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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.***
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|  Justification: |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Administrator seeks out andparticipates in professional learning in literacy with his/her faculty. | Administrator researches and securesprofessional learning in literacy for his/her faculty, but does not participate in it. | Administrator researches professionallearning in literacy. | Administrator has not yetdemonstrated 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 theadministrator, meets regularly and provides substantive direction for the school and community. | A school literacy leadership team hasbeen formed, meets regularly, but has not yet begun effecting change in the course of literacy instruction. | A school literacy leadership team isenvisioned and stakeholders have been identified. | No action has yet been taken in theformation 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 disciplinaryliteracy in content areas, andcollaborative planning. | Daily schedules include a 90-120-minute literacy block but do not include scheduled time for **all** of the following:intervention, disciplinary literacy incontent areas, and collaborative planning. | Daily schedules include 90-120minute literacy block but do not include scheduled time for **any** of thefollowing: intervention, disciplinaryliteracy in content areas, and collaborative planning. | Daily schedules are elastic and donot specify a 90-120 minute literacy block. Teachers may ormay not devote that much time toliteracy. |

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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 fourhours of literacy instruction for all students (including disciplinary literacyin content areas) as well additionaltime for intervention and for collaborative planning. | Daily schedules include two to fourhours of literacy instruction (including disciplinary literacy in all contentareas), but do not include additionaltimes for intervention and a scheduled time for collaborative planning. | Daily schedules include a two-hourblock for literacy instruction for all areas of English language arts thatencompasses writing, conventions,and reading literature and informational texts. | Daily schedules do not include atwo-hour block for literacy instruction for all areas of Englishlanguage 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 andconsistently use effective instructional practices for disciplinary literacyacross the content areas. | Faculty and staff have receivedprofessional learning in disciplinary literacy across the content areas, butimplementation is not consistent. | Faculty and staff have receivedprofessional learning in disciplinary literacy in some content areas but notall. | Professional learning indisciplinary literacy has not formally begun. |
| ***E. Literacy instruction is optimized in all content areas.*** |
| Justification:  |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Content area teachers consistentlyincorporate the teaching of academic vocabulary; narrative, informational,and argumentative writing; and the use of discipline-specific text structures. | Content area teachers consistentlyincorporate the teaching of **two** but not all of the following: 1. academicvocabulary; 2. narrative, informational, and argumentative writing; and 3. theuse of discipline-specific text structures. | Content area teachers consistentlyincorporate the teaching of **one** of the following: academic vocabulary;narrative, informational, and argumentative writing; and the use ofdiscipline-specific text structures. | Content area teachers do notconsistently incorporate the teaching of the following:academic vocabulary; narrative, informational, and argumentativewriting; 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 councilparticipates in achieving literacy goals through support of and/or participationin a network of learning supports (e.g.,tutoring, mentoring, afterschool programming). | A community literacy councilparticipates in developing literacy goals, but a system of learning supports hasnot yet developed. | A community literacy council is beingplanned. Stakeholders have been identified and meetings are beingplanned. | A community literacy council hasnot 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 meetregularly to examine student work and to collaborate on the achievement ofliteracy goals shared by all teachers. | Cross disciplinary teams have allocatedvarious aspects of literacy instruction across all content areas. | Cross-disciplinary teams meetregularly to examine student work, but all teachers have not fullyassumed responsibility for achievingliteracy goals. | Cross disciplinary teams are notcurrently 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 asystematic, comprehensive core language arts core program, occurs in all content areas. | Literacy instruction, supported by asystematic, comprehensive core language arts core program, occurs in only one or two content areas. | Literacy instruction, supported by asystematic, comprehensive core reading core program occurs only in language arts classrooms. | Literacy instruction is not guidedby 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 learningsupports within the community complement literacy instruction withinthe classroom. | A few community organizationsprovide learning supports to complement literacy instruction withinthe classroom. | Out-of-school organizations andagencies are making plans to develop learning supports to complementliteracy instruction. | As of yet, there is no system oflearning 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, progressmonitoring 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 assessmentsthat 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 ofcommon mid-course assessments across classrooms is needed but those assessments have not been developed or located yet. | The district is complying with staterequirements 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 andsummative assessments are administered regularly and are used to guide classroom and intervention instruction. | A full range of formative andsummative assessments are administered regularly, but review of assessments is not consistent. | Some formative and summativeassessments are administered. | The district is complying with staterequirements 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 screeningsare routinely followed up by diagnostic assessments that are used to guideplacement and/or inform instruction in intervention programs. | Problems found in literacy screeningsin some cases are followed up by diagnostic assessments that are used toguide placement and/or inform instruction in intervention programs. | Problems found in literacy screeningsare sometimes followed up by diagnostic assessments, but are rarelyused to guide placement and/or to inform instruction in interventionprograms. | Problems found in literacyscreenings 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 teammeetings to review and analyze assessment results to identify needed programmatic and instructional adjustments. | Teacher team meetings to analyzesummative assessment results of individual students are used to make adjustments to instruction, but rarely impact programmatic decisions. | Teachers meet with administrator todiscuss progress of individual students on summative assessments. | Teachers rarely have time toreview 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 haveaccess to data and follow the established protocol for making decisions to identify the instructional needs of students. | All appropriate staff members followthe established protocol for making decisions when they have access to necessary data to identify the instructional needs of students. | Some staff members have access todata and follow the established protocol for making decisions to identify the instructional needs of students. | Staff members have difficultyobtaining 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 usethe core program which provides continuity based on a carefullyarticulated scope and sequence of skills that is integrated into a rich curriculumof literary and informational texts. | The core program provides continuitybased on a carefully articulated scope and sequence of skills that is integratedinto a rich curriculum of literary and informational texts, but the faculty isnot yet fully trained in its use. | A core program is in use, but it doesnot provide a strong basis for instruction in all aspects of literacy. | A core program is available but isnot used to guide sequential skill instruction (or is not available atall). |
| ***A. 2. All students receive direct, explicit instruction in reading.*** |
| Justification:  |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| All faculty participates in ongoingprofessional 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 teachersparticipate in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of textsfor instruction; modeling, guided and independent practice; differentiatinginstruction; analysis of data). | English language arts teachersparticipate 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 explicitliteracy 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 ismonitored regularly by analysis of student and teacher data derived fromadministrative walkthroughs andobservations. | The effectiveness of instruction ismonitored regularly by an analysis of formative (ongoing through the year)student data. | The effectiveness of instruction ismonitored by an analysis of summative (year-end) student data. | Data is not formally analyzed todetermine 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 90-120minute 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 donot 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 includeswhole group which includes explicit instruction in word identification,vocabulary, and comprehension as well as small groups for differentiation forall students. | Daily literacy block in K-3 includeswhole group which includes explicit instruction in word identification,vocabulary, and comprehension as well as small groups for differentiation forstudents who struggle. | Daily literacy block in K-3 includeswhole group which includes explicit instruction in word identification,vocabulary, and comprehension. | Daily literacy block has not yetbeen 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 beenimplemented for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice. | A coordinated plan has been developedfor writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice. | Teachers are beginning to develop aplan for writing instruction across all subject areas. | Writing is only taught by Englishlanguage 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, teachersin 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, teachersin content areas provideinstruction 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 byEnglish 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 implementstrategies for developing and maintaining interest and engagement appropriate to their grade levels. | Teachers have received professionaldevelopment in strategies fordeveloping and maintaining interest and engagement appropriate to their gradelevels, but implementation is notconsistent. | Professional development is plannedand teachers have been encouraged to seek out strategies for developing and maintain interest and engagement appropriate to their grade levels. | Teachers have not yet formallybegun 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 isgathered and analyzed regularly to ensure that all students are receivinginstruction in appropriate tiers and thatinstruction in each tier is effective. | Formative assessments are administeredregularly to students in each tier of instruction. | Intervention is monitored regularly toensure that it occurs regularly and is implemented with fidelity. | RTI is not currently being formallyimplemented. |
| ***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 beenanalyzed to determine the instructional areas and classrooms in greatest needof support. | Current practice in literacy instructionhas been assessed using the LiteracyInstruction Checklist, GA, or its equivalent. | Student data is examined regularly todetermine if fewer than 80% of students are successful in any area. | RTI is not currently being formallyimplemented. |
| ***C. Tier 2 needs-based interventions are provided for targeted students.*** |
| Justification:  |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Interventionists, ELA, and content areateachers meet regularly for collaboration and planning to ensurethat the goals of interventions are beingachieved. | Interventionists participate in ongoingprofessional learning in program use and in how to diagnose and correctreading difficulties. | Interventions are provided bycompetent instructors, in spaces that are adequate, and with sufficientblocks of time in the schedule. | Tier 2 instruction is not providedby interventionists, but is expected to be done by the classroomteacher at some time during theday. |
| ***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 toensure that a student’s lack of progressis 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 atrained interventionist with fidelity, but are not yet on a 1:1-1:3 basis. | SST team meets to ensure thatinterventions are at appropriate teacher-student ratio and is deliveredwith fidelity. | Requirements for Tier 3 have notyet 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 highlyqualified teachers provide Tier 4 instruction, SpEd, ESOL, and giftedteachers participate in professionallearning communities to maintain strict alignment with GSE. | School schedules are developed toensure that students receive instruction in the least restrictive environment. | Building and district administratorsare familiar with funding formulas affecting students in specialprogramming. | Special education functionsseparately within the school with little communication with regulareducation or with little input fromthe 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 communityand/or administration have met with representatives from the ProfessionalStandards Commission (PSC) to ensure that preservice teachers receivecoursework in disciplinary literacy in the content area. | School administrators have begun toinclude questions about whether potential hires have receivedcoursework in disciplinary literacy in the content area in their preservicetraining. | Representatives from the communityand/or administration are aware of the need for preservice teachers toreceive coursework in disciplinary literacy in the content area. | Preservice education does notinclude coursework in all aspects of literacy instruction includingdisciplinary 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 instructionalpersonnel participate in professional learning on all aspects of literacyinstruction including disciplinary literacy in the content areas. | Administrators and ELA instructors(certified and noncertified) participatein professional learning on all aspects of literacy instruction including training onuse of the core program. | ELA instructors participate inprofessional learning on the use of the core program. | Professional learning in literacyhas 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 supportevidence-based literacy instruction in his/her school. |  |  |  |  |
| B. A literacy leadership team organized by the administrator or otherleaders in the community is active. |  |  |  |  |
| C. The use of time and personnel is leveraged through scheduling andcollaborative c1planning. |  |  |  |  |
| D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulatedin the GSE. |  |  |  |  |
| E. Literacy instruction is optimized in all content areas. |  |  |  |  |
| F. The community at large supports schools and teachers in thedevelopment 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 acrossthe 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 supportliteracy 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 assessmentsis 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 usedto 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 diagnosticassessment. |  |  |  |  |
| D. Summative data is used to make programming decisions as well asto monitor individual student progress. |  |  |  |  |
| E. A clearly articulated strategy for using data to improve teaching andlearning 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 thecurriculum |  |  |  |  |
| C. Extended time is provided for literacy instruction. |  |  |  |  |
| D. Teachers are intentional in efforts to develop and maintain interestand 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 toinform RIT process (see Section III. E.) |  |  |  |  |
| B. Tier I Instruction based upon the CCGPS in grades K-12 is providedto 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 monitorprogress jointly. |  |  |  |  |
| E. Tier 4-specially-designed learning is implemented throughspecialized programs, methodologies, or strategies based uponstudents’ 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 inall aspects of literacy instruction including disciplinary literacy in the content areas. |  |  |  |  |