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 indictors 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 <u>met</u> or <u>not met</u> 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

Literacy Perks Standard 1
Aligned Curriculum

Indicator 1.1
The curriculum aligns with Kentucky's Academic Standards, Kentucky's Curriculum Framework, and Performance Level Desciprtions.
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 ☐

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
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:

Literacy PERKS Standard One
Aligned Curriculum

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

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

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Next Steps:

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:

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, though 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:

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

Other:

Summative:

☐	Open response	☐	On-demand
☐	Oral examination	☐	Writing portfolio task
☐	Multiple choice/selected response	☐	Performance tasks/events
☐	Essay	☐	

Other:

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:

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:

Literacy PERKS Standard Two
Multiple Assessments

Indicator	1	2	3	4
2.1 - Differentiated curriculum to allow for continuous progress	1☐	2☐	3☐	4☐
2.2 - Varied and differentiated assessments	1☐	2☐	3☐	4☐
2.3 - Formal & informal assessments including self-reflection	1☐	2☐	3☐	4☐
2.4 - Horizontal & vertical assessment alignment embedded in instruction	1☐	2☐	3☐	4☐
2.5 - Assessments measure effective instructional practices	1☐	2☐	3☐	4☐
2.6 - Alignment with state expectations/documents	1☐	2☐	3☐	4☐
2.7 - Progress monitoring of strategies taught	1☐	2☐	3☐	4☐
2.8 - Ensure assessment schedule	1☐	2☐	3☐	4☐
2.9 - Evidence of student learning	1☐	2☐	3☐	4☐
2.10 - Data collection & analysis for student screening and diagnosis	1☐	2☐	3☐	4☐
2.11 - Assessment results made available to parents/guardians	1☐	2☐	3☐	4☐
2.12 - Assessment guides instructional decisions	1☐	2☐	3☐	4☐
2.13 - Multiple opportunities in different modalities to demonstrate abilities before a reading diagnosis or intervention determined	1☐	2☐	3☐	4☐

Overall Level of Implementation = ☐1 ☐2 ☐3☐4

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Next Steps:

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:

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:

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:

Literacy PERKS Standard Three
Instruction and Intervention

Indicator	1	2	3	4
3.1 - Differentiated instruction & materials to allow for continuous progress	1☐	2☐	3☐	4☐
3.2 - Reading, writing, speaking, listening, and language activities on a regular basis across content areas	1☐	2☐	3☐	4☐
3.3 - Teacher collaboration across content areas	1☐	2☐	3☐	4☐
3.4 - Instruction provides regular opportunities for student conversations about reading, writing, speaking, listening, and language	1☐	2☐	3☐	4☐
3.5 - Instruction engages students before, during, and after reading	1☐	2☐	3☐	4☐
3.6 - Teachers monitor progress, provide feedback, and adjust instruction	1☐	2☐	3☐	4☐
3.7 - Teachers use state-mandated standards to guide curriculum	1☐	2☐	3☐	4☐
3.8 - Teachers promote the development and application of critical thinking skills	1☐	2☐	3☐	4☐
3.9 - Teachers provide explicit literacy instruction	1☐	2☐	3☐	4☐
3.10 - Teachers provide targeted intervention when necessary	1☐	2☐	3☐	4☐
3.11 - Student opportunities to engage as active partners in the learning process	1☐	2☐	3☐	4☐
3.12 - Teachers provide opportunity for student use of technology tools to extend learning	1☐	2☐	3☐	4☐
3.13 - Teachers revise instruction based on student work analysis	1☐	2☐	3☐	4☐
3.14 - Teachers use various forms of grouping	1☐	2☐	3☐	4☐

Indicator	1	2	3	4
3.15 - Classrooms are adequately equipped for literacy instruction	1☐	2☐	3☐	4☐
3.16 - Instruction is balanced among new learning and review work, supervised work, and independent homework	1☐	2☐	3☐	4☐
3.17 - Instruction focuses inquiry on essential questions related to standards	1☐	2☐	3☐	4☐
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	1☐	2☐	3☐	4☐

Overall Level of Implementation = ☐1 ☐2 ☐3☐4

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Next Steps:

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 responsibiity 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:

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:

Literacy PERKS Standard Four
Literate Environment

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

Overall Level of Implementation = ☐1 ☐2 ☐3☐4

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Next Steps:

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:

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:

Literacy PERKS Standard Five
Partnerships

Indicator	1	2	3	4
5.1 - Adults read frequently with students	1☐	2☐	3☐	4☐
5.2 - The community supports literacy in various ways	1☐	2☐	3☐	4☐
5.3 - The community supports reading and writing with employment requirements	1☐	2☐	3☐	4☐
5.4 - The Family Resource and Youth Services Center forms partnerships and bridges the gap between community and school	1☐	2☐	3☐	4☐
5.5 - Parents and community volunteers are visible and have key roles in the literacy program	1☐	2☐	3☐	4☐
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☐	2☐	3☐	4☐
5.7 - The school provides outreach, programs, and makes efforts to involve representatives from all demographic areas	1☐	2☐	3☐	4☐
5.8 - The school publicizes literacy events and makes information available	1☐	2☐	3☐	4☐

Overall Level of Implementation = ☐1 ☐2 ☐3☐4

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Next Steps:

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 demosntrate instructional leadership by participating in and supporting literacy professional learning efforts.
Yes ☐ No ☐

Explain:

Indicator 6.3

Analysis of student work/perfomance, 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:

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 profesional learning experiences.
Yes ☐ No ☐

Explain:

Indicator 6.11
A wide range of intentional and differentiated professional development expereinces with clear, focuesd goals and objectives are offered that address Professional Growth Plans and result in improved literacy instruction.
Yes ☐ No ☐

Explain:

Literacy PERKS Standard Six
Professional Learning

Indicator	1	2	3	4
6.1 - Adequate time and resources allocated to support professional learning	1☐	2☐	3☐	4☐
6.2 - Administrators demonstrate instructional leadership by participating in and supporting literacy professional learning efforts	1☐	2☐	3☐	4☐
6.3 - Analysis of student work/performance key to professional learning	1☐	2☐	3☐	4☐
6.4 - The design of professional staff development based on data that reflects schoolwide need	1☐	2☐	3☐	4☐
6.5 - Professional learning includes an evaluation component that reflects the state Professional Learning Standards	1☐	2☐	3☐	4☐
6.6 - Practical application opportunities allow teachers to use professional literature, memberships in organizations, media and technology resources to access further knowledge.	1☐	2☐	3☐	4☐
6.7 - Teachers participate in professional learning experiences to learn about multiple approaches for meeting individual student literacy needs.	1☐	2☐	3☐	4☐

Indicator	1	2	3	4
6.8 - Literacy Team leaders/members facilitate and organize school's literacy professional learning.	1☐	2☐	3☐	4☐
6.9 - Literacy Team leader reports on effectiveness of professional learning as it meets students' needs	1☐	2☐	3☐	4☐
6.10 - Teachers use collaborative time for grade level and/or content area follow up conversations about professional learning.	1☐	2☐	3☐	4☐
6.11 - A wide range of focused professional development are offered that address	1☐	2☐	3☐	4☐

Overall Level of Implementation = ☐1 ☐2 ☐3☐4

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Next Steps:

Literacy Perks Standard 7
Literacy Team

Indicator 7.1
The SBDM concil 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 maintians 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:

Indicator 7.5
The SBDM coundil 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:

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Literacy PERKS Standard Seven
Literacy Team

Indicator	1	2	3	4
7.1 - SBDM establishes policy for the Literacy Team	1☐	2☐	3☐	4☐
7.2 - SBDM establishes a Literacy Team that represents the school's demographics	1☐	2☐	3☐	4☐
7.3 - SBDM selects appropriate Literacy Team Leader	1☐	2☐	3☐	4☐
7.4 - SBDM provides resources to Literacy Team Leader (time, money)	1☐	2☐	3☐	4☐

Indicator	1	2	3	4
7.5 - SBDM makes expectations of team goals clear through an established Literacy Team policy	1☐	2☐	3☐	4☐
7.6 - Literacy Team objective is proficient readers and writers	1☐	2☐	3☐	4☐
7.7 - Literacy Team meets regularly	1☐	2☐	3☐	4☐
7.8 - Literacy Team continues throughout the duration of school needs	1☐	2☐	3☐	4☐

Overall Level of Implementation = ☐1 ☐2 ☐3☐4

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Next Steps:

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 ☐

Reading Material	Yes	No
Two books are bought per student per year	☐	☐
Circulation is 25 books per student	☐	☐
High interest - low level books are available	☐	☐
Wide variety of magazines available	☐	☐
Leveled book sets are available for checkout	☐	☐
Provide reading area in school to promote reading time	☐	☐
Reading material is accessible to all students (on site or remotely)	☐	☐

Reading Material	Yes	No
A broad range of materials - reference, fiction, and nonfiction	☐	☐
The LMS/LMC supports learning to read and reading to learn with informational and imaginative text and literature	☐	☐
LMS partner with classroom teachers on projects that help students use a variety of resources, conduct research and present their findings	☐	☐
The Library Media Center is open before and after school as well as during the summer	☐	☐

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 us 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
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 purppse 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:

Literacy PERKS Standard Eight
Valuable Resources

Indicator	1	2	3	4
8.1 - Fiscal resources are allocated to support high performance literacy	1☐	2☐	3☐	4☐

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

Overall Level of Implementation = ☐1 ☐2 ☐3☐4

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Next Steps:

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 Literac Plan promtes collaboration of local education leaders and the entire community in building a litteracy 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 form 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:

Literacy PERKS
Literacy Plan

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

Overall Level of Implementation = ☐1 ☐2 ☐3☐4

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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?