

## Literacy Capacity Self-Assessment

Directions:

Please read each item. Reflect and discuss two things:

1. Your beliefs about the importance of this factor in supporting literacy development.
2. The degree to which this characteristic exists in current practice at your school

**Please rate from 1 to 5 the importance of each item to achieving literacy success in your school. A rating of 1 = not important to success and 5 = very important to success.**

**Then rate from 1 to 5 the degree to which each item exists at your school. A rating of 1 = this does not exist and 5 = it exists fully.**

<b>Importance rating: 1 = not important to success 5 = very important to success</b>  <b>Practice Rating: 1 = this does not exist 5 = it exists fully.</b>	<b>Importance to achieving literacy success</b>	<b>Degree to which this exists at this school</b>
<b>School Culture</b>		
The school has a vision of what students should know and be able to do. "All graduates college- and career-ready."		
The school has a clear focus and a plan to realize the vision.		
The entire staff can articulate the focus.		
Student achievement is at the core of every decision.		
The staff believes that student success is due to work and effort as opposed to innate ability.		
The staff believes that literacy instruction benefits all students.		
The staff believes that, given time, all students can learn.		
Students have the time they need to achieve mastery.		
Students believe that the faculty is committed to their success.		
Grading policies are not punitive and enhance student motivation.		
School policies and practices support the schoolwide literacy initiative.		
Goal is continuous, incremental progress		
Teachers work in content teams.		
Best teachers teach the neediest students.		

<b>Collaborative Leadership</b>		
The school leader plays a visible role in the literacy effort.		
In addition to the principal there is an identified literacy leader.		
The principal is actively involved in every aspect of literacy improvement.		
The principal and the literacy leader work in partnership.		
Leadership is distributed throughout the school.		
The school has an active literacy council with representatives from throughout the school.		
School leaders encourage collaborative decision-making.		
Decisions are based on the improvement of student achievement.		
School leaders support integration of literacy instruction across the content areas.		
School leaders and staff members believe the teaching of reading is their responsibility.		
Master Schedule is collaborative and based on the needs of the students.		

<b>Assessment &amp; Strategic Use of Data</b>		
All school decisions begin with the gathering and analysis of data.		
A variety of school and student data sources are used to support the instructional improvement focus.		
Standardized, formal assessments are used to assess reading skills of all students.		
All students are assessed annually.		
Students in greater need are assessed more frequently.		
Student data is reported to all teachers.		
Teachers receive data in a timely manner.		
Teachers know the reading capabilities of all students they teach.		
Assessment data is reported in a vertical scale that is aligned with the reading difficulty of text (Lexile).		
Data obtained from common formative and summative assessments is used to inform instruction, focus review, and target remediation.		
Data from formative and summative assessments is used to continually adjust the focus of the literacy program.		
Each facet of the literacy program is evaluated on a regular basis.		

<b>Build Capacity: Professional Development</b>		
The Literacy Leadership Team/Literacy Council assesses and plans literacy professional development.		
Professional development to improve literacy is based on diagnostic assessment data.		
Professional development plans are based on identified student literacy needs and teacher capacity to meet those needs.		
All teachers receive training and support to implement school wide literacy strategies which include explicit vocabulary and comprehension instruction.		
Teachers demonstrate proficiency in teaching literacy strategies.		
Observation and assessment of instructional practices provide direction as to ongoing literacy professional planning.		
Content area teachers receive targeted professional development to learn literacy strategies.		
Literacy Coach is the lead mentor for new teachers.		
Peer observation and peer coaching are common practices.		
School staff plans and lead professional development activities.		
Professional development activities are job-imbedded or conducted during the school day.		

<b>Instructional Practices</b>		
The role of the classroom teacher is clearly defined—teach the language of your subject area.		
Explicit vocabulary instruction is provided in every content area.		
Teachers in every classroom teach explicit comprehension strategies.		
“Discussion Around Text” is a normal part of instruction throughout every content area in the school.		
Literacy instruction is considered normal and is imbedded in classroom instruction.		
Students are often not aware that they are receiving literacy instruction.		
Common formative and summative assessments.		
Because literacy is viewed as something for everyone, literacy instruction is provided to even the most advanced students.		
Literacy strategies taught in intervention classes are reinforced in content courses.		
Teachers throughout the school consistently use effective instructional practices in support of developing student literacy and comprehension of course content.		

Differentiated instruction includes phonemic awareness, vocabulary, comprehension, and fluency based on assessed student needs.		
Each lesson affords students a variety of input and output opportunities.		
Throughout the school there is an identifiable beginning and ending to each class session.		
Teachers effectively use a variety of reading strategies.		
Teachers provide personalized support to each student to improve literacy based on assessed needs.		
Teachers create literacy rich environments with books, journals, and research texts to support content learning.		
Writing rubrics are developed and used as instructional tools by all teachers.		

<b>Interventions to Improve Student Achievement</b>		
Intensive and strategic tutoring is used to bring all students to proficiency.		
A multi-tiered system of targeted interventions is in place.		
Student participation in a tier 3 intervention is based on multiple data points.		
Students have additional time to improve literacy skills. In addition to ELA, not in place of ELA		
Individual Literacy Plans meet literacy instructional needs of struggling students.		
Student progress is closely monitored on a weekly or bi-weekly basis.		
Interventions use text from core academic courses.		
Intervention is highly prescriptive towards improving identified literacy deficits of individuals.		
There are interventions for special populations of students.		
Ample tutoring sessions are available to support improved student literacy.		

<b>Resources</b>		
Budget reflects literacy priorities		
Literacy or Peer Coach devotes 100% of time to literacy and peer coaching.		
Reading specialists teach intervention classes.		
Intervention classes range from 15 to 18 students.		