

Literacy PERKS

Program Effectiveness Review for Kentucky Schools

2018

Kentucky Department of Education

**Essential Elements of Comprehensive School Literacy Programs and Plans**

Literacy PERKS outlines nine essential elements of comprehensive schoolwide literacy programs, as illustrated by the diagram below (the literacy team and plan are combined in the diagram).



**Literacy Program Effectiveness Review for Kentucky Schools**

**PERKS**

[Aligned Curriculum](#_bookmark0) [Multiple Assessment](#_bookmark27) [Instruction & Intervention](#_bookmark29) [Literate Environment](#_bookmark31) [Partnerships](#_bookmark34)

[**Professional Learning**](#_bookmark62)[**Literacy Team**](#_bookmark65)

[**Valuable Resources**](#_bookmark76)[**Literacy Plan**](#_bookmark78)

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The Kentucky Literacy Partnership defines literacy as: The creative and analytic process required to produce and comprehend multiple text forms (i.e., oral, written, and visual) and includes reading, writing, listening and speaking.



**Aligned Curriculum**

The school develops and implements a curriculum that incorporates literacy and is rigorous, intentional, and aligned to state and local literacy standards.

[**PERKS- Aligned Curriculum**](#_bookmark2)

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

**ALIGNED CURRICULUM**

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)**

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

* **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical processes required to produce and comprehend text. --from *Kentucky’s Literacy Plan*, developed by the Kentucky Literacy Partnership, 2011.
* **Using Literacy PERKS -** Literacy PERKS is designed for use by school, district, and state-level reviewers. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
* **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

|  |  |  |
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| **DATA SOURCES**  **I&I** -Implementation & Impact Check Plans **CI** - Curriculum and Instruction Documents **OB** - Classroom &/or Laboratory Observation **PO** -Supply Requisitions & Purchase Orders  **CP**-Sch./Dist. Comprehensive Improvement Plan  **TI -** Textbook and Other Instructional Materials | **DATA SOURCES**  **INT- PR, T, P, S, C, O -** Principal, Teacher, Parent, Student, Classified Staff, Other Stakeholder Interview and/or Survey  **DPT** - Departmental Meeting Notes, Minutes, Agendas  **IEP, 504, ESS, G/T -** Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - Student Perception surveys/feedback of Teachers, Courses, Programs, Facilities | **DATA SOURCES**  **PORT** - Portfolio Analysis **KPREP** - Assessment Results **SW** - Student Work  **SYL** - Course Syllabi **WEB** - School Websites **LP** - Lesson Plans  **PSP** - Program Service Plan |

* Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
* **Connecting to Kentucky Documents -** The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky’s *Standards and Indicators for School Improvement* and to the *Kentucky Literacy Plan*.

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| **Aligned Curriculum** | **ACADEMIC PERFORMANCE**  Standard 1 – Curriculum: The school develops and implements  a curriculum that is rigorous, intentional, and aligned to promote student learning success. | Content area reading instruction in all academic areas (#3). |
| **Multiple Assessments** | Standard 2 – Classroom Evaluation/Assessment  The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs, including assessments **of** and assessments **for** learning. | Early diagnosis and evaluation with appropriate individual intervention for students who  struggle with literacy at all levels (#2). |
| **Instruction and Intervention** | Standard 3 – Instruction and Intervention  The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance. | Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6). |
| **Literate Environment** | **LEARNING ENVIRONMENT**  Standard 4 – School Culture:  The school/district functions as a literacy learning community and supports a climate conducive to performance excellence. | Acknowledgement & ownership by communities of the importance of high literacy attainment as a means to improve  quality of life (#4). |
| **Partnerships** | Standard 5 – Partnerships  The school/district works with families and community to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students. | Supportive, participating families and community that value literacy (#1). |
| **Professional Learning** | Standard 6 – Professional Growth, Learning, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning | Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to facilitate & promote student learning in all content areas (#7). |

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| **Literacy Team** | **EFFICIENCY**  Standard 7 – Leadership:  School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and  developing leadership capacity. | Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8). |
| **Valuable Resources** | Standard 8 – Organizational Structure and Resources:  The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching  and learning and support high student and staff performance. | Adequate time devoted directly to student reading, writing, speaking, and listening (#5). |
| **Literacy Plan** | Standard 9 – Comprehensive and Effective Planning:  The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. |  |

**Continue**

**Literacy PERKS: Aligned Curriculum**

**Conditions for Reading Success #3:** Content- area reading instruction in all academic areas.

**Standard 1 – Curriculum:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to promote student learning success.

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| **ALIGNED CURRICULUM INDICATORS**  *Provide data that indicate the extent to which the curriculum . . .* | **SCHOOL DATA SOURCES** | RESOURCES |
| 1.1 aligns with [Kentucky’s Academic Standards](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards_Final-9%2011%2015.pdf), [Kentucky’s Curriculum Framework](https://education.ky.gov/curriculum/modcurrframe/Pages/default.aspx), and Performance Level Descriptions. |  | State resources to be added |
| 1.2 allows for continuous progress for all students and meets the students’ individual needs through differentiated curriculum (e.g., learning styles, developmental variations, culturally-responsive curriculum). |  |  |
| 1.3 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. |  |  |

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| 1.4 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. |  | State resources to be added |
| 1.5 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 for various authentic tasks. |  |  |
| 1.6 focuses on selected reading and writing strategies implemented schoolwide. |  |  |
| 1.7 guide students’ use of available and emergent technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes and audiences. |  |  |

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| 1.8 includes reading that is reflective of the three modes of writing (argumentative, informational/expressive, narrative). |  | State resources to be added |
| 1.9 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. |  |  |
| 1.10 reflects collaboration between language arts and content area teachers. |  |  |
| 1.11 includes writing for a variety of purposes and audiences. |  |  |

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| 1.12 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. |  | State resources to be added |
| 1.13 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). |  | . |
| 1.14 is challenging and develops students’ abilities to think critically at high levels. |  |  |
| 1.15 is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects(e.g., web quests, student-generated projects). |  |  |

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| 1.16 is systematically monitored, evaluated, and reviewed. |  | State resources to be added |
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**Multiple Assessments**

##### Multiple evaluation and assessment strategies are used to monitor and modify instruction to meet student needs, including assessment **of** learning, and assessment **for** learning.

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

**Multiple Assessments**

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**Continue**

**Literacy PERKS: Multiple Assessments**

**Conditions for Reading Success #2:** Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels

**Standard 2 – Classroom Evaluation/Assessment:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

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| **MULTIPLE ASSESSMENTS**  **Indicators**  Provide data that indicate the extent to which **assessments**... | **SCHOOL DATA SOURCES** | **RESOURCES** |
| **2.1** allow for continuous progress for all students, meeting students’ individual needs through a differentiated curriculum (e.g., learning styles, develop variations, culturally responsive curriculum). |  | State resources to be added |
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| **2.2** allow students to demonstrate learning through varied and differentiated assessments (e.g., formative assessment process, summative diagnostic, pre-assessments). |  |  |
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| **2.3** processes include self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers. |  |  |

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| **2.4** 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 |  | State resources to be added |
| **2.5** are designed to measure the effectiveness of instructional practices. |  |  |
| **2.6** directly relate to the Kentucky Academic Standards, College Readiness Standards, [Performance Level Descriptions](http://www.kde.state.ky.us/KDE/Instructional%2BResources/Curriculum%2BDocuments%2Band%2BResources/Student%2BPerformance%2BStandards.htm) and to the goals of the Literacy Plan. |  |  |
| **2.7** demonstrate, through progress monitoring, that students are effectively learning the strategies they have been taught. |  |  |

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| **2.8** Literacy Team members ensure the school has a systematic schedule of assessment. |  | State resources to be added |
| **2.9** Literacy Team members collect evidence that demonstrates students are effectively learning the strategies they have been taught. |  |  |
| **2.10** quantitative (e.g., test scores) and qualitative (e.g., student work) data are collected and analyzedfor screening and diagnosis of student achievement in relation to literacy goals. |  |  |
| **2.11** results of assessments are made available to parents/guardians in a timely fashion. |  |  |

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State resources to be added

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| **2.12** results of multiple assessments guide instructional decisions and selection of appropriate strategies. |  |  |
| **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. |  |  |

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**Instruction & Intervention**

The school's instructional program actively engages all students by using effective, varied and research-based literacy practices to improve student academic performance in literacy. The school also designs a support structure for students who need more intensive instruction.

[PERKS - Instruction & Intervention](#_bookmark30)

Middle & H.S. Reading Strategies

Multiple Assessments

Reading and Writing Connections

Student Reading Materials

Technology Resources

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

**Instruction & Intervention**

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| **Professional Learning** | Standard 6 – Professional Growth, Learning, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning | Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to facilitate & promote student learning in all content areas (#7). |

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| **Literacy Team** | **EFFICIENCY**  Standard 7 – Leadership:  School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and  developing leadership capacity. | Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8). |
| **Valuable Resources** | Standard 8 – Organizational Structure and Resources:  The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching  and learning and support high student and staff performance. | Adequate time devoted directly to student reading, writing, speaking, and listening (#5). |
| **Literacy Plan** | Standard 9 – Comprehensive and Effective Planning:  The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. |  |

**Continue**

**Literacy PERKS: Instruction & Intervention**

**Conditions for Reading Success #6:** Engaging instruction in a supportive environment that will motivate students to achieve and to value education

**Standard 3 - Instruction:** The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

State resources to be added

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| **INSTRUCTION AND**  **INTERVENTION Indicators**  *Provide data that indicate the extent to which…* | | **SCHOOL DATA SOURCES** | **RESOURCES** | |
| 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. | |  |  | |
| 3.2 teachers include reading, writing, speaking, listening, and language activities in class on a regular basis. | |  |  | |
| 3.3 teachers collaborate across grade levels to focus on targeted literacy strategies. | |  |  | |
| **DATA SOURCES**  **I&I** -Implementation & Impact Check Plans **CI** - Curriculum and Instruction Documents **OB** - Classroom &/or Laboratory Observation **PO** -Supply Requisitions & Purchase Orders  **CP**-Sch./Dist. Comprehensive Improvement Plan  **TI -** Textbook and Other Instructional Materials | **DATA SOURCES**  **INT- PR, T, P, S, C, O -** Principal, Teacher, Parent, Student, Classified Staff, Other Stakeholder Interview and/or Survey  **DPT** - Departmental Meeting Notes, Minutes, Agendas  **IEP, 504, ESS, G/T -** Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - Student Perception surveys/feedback of Teachers, Courses, Programs, Facilities | | | **DATA SOURCES**  **PORT** - Portfolio Analysis **KPREP** - Assessment Results **SW** - Student Work  **SYL** - Course Syllabi **WEB** - School Websites **LP** - Lesson Plans  PSP - Program Service Plan |

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| 3.4 teachers provide regular, appropriate experiences for students to engage in conversations about reading, writing, speaking, listening and language. |  | State resources to be added |
| 3.5 teachers intentionally format lessons to engage students before, during, and after reading instruction. |  |  |
| 3.6 teachers monitor student performance, provide timely feedback, and adjust instruction accordingly. |  |  |
| 3.7 teachers are familiar with and use state-mandated standards to guide curriculum. |  |  |
| 3.8 teachers promote the development and application of critical thinking skills. |  |  |

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| 3.9 teachers provide explicit instruction on reading, writing, speaking, listening, and language in their content area. |  | State resources to be added |
| 3.10 teachers provide targeted intervention when necessary. |  |  |
| 3.11 teachers provide opportunities for students to engage as active partners in the learning process (e.g., self-selected texts, independent inquiry). |  |  |

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| 3.12 teachers provide opportunities for students to use a variety of technology tools to extend their learning. | | |  | State resources to be added | |
| 3.13 teachers revise their instruction based on analysis of student work. | | |  |  | |
| 3.14 teachers use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students’ diverse needs. | | |  |  | |
| 3.15 teachers’ classrooms are adequately equipped for literacy instruction. | | |  |  | |
|  | **DATA SOURCES**  **I&I** -Implementation & Impact Check Plans **CI** - Curriculum and Instruction Documents **OB** - Classroom &/or Laboratory Observation **PO** -Supply Requisitions & Purchase Orders  **CP**-Sch./Dist. Comprehensive Improvement Plan  **TI -** Textbook and Other Instructional Materials | **DATA SOURCES**  **INT- PR, T, P, S, C, O -** Principal, Teacher, Parent, Student, Classified Staff, Other Stakeholder Interview and/or Survey  **DPT** - Departmental Meeting Notes, Minutes, Agendas  **IEP, 504, ESS, G/T -** Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - Student Perception surveys/feedback of Teachers, Courses, Programs, Facilities | | | **DATA SOURCES**  **PORT** - Portfolio Analysis **KPREP** - Assessment Results **SW** - Student Work  **SYL** - Course Syllabi **WEB** - School Websites **LP** - Lesson Plans  PSP - Program Service Plan |

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| 3.16 teachers’ instruction balances new learning and review work, supervised class work, independent homework, and peer collaboration work |  | State resources to be added |
| 3.17 teachers’ instruction focuses inquiry on essential questions related to the Kentucky Academic Standards, Academic Expectations, and their relevant standards. |  |  |
| 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. |  |  |

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| **INSTRUCTION AND**  **INTERVENTION Indicators**  *Provide data that indicate the extent to which…* | **SCHOOL DATA SOURCES** | **RESOURCES** |

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| 3.19 teachers’ unit plans are intentional, rigorous, and [provide](http://www.kentuckyschools.net/KDE/Instructional%2BResources/Curriculum%2BDocuments%2Band%2BResources/How%2Bto%2BDevelop%2Ba%2BStandards-Based%2BUnit%2Bof%2BStudy.htm) meaningful instructional experiences for students. |  | State resources to be added |
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**Literate Environment**

##### The school/district functions as an effective learning community and supports a climate conducive to performance excellence in literacy.

[**PERKS-Literate Environment**](#_bookmark33)

Literacy PERKS

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS**

**Literate Environment**

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)**

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

* **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical processes required to produce and comprehend text. --from *Kentucky’s Literacy Plan*, developed by the Kentucky Literacy Partnership, 2011.
* **Using Literacy PERKS -** Literacy PERKS is designed for use by school, district, and state-level reviewers. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
* **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

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| **DATA SOURCES**  **I&I** -Implementation & Impact Check Plans **CI** - Curriculum and Instruction Documents **OB** - Classroom &/or Laboratory Observation **PO** -Supply Requisitions & Purchase Orders  **CP**-Sch./Dist. Comprehensive Improvement Plan  **TI -** Textbook and Other Instructional Materials | **DATA SOURCES**  **INT- PR, T, P, S, C, O -** Principal, Teacher, Parent, Student, Classified Staff, Other Stakeholder Interview and/or Survey  **DPT** - Departmental Meeting Notes, Minutes, Agendas  **IEP, 504, ESS, G/T -** Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - Student Perception surveys/feedback of Teachers, Courses, Programs, Facilities | **DATA SOURCES**  **PORT** - Portfolio Analysis **KPREP** - Assessment Results **SW** - Student Work  **SYL** - Course Syllabi **WEB** - School Websites **LP** - Lesson Plans  **PSP** - Program Service Plan |

* Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
* **Connecting to Kentucky Documents -** The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the *Kentucky Literacy Plan*.

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| **Aligned Curriculum** | **ACADEMIC PERFORMANCE**  Standard 1 – Curriculum: The school develops and implements  a curriculum that is rigorous, intentional, and aligned to promote student learning success. | Content area reading instruction in all academic areas (#3). |
| **Multiple Assessments** | Standard 2 – Classroom Evaluation/Assessment  The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs, including assessments **of** and assessments **for** learning. | Early diagnosis and evaluation with appropriate individual intervention for students who  struggle with literacy at all levels (#2). |
| **Instruction and Intervention** | Standard 3 – Instruction and Intervention  The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance. | Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6). |
| **Literate Environment** | **LEARNING ENVIRONMENT**  Standard 4 – School Culture:  The school/district functions as a literacy learning community and supports a climate conducive to performance excellence. | Acknowledgement & ownership by communities of the importance of high literacy attainment as a means to improve  quality of life (#4). |
| **Partnerships** | Standard 5 – Partnerships  The school/district works with families and community to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students. | Supportive, participating families and community that value literacy (#1). |
| **Professional Learning** | Standard 6 – Professional Growth, Learning, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning | Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to facilitate & promote student learning in all content areas (#7). |

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| **Literacy Team** | **EFFICIENCY**  Standard 7 – Leadership:  School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and  developing leadership capacity. | Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8). |
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| **Literacy Plan** | Standard 9 – Comprehensive and Effective Planning:  The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. |  |

**Literacy PERKS: LITERATE ENVIRONMENT**

**Conditions for Reading Success #4:** Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life.

**Standard 4 – School Culture:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

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| **LITERATE ENVIRONMENT Indicators**  *Provide data that indicate the extent to which .* . . | **SCHOOL DATA SOURCES** | **RESOURCES** |
| 4.1 all teachers value reading and writing as tools to help students understand the content. |  | State resources to be added |
| 4.2 all teachers demonstrate how their work supports the schoolwide program. |  |  |
| 4.3 all stakeholders take responsibility for improving the literacy performance of students. |  |  |

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| **ESSENTIAL ELEMENTS**  **of Comprehensive Schoolwide Literacy Programs** | **Literacy Program Effectiveness Review for KY Schools** | **CONDITIONS FOR READING SUCCESS**  **Read to Succeed:**  ***Kentucky’s Literacy Plan*** |

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| 4.4 the environment is inviting and visually stimulating. |  | State resources to be added |
| 4.5 informal conversations about literacy experiences occur regularly between adults and students and students and students. |  |  |
| 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). |  |  |
| 4.7 the school provides parents with training on reading aloud to their children and lists of age-appropriate books to read aloud with their children. |  |  |

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| **LITERATE ENVIRONMENT Indicators**  *Provide data that indicate the extent to which .* . . | **SCHOOL DATA SOURCES** | **RESOURCES** |

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| 4.8 students have access to appropriate, engaging, and accessible texts. |  | State resources to be added |
| 4.9 students hear fluent adults model reading, thinking, and writing. |  |  |
| 4.10 students see adults reading and writing for various purposes. |  |  |
| 4.11 student work is displayed prominently along with rubrics. |  |  |

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**Partnerships**

The school/district works with families and other partners to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students.

[**PERKS-Partnerships**](#_bookmark36)

Literacy PERKS

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS**

**PARTNERSHIPS**

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)**

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**Continue**

**Literacy PERKS: Partnerships**

**Conditions for Reading Success (#1):** Supportive, participating families that value reading

**Standard 5 –Student, Family, and Community Support:**

The school/district works with families and stakeholder groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

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| **PARTNERSHIPS -**  **Indicators**  *Provide data that indicate the extent to which . . .* | **SCHOOL DATA SOURCES** | **RESOURCES**  State resources to be added |
| 5.1 adults read frequently with students. |  |  |
| 5.2 the community supports literacy through public relations campaigns and provides donations for the purchase of new materials. |  |  |
| 5.3 all partners share a vision of student literacy success. |  |  |
| 5.4 the Family Resource and Youth Service Center forms partnerships to bridge the gap between communities and schools. |  |  |

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| **PARTNERSHIPS -**  **Indicators**  *Provide data that indicate the extent to which . . .* | **SCHOOL DATA SOURCES** | **RESOURCES** |
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| 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. |  |  |
| 5.6 the school establishes formal and informal literacy partnerships with families and the private and public sectors of the community to provide training that supports reading and writing. |  |  |
| 5.7 the school provides outreach, program, and makes an effort to involve representatives from all of the school’s demographic areas. |  | State resources to be added |
| 5.8 the school publicizes activities/literacy events as well as makes information available about community literacy organizations through multiple mediums. |  |  |

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**Professional Learning**

The school/district provides research-based, results-driven professional learning opportunities in literacy for staff and implements performance evaluation procedures in order to improve teaching and learning in literacy.

Literacy PERKS

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS**

**PROFESSIONAL LEARNING**

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)**

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* **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

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| **DATA SOURCES**  **I&I** -Implementation & Impact Check Plans **CI** - Curriculum and Instruction Documents **OB** - Classroom &/or Laboratory Observation **PO** -Supply Requisitions & Purchase Orders  **CP**-Sch./Dist. Comprehensive Improvement Plan  **TI -** Textbook and Other Instructional Materials | **DATA SOURCES**  **INT- PR, T, P, S, C, O -** Principal, Teacher, Parent, Student, Classified Staff, Other Stakeholder Interview and/or Survey  **DPT** - Departmental Meeting Notes, Minutes, Agendas  **IEP, 504, ESS, G/T -** Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - Student Perception surveys/feedback of Teachers, Courses, Programs, Facilities | **DATA SOURCES**  **PORT** - Portfolio Analysis **KPREP** - Assessment Results **SW** - Student Work  **SYL** - Course Syllabi **WEB** - School Websites **LP** - Lesson Plans  **PSP** - Program Service Plan |

* Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
* **Connecting to Kentucky Documents -** The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the *Kentucky Literacy Plan.*

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| **Aligned Curriculum** | **ACADEMIC PERFORMANCE**  Standard 1 – Curriculum: The school develops and implements  a curriculum that is rigorous, intentional, and aligned to promote student learning success. | Content area reading instruction in all academic areas (#3). |
| **Multiple Assessments** | Standard 2 – Classroom Evaluation/Assessment  The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs, including assessments **of** and assessments **for** learning. | Early diagnosis and evaluation with appropriate individual intervention for students who  struggle with literacy at all levels (#2). |
| **Instruction and Intervention** | Standard 3 – Instruction and Intervention  The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance. | Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6). |
| **Literate Environment** | **LEARNING ENVIRONMENT**  Standard 4 – School Culture:  The school/district functions as a literacy learning community and supports a climate conducive to performance excellence. | Acknowledgement & ownership by communities of the importance of high literacy attainment as a means to improve  quality of life (#4). |
| **Partnerships** | Standard 5 – Partnerships  The school/district works with families and community to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students. | Supportive, participating families and community that value literacy (#1). |
| **Professional Learning** | Standard 6 – Professional Growth, Learning, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning for positive student outcomes | Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to facilitate & promote student learning in all content areas (#7). |

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| **Literacy Team** | **EFFICIENCY**  Standard 7 – Leadership:  School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and  developing leadership capacity. | Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8). |
| **Valuable Resources** | Standard 8 – Organizational Structure and Resources:  The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching  and learning and support high student and staff performance. | Adequate time devoted directly to student reading, writing, speaking, and listening (#5). |
| **Literacy Plan** | Standard 9 – Comprehensive and Effective Planning:  The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. |  |

**Literacy PERKS: Professional Learning**

**Conditions for Reading Success #7:** Well- prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas.

**Standard 6 – Professional Growth, Development, & Evaluation:** The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

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| **PROFESSIONAL LEARNING**  **Indicators**  *Provide data that indicate the extent to which . . .* | **SCHOOL DATA SOURCES** | **RESOURCES** |
| 6.1 adequate time and financial [resources](https://learningforward.org/standards/resources) support professional learning experiences. |  | State resources to be added |
| 6.2 administrators demonstrate instructional [leadership](https://learningforward.org/standards/leadership) by participating in and supporting literacy professional learning efforts. |  |  |
| 6.3 [analysis](https://learningforward.org/standards/data) of student work/performance, in relation to state standards, is a key facet of professional learning. |  |  |

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| 6.4 the design of the professional staff development experiences is based on [data](https://learningforward.org/standards/data) that reflects school-wide and individual needs and relates to the aligned curriculum. |  |  |
| 6.5 includes an [evaluation](https://learningforward.org/standards/outcomes) component that reflects the KDE Professional Learning [Standards](https://education.ky.gov/teachers/PD/Pages/Professional-Development-Standards.aspx) and encourages reflection to determine accountability and effectiveness of the [implementation](https://learningforward.org/standards/implementation) of literacy practices. |  | State resources to be added |
| 6.6 practical application [opportunities](https://learningforward.org/standards/learning-designs) allow teachers to use professional literature, memberships in professional organizations, media and technology resources to access further knowledge. |  |  |
| 6.7 teachers participate in professional learning experiences to learn about multiple approaches for meeting individual student literacy needs. |  |  |
| 6.8 Literacy [Team](https://learningforward.org/standards/learning-communities) Leaders/members facilitate and organize the school’s literacy professional learning. |  |  |

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| 6.9 the Literacy Team Leader reports to an [administrator](https://learningforward.org/standards/data) and the SBDM council on effectiveness of professional learning as it meets students’ needs. |  |  |
| 6.10 teachers use collaborative time for grade level and/or content area follow up [conversations](https://learningforward.org/standards/learning-communities) about professional learning experiences. |  | State resources to be added |
| 6.11 a wide range of intentional and differentiated professional development [experiences](https://learningforward.org/standards/learning-designs) with clear, focused goals and objectives are offered that address Professional Growth Plans and result in improved literacy instruction. |  |  |
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**Literacy Team**

The school/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity in literacy.

[**PERKS - Literacy Team**](#_bookmark67)[**Literacy Team Members**](http://www.kde.state.ky.us/KDE/Instructional%2BResources/Literacy/Literacy%2BTeam/Literacy-Literacy%2BTeam%2BMembers%2BWork.htm)[**Stakeholder Surveys**](#_bookmark68)

Literacy PERKS

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS**

**LITERACY TEAM**

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)**

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

* **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical processes required to produce and comprehend text. --from *Kentucky’s Literacy Plan*, developed by the Kentucky Literacy Partnership, 2011.
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**Continue**

**Literacy PERKS: Literacy Team**

**Conditions for Reading Success (#8):** Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians

**Standard 7 – Leadership:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

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| **LITERACY TEAM Indicator**  *Provide data that indicate the extent to which . . .* | **SCHOOL DATA SOURCES** | **RESOURCES** |
| 7.1 the SBDM council establishes a policy to form a Literacy Team and to monitor its work through committee reports to the Council. |  |  |
| 7.2 the SBDM council establishes and maintains a strong, 6-8 member Literacy Team which represents the school’s demographics. |  | State resources to be added |

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| 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. |  | State resources to be added |
| 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. |  |  |

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| * 1. The SBDM council directs the Literacy Team through policyto      + evaluate the current program using Literacy PERKS,      + analyze all test data, including   disaggregating literacy scores by race, SES, disabilities, and gender - School [Planning Kit.](http://www.kasc.net/train.html)   * + - [survey](#_bookmark69) all stakeholders to gather more   information,   * + - research effective literacy programs at similar schools,     - read professional texts,     - establish common beliefs about reading and writing,     - write, implement, and monitor a school- wide Literacy Plan,     - coordinate professional development and [facilitate study groups,](http://www.kde.state.ky.us/KDE/Instructional%2BResources/Literacy/Literacy%2B-%2BProfessional%2BDevelopment/Literacy-Professional%2BReading%2BMaterials.htm)     - mentor teachers through collaborations, and     - model effective literacy instruction. |  | State resources to be added |

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| 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 proficientreaders and writers. |  | State resources to be added |
| 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. |  |  |
| 7.8 the Literacy Team continues throughout the duration of school need. |  |  |

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**[Parent](#_bookmark70)** [**H.S. Student**](#_bookmark73)[**Administrator**](#_bookmark71)[**M.S. Student**](#_bookmark74)

[**St aff**](#_bookmark72)[**Primary Student**](#_bookmark75)

stakeholder survey

LITERACY SURVEY FOR PARENTS

Please answer these questions as completely as possible. Your answers will be used to help us increase student achievement, so please return by October 1. This is considered an informal needs assessment. Please circle the item (a-e) that best fits for you, in each of the statements. Legend is as follows:

* + 1. **never**
    2. **sometimes, but not every week**
    3. **once a week**
    4. **2-3 times a week**
    5. **more often than 2-3 times a week**
       1. Does your child read for pleasure?
          1. b. c. d. e.
       2. Does your child read magazines?
          1. b. c. d. e.
       3. Did you read to your child at a younger age?
          1. b. c. d. e.
       4. Do you share information that you read with your child?
          1. b. c. d. e.
       5. How much time each week does your child spend reading on his/her own?
          1. b. c. d. e.
       6. Does your child write for pleasure? (For example, writing in a diary or journal, writing poetry, writing stories?
          1. b. c. d. e.
       7. How often does your child see other family members reading?
          1. b. c. d. e.

**Please answer the following questions using this legend:**

**Yes**

**No**

* + - 1. Do you encourage your child to finish a book that he/she has started?
         1. Yes b. No
      2. Do you believe your child has difficulty reading and comprehending on grade level?
         1. Yes, Please explain b. No
      3. Does your child enjoy receiving books as gifts?
         1. Yes b. No
      4. Does your child have a library card?
         1. Yes b. No
      5. Can your child read and follow an instructions manual?
         1. Yes b. No
      6. Do you subscribe to newspapers or magazines in your home?
         1. Yes b. No
      7. Do you communicate regularly with the school on your child’s performance?
         1. Yes b. No Other Comments:

stakeholder survey

Administrators’ Survey

1. What does literacy look like in your building?
2. What are your building’s common beliefs about reading?
3. What is the literacy “vision” in your building?
4. What are your staff’s professional development needs to support literacy?
5. What are the literacy needs of your students?
6. What interventions are in place for “struggling readers?”
7. What percent of instruction is spent on: Literary reading

Informational reading Persuasive reading Practical/Workplace reading

1. What percent of time do students receive in explicit content reading instruction?
2. How often do teachers engage students as active partners in learning?
3. How many of your students are reading below grade level?



STAFF READING SURVEY

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

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

Yes, I want to be on the team

Other Comments:

**Student Literacy Questionnaire Russell Independent - HS**

1. On a typical school day, how much time do you spend reading other than reading class?

no time less than 1 hour 1-2 hours 3-4 hours more than 4 hours

1. How often does an adult read out loud during the school day?

Never sometimes but not every week once a week 2-3 times a week more often

1. How often do you use a computer to do research for class work?

Never sometimes but not every week once a week 2-3 times a week more often

1. How often do you read stories, poems, or books other than textbooks?

Never sometimes but not every week once a week 2-3 times a week more often

1. How often do you read newspapers or magazines?

Never sometimes but not every week once a week 2-3 times a week more often

6. How often do you spend time thinking or talking about what you are going to read before you read? Never sometimes but not every week once a week 2-3 times a week more often

1. How often do you spend time thinking or talking about what you have read after you read in the classroom?

Never sometimes but not every week once a week 2-3 times a week more often

1. How often do you spend time thinking or talking about what you have read after you read outside the classroom?

Never sometimes but not every week once a week 2-3 times a week more often

1. How often do you use a computer to read poems, articles, stories, or books?

Never sometimes but not every week once a week 2-3 times a week more often

1. How often do you write poetry, stories, plays, or journals?

Never sometimes but not every week once a week 2-3 times a week more often

1. How often do you write about what you read?

Never sometimes but not every week once a week 2-3 times a week more often

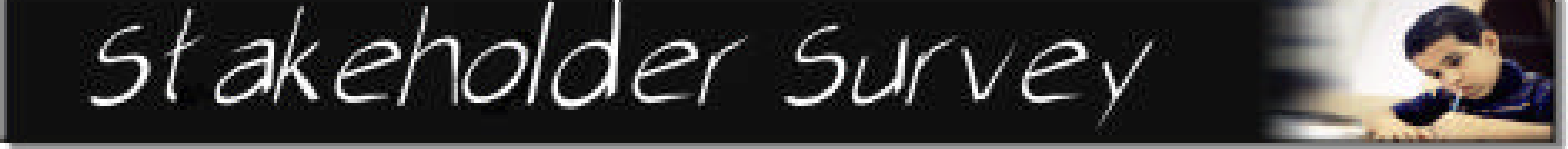
1. How many books do you have at home?

0-25 26-50 51-75 76-100 over 100

1. How often do you see your family read?

Never sometimes but not every week once a week 2-3 times a week more often

1. Are you satisfied with your reading skills? yes  no if no, please answer #15
2. What classroom assistance would help you to improve your reading skills? Use back if necessary

**Student Literacy Questionnaire-Russell Independent -MS**

* 1. On a typical school day, how much time do you spend reading other than reading class?
     1. no time b. less than 1 hour c. 1-2 hours d. 3-4 hours e. more than 4 hours
  2. How often does an adult read out loud during the school day?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  3. How often do you use a computer to do research for class work?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  4. How often do you read stories, poems, or books other than textbooks?
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  5. How often do you read newspapers or magazines?
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  6. How often do you spend time thinking or talking about what you are going to read before you read?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  7. How often do you spend time thinking or talking about what you have read after you read in the classroom?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  8. How often do you spend time thinking or talking about what you have read after you read outside the classroom?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  9. How often do you use a computer to read poems, articles, stories, or books?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  10. How often do you write poetry, stories, plays, or journals?
      1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  11. How often do you write about what you read?
      1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  12. How many books do you have at home?
      1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  13. How often do you see your family read?
      1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  14. How often do your classes come to the library?
      1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  15. How often do you go to a library or bookstore outside the school setting?
      1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often

TGROVES:literacy:topic folders:lit survey:completed wd survey:literacy question-ms.doc

* 1. When you go to the library, how often do you use books rather than the computer to do your research?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  2. How often do you use books on tape?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  3. How often do you complete a book that you are reading?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  4. Do you loose your place often when you read?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  5. Are you uncomfortable or embarrassed to read aloud in class?
     1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
  6. If I have trouble reading it is because: a. I loose my place b. the words seem to move

c. I don’t understand the words d. words are hard to see e. I’m easily distracted

* 1. Are you satisfied with your reading skills?
     1. yes b. no if no, please answer #23
  2. What classroom assistance would help you to improve your reading skills?

Use back if necessary

TGROVES:literacy:topic folders:lit survey:completed wd survey:literacy question-ms.doc



grade date name

**Student Literacy Questionnaire Russell Independent-PS**

1. How often does an adult read out loud during the school day?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
2. How often do you use a computer to do research for class work?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
3. How often do you read stories, poems, or books other than textbooks?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
4. How often do you read newspapers or magazines?

A. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often

1. How often do you spend time thinking or talking about what you are going to read before you read?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
2. How often do you spend time thinking or talking about what you have read after you read in the classroom?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
3. How often do you use a computer to read poems, articles, stories, or books?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
4. How often do you write about what you read?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
5. How often do you see your family read?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
6. How often do you go to a library or bookstore outside the school setting?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
7. How often do you use books on tape?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
8. How often do you complete a book that you are reading?
   1. Never b. sometimes but not every week c. once a week d. 2-3 times a week e. more often
9. Do you lose your place often when you read?
   1. Never b. occasionally c. always
10. Are you uncomfortable or embarrassed to read aloud in class?
    1. Never b. occasionally c. always

**Valuable Resources**

##### The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning in literacy and to support high student and staff performance in literacy.

Literacy PERKS

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS**

**VALUABLE RESOURCES**

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)**

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

* **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical processes required to produce and comprehend text. --from *Kentucky’s Literacy Plan*, developed by the Kentucky Literacy Partnership, 2011.
* **Using Literacy PERKS -** Literacy PERKS is designed for use by school, district, and state-level reviewers. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
* **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

|  |  |  |
| --- | --- | --- |
| **DATA SOURCES**  **I&I** -Implementation & Impact Check Plans **CI** - Curriculum and Instruction Documents **OB** - Classroom &/or Laboratory Observation **PO** -Supply Requisitions & Purchase Orders  **CP**-Sch./Dist. Comprehensive Improvement Plan  **TI -** Textbook and Other Instructional Materials | **DATA SOURCES**  **INT- PR, T, P, S, C, O -** Principal, Teacher, Parent, Student, Classified Staff, Other Stakeholder Interview and/or Survey  **DPT** - Departmental Meeting Notes, Minutes, Agendas  **IEP, 504, ESS, G/T -** Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - Student Perception surveys/feedback of Teachers, Courses, Programs, Facilities | **DATA SOURCES**  **PORT** - Portfolio Analysis **KPREP** - Assessment Results **SW** - Student Work  **SYL** - Course Syllabi **WEB** - School Websites **LP** - Lesson Plans  **PSP** - Program Service Plan |

* Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
* **Connecting to Kentucky Documents -** The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the *Kentucky Literacy Plan.*

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| --- | --- | --- |
| **Aligned Curriculum** | **ACADEMIC PERFORMANCE**  Standard 1 – Curriculum: The school develops and implements  a curriculum that is rigorous, intentional, and aligned to promote student learning success. | Content area reading instruction in all academic areas (#3). |
| **Multiple Assessments** | Standard 2 – Classroom Evaluation/Assessment  The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs, including assessments **of** and assessments **for** learning. | Early diagnosis and evaluation with appropriate individual intervention for students who  struggle with literacy at all levels (#2). |
| **Instruction and Intervention** | Standard 3 – Instruction and Intervention  The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance. | Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6). |
| **Literate Environment** | **LEARNING ENVIRONMENT**  Standard 4 – School Culture:  The school/district functions as a literacy learning community and supports a climate conducive to performance excellence. | Acknowledgement & ownership by communities of the importance of high literacy attainment as a means to improve  quality of life (#4). |
| **Partnerships** | Standard 5 – Partnerships  The school/district works with families and community to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students. | Supportive, participating families and community that value literacy (#1). |
| **Professional Learning** | Standard 6 – Professional Growth, Learning, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning | Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to facilitate & promote student learning in all content areas (#7). |

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| **Literacy Team** | **EFFICIENCY**  Standard 7 – Leadership  School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and  developing leadership capacity. | Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8). |
| **Valuable Resources** | Standard 8 – Organizational Structure and Resources  The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching  and learning and support high student and staff performance. | Adequate time devoted directly to student reading, writing, speaking, and listening (#5). |
| **Literacy Plan** | Standard 9 – Comprehensive and Effective Planning  The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. |  |

**Continue**

**Literacy PERKS: Valuable Resources**

**Conditions for Reading Success (#5):** Adequate time devoted directly to the teaching of reading.

**Standard 8 – Organizational Structure and Resources:** The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.

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| **VALUABLE RESOURCES Indicators**  *Provide data that indicate the extent to which . . .* | **SCHOOL DATA SOURCES** | **RESOURCES** |
| 8.1 fiscal resources (federal, state, local) are allocated to support high performance in literacy. |  |  |
| 8.2 human resources are allocated and organized to support high performance in literacy. |  | State resources to be added |
| 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). |  |  |

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| 8.4 the Library Media Center has a variety of current and attractive reading materials. |  |  |
| 8.5 the master schedule reflects the belief that literacy is foundational to a successful life beyond school |  | State resources to be added |
| 8.6 the SBDM has policies in place that ensure funding for literacy efforts is based on identified student needs. |  |  |
| 8.7 the school supports teachers in literacy grant writing. |  |  |

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| 8.8 the school uses **resources** (e.g., ESS, FRYSC, university personnel, technology, [KY Virtual](http://www.kyvl.org/) Library, Library Media [Center)](http://www.kde.state.ky.us/KDE/Instructional%2BResources/Curriculum%2BDocuments%2Band%2BResources/Library%2BMedia.htm) to maximize literacy efforts. |  |  |
| 8.9 Teachers have professional materials for study groups. |  | State resources to be added |
| 8.10 Teachers have time set aside for the purpose of planning for literacy instruction both vertically and horizontally. |  |  |
| 8.11 **Uninterrupted** blocks of time are available for literacy and are used to maximize student learning. |  |  |

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**Literacy Plan**

The school / district develops, implements, and evaluates a schoolwide literacy plan that communicates a clear purpose, direction, and action plan focused on teaching and learning in literacy.

Literacy PERKS

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS**

**LITERACY PLAN**

**PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)**

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**Literacy PERKS: Literacy Plan**

**Standard 9 – Comprehensive and Effective Planning:** The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

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| **LITERACY PLAN Indicators**  Provide data that indicate the extent to which the school’s Literacy Plan . . . | **SCHOOL DATA SOURCES** | **RESOURCES** |
| 9.1 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. |  | State resources to be added |
| 9.2 communicates a consistent message regarding importance of quality early childhood experiences for achievement in primary grades. |  |  |
| 9.3 promotes collaboration of local education leaders and the entire community in building a literacy culture. |  |  |

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| **LITERACY PLAN Indicators**  Provide data that indicate the extent to which the school’s Literacy Plan . . . | **SCHOOL DATA SOURCES** | **RESOURCES** |

|  |  |  |
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| 9.4 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. |  |  |
| 9.5 provides access to quality learning tools, technologies, and resources. |  | State resources to be added |
| 9.6 is reviewed and revised periodically using data from sources such as Implementation and Impact checks, making decisions based on student learning needs. |  |  |
| 9.7 develops a communication policy about literacy expectations for all children and youth. |  |  |
| 9.8 has an action plan that includes milestones that are monitored and adjusted. |  |  |