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| **Building Block 1. Engaged Leadership** | | | |
| 1. ***Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Administrator seeks out and  participates in professional learning in literacy with his/her faculty. | Administrator researches and secures  professional learning in literacy for his/her faculty, but does not participate in it. | Administrator researches professional  learning in literacy. | Administrator has not yet  demonstrated a commitment to learning about literacy instruction. |
| ***B. A school literacy leadership team organized by the administrator is active.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| A literacy leadership team, led by the  administrator, meets regularly and provides substantive direction for the school and community. | A school literacy leadership team has  been formed, meets regularly, but has not yet begun effecting change in the course of literacy instruction. | A school literacy leadership team is  envisioned and stakeholders have been identified. | No action has yet been taken in the  formation of a literacy leadership team. |
| ***C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5).*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Daily schedules include a 90-120-  minute literacy block, a set time for intervention, instruction in disciplinary  literacy in content areas, and  collaborative planning. | Daily schedules include a 90-120-  minute literacy block but do not include scheduled time for **all** of the following:  intervention, disciplinary literacy in  content areas, and collaborative planning. | Daily schedules include 90-120  minute literacy block but do not include scheduled time for **any** of the  following: intervention, disciplinary  literacy in content areas, and collaborative planning. | Daily schedules are elastic and do  not specify a 90-120 minute literacy block. Teachers may or  may not devote that much time to  literacy. |

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| ***C.2 The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-12).*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Daily schedules include two to four  hours of literacy instruction for all students (including disciplinary literacy  in content areas) as well additional  time for intervention and for collaborative planning. | Daily schedules include two to four  hours of literacy instruction (including disciplinary literacy in all content  areas), but do not include additional  times for intervention and a scheduled time for collaborative planning. | Daily schedules include a two-hour  block for literacy instruction for all areas of English language arts that  encompasses writing, conventions,  and reading literature and informational texts. | Daily schedules do not include a  two-hour block for literacy instruction for all areas of English  language arts. |
| ***D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the GSE.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Faculty and staff know and  consistently use effective instructional practices for disciplinary literacy  across the content areas. | Faculty and staff have received  professional learning in disciplinary literacy across the content areas, but  implementation is not consistent. | Faculty and staff have received  professional learning in disciplinary literacy in some content areas but not  all. | Professional learning in  disciplinary literacy has not formally begun. |
| ***E. Literacy instruction is optimized in all content areas.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Content area teachers consistently  incorporate the teaching of academic vocabulary; narrative, informational,  and argumentative writing; and the use of discipline-specific text structures. | Content area teachers consistently  incorporate the teaching of **two** but not all of the following: 1. academic  vocabulary; 2. narrative, informational, and argumentative writing; and 3. the  use of discipline-specific text structures. | Content area teachers consistently  incorporate the teaching of **one** of the following: academic vocabulary;  narrative, informational, and argumentative writing; and the use of  discipline-specific text structures. | Content area teachers do not  consistently incorporate the teaching of the following:  academic vocabulary; narrative, informational, and argumentative  writing; and the use of discipline- specific text structures. |

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| ***F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the GSE.*** | | | |
| *Justification:* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| A community literacy council  participates in achieving literacy goals through support of and/or participation  in a network of learning supports (e.g.,  tutoring, mentoring, afterschool programming). | A community literacy council  participates in developing literacy goals, but a system of learning supports has  not yet developed. | A community literacy council is being  planned. Stakeholders have been identified and meetings are being  planned. | A community literacy council has  not yet begun to take shape. |

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| **Building Block 2. Continuity of Instruction** | | | |
| ***A. Active collaborative school teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, 1. D, E).*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Cross-disciplinary teams meet  regularly to examine student work and to collaborate on the achievement of  literacy goals shared by all teachers. | Cross disciplinary teams have allocated  various aspects of literacy instruction across all content areas. | Cross-disciplinary teams meet  regularly to examine student work, but all teachers have not fully  assumed responsibility for achieving  literacy goals. | Cross disciplinary teams are not  currently meeting. |
| ***B. Teachers provide literacy instruction across the curriculum (See Engaged Leadership, 1. D, E).*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Literacy instruction, supported by a  systematic, comprehensive core language arts core program, occurs in all content areas. | Literacy instruction, supported by a  systematic, comprehensive core language arts core program, occurs in only one or two content areas. | Literacy instruction, supported by a  systematic, comprehensive core reading core program occurs only in language arts classrooms. | Literacy instruction is not guided  by a systematic, comprehensive core program. |
| ***C. Out-of-school agencies and organizations collaborate to support literacy within the community.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| A comprehensive system of learning  supports within the community complement literacy instruction within  the classroom. | A few community organizations  provide learning supports to complement literacy instruction within  the classroom. | Out-of-school organizations and  agencies are making plans to develop learning supports to complement  literacy instruction. | As of yet, there is no system of  learning supports available in the community. |

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| **Building Block 3. Ongoing Formative and Summative Assessments** | | | |
| ***A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Effective screening, progress  monitoring and diagnostic tools have been selected to be used along with a complementary system of mid-course assessments that are common across classrooms. | A system of mid-course assessments  that are common across classrooms is in place, but as of yet screening, progress monitoring, and diagnostic tools have not been selected. | Teachers have agreed that a system of  common mid-course assessments across classrooms is needed but those assessments have not been developed or located yet. | The district is complying with state  requirements for summative assessments, but formative assessments have not been selected or developed. |
| ***B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| A full range of formative and  summative assessments are administered regularly and are used to guide classroom and intervention instruction. | A full range of formative and  summative assessments are administered regularly, but review of assessments is not consistent. | Some formative and summative  assessments are administered. | The district is complying with state  requirements for summative assessments, but no true formative assessments have been selected or developed. |
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| ***C Problems found in literacy screenings are further analyzed with diagnostic assessment****.* | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Problems found in literacy screenings  are routinely followed up by diagnostic assessments that are used to guide  placement and/or inform instruction in intervention programs. | Problems found in literacy screenings  in some cases are followed up by diagnostic assessments that are used to  guide placement and/or inform instruction in intervention programs. | Problems found in literacy screenings  are sometimes followed up by diagnostic assessments, but are rarely  used to guide placement and/or to inform instruction in intervention  programs. | Problems found in literacy  screenings are not followed by diagnostic assessments. |
| ***D. Summative data is used to make programming decisions as well as to monitor individual student progress.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Time is devoted in teacher team  meetings to review and analyze assessment results to identify needed programmatic and instructional adjustments. | Teacher team meetings to analyze  summative assessment results of individual students are used to make adjustments to instruction, but rarely impact programmatic decisions. | Teachers meet with administrator to  discuss progress of individual students on summative assessments. | Teachers rarely have time to  review summative data for their former or future students. |
| ***E. A clearly articulated strategy for using data to improve teaching and learning is followed.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| All appropriate staff members have  access to data and follow the established protocol for making decisions to identify the instructional needs of students. | All appropriate staff members follow  the established protocol for making decisions when they have access to necessary data to identify the instructional needs of students. | Some staff members have access to  data and follow the established protocol for making decisions to identify the instructional needs of students. | Staff members have difficulty  obtaining data necessary for making informed decisions about instruction. |

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| **Building Block 4. Best Practices in Literacy Instruction** | | | |
| ***A. 1. All students receive direct, explicit instruction in reading (K-8).*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| The faculty is thoroughly trained to use  the core program which provides continuity based on a carefully  articulated scope and sequence of skills that is integrated into a rich curriculum  of literary and informational texts. | The core program provides continuity  based on a carefully articulated scope and sequence of skills that is integrated  into a rich curriculum of literary and informational texts, but the faculty is  not yet fully trained in its use. | A core program is in use, but it does  not provide a strong basis for instruction in all aspects of literacy. | A core program is available but is  not used to guide sequential skill instruction (or is not available at  all). |
| ***A. 2. All students receive direct, explicit instruction in reading.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| All faculty participates in ongoing  professional learning in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice; differentiating instruction; analysis of data). | English language arts teachers  participate in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts  for instruction; modeling, guided and independent practice; differentiating  instruction; analysis of data). | English language arts teachers  participate in some aspects of explicit literacy (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice; differentiating instruction; analysis of data). | Professional learning in explicit  literacy instruction has not yet begun. |

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| ***A. 3. All students receive direct, explicit instruction in reading.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| The effectiveness of instruction is  monitored regularly by analysis of student and teacher data derived from  administrative walkthroughs and  observations. | The effectiveness of instruction is  monitored regularly by an analysis of formative (ongoing through the year)  student data. | The effectiveness of instruction is  monitored by an analysis of summative (year-end) student data. | Data is not formally analyzed to  determine the effectiveness of instruction. |
| ***A.4. Extended time is provided for literacy instruction.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Daily schedules include a 90-120-  minute literacy block, a set time for intervention, instruction in disciplinary literacy in content areas, and time for collaborative planning. | Daily schedules include a 90-120-  minute literacy block but does not include scheduled time for **all** of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning. | Daily schedules include 90-120  minute literacy block but does not include scheduled time for **any** of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning. | Daily schedules are elastic and do  not specify a 90-120 minute literacy block. Teachers may or may not devote that much time to literacy. |
| ***A.5. Extended time is provided for literacy instruction.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Daily literacy block in K-3 includes  whole group which includes explicit instruction in word identification,  vocabulary, and comprehension as well as small groups for differentiation for  all students. | Daily literacy block in K-3 includes  whole group which includes explicit instruction in word identification,  vocabulary, and comprehension as well as small groups for differentiation for  students who struggle. | Daily literacy block in K-3 includes  whole group which includes explicit instruction in word identification,  vocabulary, and comprehension. | Daily literacy block has not yet  been established. |

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| ***B.1. All students receive effective writing instruction across the curriculum.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| A coordinated plan has been  implemented for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice. | A coordinated plan has been developed  for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice. | Teachers are beginning to develop a  plan for writing instruction across all subject areas. | Writing is only taught by English  language arts teachers. |
| ***B.2. All students receive effective writing instruction across the curriculum****.* | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| At least one day per week, teachers  in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics. | At least one time per month,  teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics. | At least one time per year, teachers  in content areas provide  instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics. | Writing is only taught by  English language arts teachers. |
| ***C. Teachers are intentional in efforts to develop and maintain interest and engagement as students’ progress through school.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Teachers regularly implement  strategies for developing and maintaining interest and engagement appropriate to their grade levels. | Teachers have received professional  development in strategies for  developing and maintaining interest and engagement appropriate to their grade  levels, but implementation is not  consistent. | Professional development is planned  and teachers have been encouraged to seek out strategies for developing and maintain interest and engagement appropriate to their grade levels. | Teachers have not yet formally  begun learning about strategies for developing and maintaining interest and engagement in their students. |

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| **Building Block 5. System of Tiered Intervention (RTI) for All Students** | | | |
| ***A. Information developed from the school-based data teams is used to inform RIT process (see Section III. E.)*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Data from formative assessments is  gathered and analyzed regularly to ensure that all students are receiving  instruction in appropriate tiers and that  instruction in each tier is effective. | Formative assessments are administered  regularly to students in each tier of instruction. | Intervention is monitored regularly to  ensure that it occurs regularly and is implemented with fidelity. | RTI is not currently being formally  implemented. |
| ***B. Tier I Instruction based upon the GSE in grades K-12 is provided to all students in all classrooms. (See Sections IV. A & B)*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Student and classroom data have been  analyzed to determine the instructional areas and classrooms in greatest need  of support. | Current practice in literacy instruction  has been assessed using the Literacy  Instruction Checklist, GA, or its equivalent. | Student data is examined regularly to  determine if fewer than 80% of students are successful in any area. | RTI is not currently being formally  implemented. |
| ***C. Tier 2 needs-based interventions are provided for targeted students.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Interventionists, ELA, and content area  teachers meet regularly for collaboration and planning to ensure  that the goals of interventions are being  achieved. | Interventionists participate in ongoing  professional learning in program use and in how to diagnose and correct  reading difficulties. | Interventions are provided by  competent instructors, in spaces that are adequate, and with sufficient  blocks of time in the schedule. | Tier 2 instruction is not provided  by interventionists, but is expected to be done by the classroom  teacher at some time during the  day. |
| ***D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Data team/SST team meet regularly to  ensure that a student’s lack of progress  is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction). | Interventions in Tier 3 are provided by a  trained interventionist with fidelity, but are not yet on a 1:1-1:3 basis. | SST team meets to ensure that  interventions are at appropriate teacher-student ratio and is delivered  with fidelity. | Requirements for Tier 3 have not  yet been implemented. |
| ***E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students’ inability to***  ***access the GSE any other way.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| To ensure that the most highly  qualified teachers provide Tier 4 instruction, SpEd, ESOL, and gifted  teachers participate in professional  learning communities to maintain strict alignment with GSE. | School schedules are developed to  ensure that students receive instruction in the least restrictive environment. | Building and district administrators  are familiar with funding formulas affecting students in special  programming. | Special education functions  separately within the school with little communication with regular  education or with little input from  the administrator. |

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| **Building Block 6. Improved Instruction through Professional Learning** | | | |
| ***A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.*** | | | |
| Justication: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Representatives from the community  and/or administration have met with representatives from the Professional  Standards Commission (PSC) to ensure that preservice teachers receive  coursework in disciplinary literacy in the content area. | School administrators have begun to  include questions about whether potential hires have received  coursework in disciplinary literacy in the content area in their preservice  training. | Representatives from the community  and/or administration are aware of the need for preservice teachers to  receive coursework in disciplinary literacy in the content area. | Preservice education does not  include coursework in all aspects of literacy instruction including  disciplinary literacy in the content areas. |
| ***B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.*** | | | |
| Justification: | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| All administrative and instructional  personnel participate in professional learning on all aspects of literacy  instruction including disciplinary literacy in the content areas. | Administrators and ELA instructors  (certified and noncertified) participate  in professional learning on all aspects of literacy instruction including training on  use of the core program. | ELA instructors participate in  professional learning on the use of the core program. | Professional learning in literacy  has not begun formally. |

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| **Evaluating Strengths and Needs** | | | | |
|  | **Fully**  **Operational** | **Operational** | **Emergent** | **Not**  **Addressed** |
| **Building Block 1. Engaged Leadership** |  |  |  |  |
| A. Administrator demonstrates commitment to learn about and support  evidence-based literacy instruction in his/her school. |  |  |  |  |
| B. A literacy leadership team organized by the administrator or other  leaders in the community is active. |  |  |  |  |
| C. The use of time and personnel is leveraged through scheduling and  collaborative c1planning. |  |  |  |  |
| D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated  in the GSE. |  |  |  |  |
| E. Literacy instruction is optimized in all content areas. |  |  |  |  |
| F. The community at large supports schools and teachers in the  development of college-and-career-ready students as articulated in the GSE. |  |  |  |  |
| **Building Block 2. Continuity of Instruction** |  |  |  |  |
| A. Active collaborative teams ensure a consistent literacy focus across  the curriculum (See Engaged Leadership, Building Block 1. C, D). |  |  |  |  |
| B. Teachers provide literacy instruction across the curriculum. |  |  |  |  |
| C. Out-of-school agencies and organizations collaborate to support  literacy within the community. |  |  |  |  |

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|  | **Fully**  **Operational** | **Operational** | **Emergent** | **Not**  **Addressed** |
| **Building Block 3. Ongoing Formative and Summative Assessments** |  |  |  |  |
| A. An infrastructure for ongoing formative and summative assessments  is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. |  |  |  |  |
| B. A system of ongoing formative and summative assessments is used  to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. |  |  |  |  |
| C. Problems found in screenings are further analyzed with diagnostic  assessment. |  |  |  |  |
| D. Summative data is used to make programming decisions as well as  to monitor individual student progress. |  |  |  |  |
| E. A clearly articulated strategy for using data to improve teaching and  learning is followed. |  |  |  |  |
| **Building Block 4. Best Practices in Literacy Instruction** |  |  |  |  |
| A. All students receive direct, explicit instruction in reading. |  |  |  |  |
| B. All students receive effective writing instruction across the  curriculum |  |  |  |  |
| C. Extended time is provided for literacy instruction. |  |  |  |  |
| D. Teachers are intentional in efforts to develop and maintain interest  and engagement as students’ progress through school. |  |  |  |  |

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|  | **Fully**  **Operational** | **Operational** | **Emergent** | **Not**  **Addressed** |
| **Building Block 5. System of Tiered Intervention (RIT) for All**  **Students** |  |  |  |  |
| A. Information developed from the school-based data teams is used to  inform RIT process (see Section III. E.) |  |  |  |  |
| B. Tier I Instruction based upon the CCGPS in grades K-12 is provided  to all students in all classrooms. (See Sections IV. A & B) |  |  |  |  |
| C. Tier 2 needs-based interventions are provided for targeted students. |  |  |  |  |
| D. In Tier 3, Student Support Team (SST) and Data Team monitor  progress jointly. |  |  |  |  |
| E. Tier 4-specially-designed learning is implemented through  specialized programs, methodologies, or strategies based upon  students’ inability to access the GSE any other way. |  |  |  |  |
| **Building Block 6. Improved Instruction through Professional**  **Learning** |  |  |  |  |
| A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. |  |  |  |  |
| B. In-service personnel participate in ongoing professional learning in  all aspects of literacy instruction including disciplinary literacy in the content areas. |  |  |  |  |