting literacy as a priority in the school through various activities (e.g., student readings, posting of student work, book clubs, book fairs, community literacy events).

Yes No

Explain:

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Indicator 4.7

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

Yes No

Explain:

Indicator 4.8

Students have access to appropriate, engaging, and accessible texts.
Yes No

Explain:

Indicator 4.9

Students hear fluent adults model reading, thinking, and writing.
Yes No

Explain:

Indicator 4.10

Students see adults reading and writing for various purposes.
Yes No

Explain:

Indicator 4.11

Student work is displayed prominently along with rubrics.
Yes No

Explain:

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Literacy PERKS Standard Four Literate Environment

Indicator	Level of Implementation			
4.1 - All teachers value reading and writing as tools for content understanding	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Indicator	Level of Implementation			
	1	2	3	4
4.2 - All teachers demonstrate how their work supports schoolwide literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 - All stakeholders take responsibility for improving literacy student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 - The environment is inviting and visually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 - Informal classroom conversations about literacy experiences occur regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 - The Library Media Center is the center of literacy efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 - The school provides parents with literacy training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 - Students have access to appropriate, engaging, and accessible texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9 - Students hear fluent adults model reading, thinking, and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 - Students see adults reading and writing for various purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11 - Student work is displayed prominently with rubrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Level of Implementation = 1 2 34

- Key:
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Literacy Perks Standard 5 Partnerships

Indicator 5.1

Adults read frequently with students.

Yes No

Explain:

Indicator 5.2

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

Yes No

Explain:

Indicator 5.3

All partners share a vision of student literacy success.

Yes No

Explain:

Indicator 5.4

The Family Resource and Youth Service Center forms partnerships to bridge the gap between communities and schools.

Yes No

Explain:

Indicator 5.5

Parents and community volunteers are visible and have a key role (e.g., reading aloud, listening to students read, conferencing on reading and writing) in the literacy program.

Yes No

Explain:

Indicator 5.6

The school establishes formal and informal literacy partnerships with families and the private and public sectors of the community to provide training and supports reading and writing.

Yes No

Explain:

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Indicator 5.7

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

Yes No

Explain:

Indicator 5.8

The school publicizes activities/literacy events as well as makes information available about community literacy organizations through multiple mediums.

Yes No

Explain:

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**Literacy PERKS Standard Five
Partnerships**

Indicator	Level of Implementation			
5.1 - Adults read frequently with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5.2 - The community supports literacy in various ways	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5.3 - The community supports reading and writing with employment requirements	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5.4 - The Family Resource and Youth Services Center forms partnerships and bridges the gap between community and school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5.5 - Parents and community volunteers are visible and have key roles in the literacy program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5.6 - The school establishes formal and informal literacy partnerships with families and the private and public sectors to provide training that supports reading and writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5.7 - The school provides outreach, programs, and makes efforts to involve representatives from all demographic areas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5.8 - The school publicizes literacy events and makes information available	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:
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Literacy Perks Standard 6 Professional Learning

Indicator 6.1

Adequate time and financial resources support professional learning experiences.

Yes No

Time designated for professional learning:

Explain:

Indicator 6.2

Administrators demonstrate instructional leadership by participating in and supporting literacy professional learning efforts.

Yes No

Explain:

Indicator 6.3

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

Yes No

Dates of analysis:

Information used for analysis:

Explain:

Indicator 6.4

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

Yes No

Data sources include the following:

Explain:

Indicator 6.5

Includes an evaluation component that reflects the KDE Professional Learning Standards and encourages reflection to determine accountability and effectiveness of the implementation of literacy practices.

Yes No

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

Yes No

Explain:

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Indicator 6.6

Practical application opportunities allow teachers to use professional literature, memberships in professional organizations, media, and technology resources to access further knowledge.

Yes No

Explain:

Indicator 6.7

Teachers participate in professional learning experiences to learn about multiple approaches for meeting individual student literacy needs.

Yes No

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

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

Indicator 6.8

Literacy Team Leaders/members facilitate and organize the school's literacy professional learning.

Yes No

Explain:

Indicator 6.9

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

Yes No

Explain:

Indicator 6.10

Teachers use collaborative time for grade level and/or content area follow up conversations about professional learning experiences.

Yes No

Explain:

Indicator 6.11

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

Yes No

Explain:

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Literacy PERKS Standard Six Professional Learning

Indicator	Level of Implementation			
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.1 - Adequate time and resources allocated to support professional learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.2 - Administrators demonstrate instructional leadership by participating in and supporting literacy professional learning efforts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.3 - Analysis of student work/performance key to professional learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.4 - The design of professional staff development based on data that reflects schoolwide need	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.5 - Professional learning includes an evaluation component that reflects the state Professional Learning Standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.6 - Practical application opportunities allow teachers to use professional literature, memberships in organizations, media and technology resources to access further knowledge.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.7 - Teachers participate in professional learning experiences to learn about multiple approaches for meeting individual student literacy needs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.8 - Literacy Team leaders/members facilitate and organize school's literacy professional learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.9 - Literacy Team leader reports on effectiveness of professional learning as it meets students' needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.10 - Teachers use collaborative time for grade level and/or content area follow up conversations about professional learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6.11 - A wide range of focused professional development are offered that address	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
 2 = **Emerging**: Low level of implementation
 3 = **Progressing**: Moderate level of implementation
 4 = **Accomplished**: High level of implementation

*If your school/district is not yet at the initiation level of implementation, leave box unchecked and note in Next Steps.

Next Steps:

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Literacy Perks Standard 7

Literacy Team

Indicator 7.1

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

Yes No

Explain:

Indicator 7.2

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
- An Early Care Partner from the community
- Technology Coordinator
- Title 1 Coordinator
- Limited English Proficiency Teacher
- Special Education Teachers who collaborate
- Representatives from all grades and content areas

Other:

Indicator 7.3

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

Yes No

Indicator 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.

Yes No

Explain:

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Indicator 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 - School Planning Kit,
- survey all stakeholders to gether more information,
- research effective literacy programs at similar schools,
- read professional texts,
- establish common beliefs about reading and writing,
- write, implement, and monitor a schoolwide Literacy Plan,
- coordinate professional development and facilitate study groups
- mentor teachers through collaborations, and
- model effective literacy instruction.

Other:

Indicator 7.6

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 7.7

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

Yes No

Explain:

Indicator 7.8

The Literacy Team continues throughout the duration of school need.

Yes No

Explain:

Literacy PERKS Standard Seven Literacy Team

Indicator	Level of Implementation			
7.1 - SBDM establishes policy for the Literacy Team	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7.2 - 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"/>
7.3 - SBDM selects appropriate Literacy Team Leader	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7.4 - 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"/>
7.5 - 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"/>
7.6 - Literacy Team objective is proficient readers and writers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7.7 - Literacy Team meets regularly	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7.8 - Literacy Team continues throughout the duration of school needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Overall Level of Implementation = 1 2 34

Key: 1 = **Initiating**: Planning for implementation
 2 = **Emerging**: Low level of implementation
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*If your school/district is not yet at the initiation level of implementation, leave box unchecked and note in Next Steps.

Next Steps:

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Literacy Perks Standard 8 Valuable Resources

Indicator 8.1

Fiscal resources (federal, state, local) are allocated to support high performance in literacy.

Yes No

List the resources:

Federal:

State:

Local:

Indicator 8.2

Human resources are allocated and organized 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 8.3

The school uses Kentucky tools including various professional learning series, Kentucky Academic Standards, Kentucky Professional Learning Standards, and Kentucky literacy professional organizations (e.g., KRA, KCTE).

List Kentucky tools:

Indicator 8.4

The Library Media Center has a variety of current and attractive reading materials.

Yes No

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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"/>
LMS partner with classroom teachers on projects that help students 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 8.5

The master schedule reflects the belief that literacy is foundational 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, language) as a way to show understanding
- Literacy strategies are used to understand curriculum

Indicator 8.6

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

Yes No

Indicate policies:

Indicator 8.7

The school supports teachers in literacy grant writing.

Yes No

Explain:

Indicator 8.8

The school uses resources (e.g., ESS, FRYSC, university personnel, technology, KY Virtual Library, Library Media Center) to maximize literacy efforts.

Yes No

Explain:

Indicator 8.9

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Teachers have professional materials for study groups.
Yes No

Check the indicators that are occurring in the school:
 Resources are available for book study groups
 Time set aside for study groups

Indicator 8.10

Teachers have time set aside for the purpose of planning for literacy instruction both vertically and horizontally.
Yes No

Explain:

Indicator 8.11

Uninterrupted blocks of time are available for literacy and used to maximize student learning.
Yes No

Explain:

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Literacy PERKS Standard Eight Valuable Resources

Indicator	Level of Implementation			
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.1 - Fiscal resources are allocated to support high performance literacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.2 - Human resources are allocated and organized to support high performance literacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.3 - The school uses Kentucky tools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.4 - The Library Media Center has a variety of current reading material	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.5 - The master schedule reflects literacy as a priority	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.6 - The SBDM policies ensure funding for literacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.7 - The school supports teachers in literacy grant writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.8 - The school uses resources to maximize literacy efforts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.9 - Teachers have professional materials for study groups	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.10 - Teachers have time set aside for planning for literacy instruction both vertically and horizontally	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8.11 - Uninterrupted blocks of time are available for literacy and used to maximize student learning	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:
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Next Steps:

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Literacy Perks Standard 9

Literacy Plan

Indicator 9.1

The Literacy Plan allocates resources in an equitable way based on student needs and identifies person(s) responsible for the implementation of each activity for oversight and supervision.

Yes No

Explain:

Indicator 9.2

The Literacy Plan communicates a consistent message regarding importance of quality early childhood experiences for achievement in primary grades.

Yes No

Paraphrase the message:

Indicator 9.3

The Literacy Plan promotes collaboration of local education leaders and the entire community in building a literacy culture.

Yes No

Explain:

Indicator 9.4

The Literacy Plan focuses on key transition points by communicating the importance of collaboration between early childcare services and elementary schools as well as other key transition points such as entering 6th grade and graduating high school.

Yes No

Explain:

Indicator 9.5

The Literacy Plan provides access to quality learning tools, technologies, and resources.

Yes No

Indicator 9.6

The Literacy Plan is reviewed and revised periodically using data from sources such as Implementation and Impact checks, making decisions based on student learning needs.

Yes No

Indicate timeline for reviews of Literacy Plan:

Indicator 9.7

The Literacy Plan develops a communication policy about literacy expectations for all children and youth.

Yes No

Explain:

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Literacy PERKS Literacy Plan

Indicator	Level of Implementation			
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9.1 - Resources allocated equitably based on student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9.2 - The Plan communicates a consistent message regarding importance of quality early childhood experiences for achievement in primary grades	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9.3 - The Plan promotes collaboration of local education leaders and the entire community in building a literacy culture	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9.4 - The Plan focuses on key transition points	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9.5 - The Plan provides access to quality tools and resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9.6 - The Plan is reviewed and revised periodically using data	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9.7 - The Plan develops a communication policy of expectations	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:

Summary and Five Important Questions about Literacy Supports

While reviewing your findings, keep these five (5) 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?