

Program Effectiveness Review for Kentucky Schools (PERKS)

Introduction

The Literacy PERKS Booklet is a resource for principals, teachers and all other stakeholders to use in the review and evaluation of the school's literacy program.

This booklet takes the reviewer through the Literacy PERKS document and helps the Literacy Team identify areas of progress as well as areas for improvement.

Below is a list of documents and sources that can be used to gather evidence to demonstrate that indicators are being met:

- Lesson Plans
- Audits and Reviews
- Comprehensive School Improvement Plan
- Interviews (students, teachers, parents, community members)
- Units of Study
- Kentucky Performance Report
- Reading Programs currently implemented
- School Report Card
- Master Schedule
- E-walks
- Walkthroughs

Directions

Once the Literacy Team becomes familiar with the standards and indicators follow these steps in the review process.

1. Assign one to two standards to each team member.
2. Complete documentation of indicators for each standard.
3. Gather the team together to review the evidence for each standard.
4. Determine, as a team, whether the indicators were met or not met for each standard.
5. Complete the Next Steps section for each standard.
6. Consider the "Five Important Questions about Literacy Supports" found at the end of the PERKS document.
7. Prioritize the steps necessary to implement an effective Literacy Plan.

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Literacy Perks Standard 1
Aligned Curriculum

Indicator 1

The curriculum aligns with Kentucky's Program of Studies, Core Content for Assessment, Academic Expectations and Transformations: Kentucky's Curriculum Framework.

Yes No Teachers have access to these documents.

Yes No Teachers have had training and are knowledgeable of them

Yes No Comparisons have been conducted between the curriculum and these documents to ensure alignment.

Explain

Indicator 2

The curriculum allows for continuous progress for all students and meets the students' individual needs through a differentiated curriculum (e.g., learning styles, developmental variations, culturally responsive curriculum) to ensure that all students are performing at high levels.

Explain

Check the items below where there is evidence of differentiated curriculum.

Walkthrough observations

Unit plans

Lesson Plans

Student work samples

Other

Indicator 3

Student conversations are taking place (e.g., literature circles, book clubs, author studies) around a variety of texts to help construct meaning.

Walkthrough observations

Unit Plans

Lesson Plans

Other

Indicator 4

The curriculum blends the five literacy strands (reading, writing, speaking/listening/observing), inquiry, and technology-as-communication in order to build a wide range of literacy experiences for a variety of authentic purposes and audiences.

Yes No

Explain

Check the types of activities that are occurring in the classroom:

Reading for content using a variety of sources (e.g., newspapers, magazines, nonfiction, fiction)

Writing to learn

Writing to demonstrate learning

Writing for authentic purposes and audiences

Other

Indicator 5

Sources of technology are available through the curriculum to help students gather, organize, manipulate and express ideas and information for a variety of authentic purposes and ideas.

- KY Virtual Library
- KY Virtual School

Other

Indicator 6

The curriculum includes reading that is reflective of the types of writing expected (e.g., reflective, personal expressive, literary, transactive and writing from different content areas).

Yes No

Explain

Indicator 7

The curriculum is 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.

Yes No

Explain

Evidence of this alignment

- Curriculum maps
- Unit plans
- Lesson plans

Other

Indicator 8

The curriculum is assessed both formally and informally.

Yes No

Check the assessments below that are implemented in your school:

Formal: On-demand writing
 Writing portfolio
Other

Informal: Dialogue journal entry
 Reading response
 Journal retellings
 Running records
 Checklists
 Anecdotal records
 Teacher/student conferences

Other

Indicator 9

There is a systematic process for monitoring, evaluating and reviewing the curriculum.

Yes No

Describe the process.

Indicator 10

The curriculum reflects collaboration among language arts and content area teachers.

Yes No

Explain

Teachers engage in planning sessions together.

Weekly

Monthly

Other

Evidence that planning sessions are effective

Lesson plans

Unit plans

Teacher created assessments

Documentation of analysis of student work

Other

**Literacy PERKS Standard One
Aligned Curriculum**

Indicator	Met	Not Met
One - Alignment with State Expectations/Documents	<input type="checkbox"/>	<input type="checkbox"/>
Two – Continuous Progress/Differentiated Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Three – Conversations to Construct Meaning	<input type="checkbox"/>	<input type="checkbox"/>
Four – Evidence of Five Literacy Strands	<input type="checkbox"/>	<input type="checkbox"/>
Five – Sources of Technology	<input type="checkbox"/>	<input type="checkbox"/>
Six – Reading Curriculum is Reflective of Writing Expectations	<input type="checkbox"/>	<input type="checkbox"/>
Seven – Horizontally and Vertically Aligned Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Eight – Formal and Informal Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Nine – Systematic Monitoring/Evaluating/Reviewing of Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Ten – Collaboration between Language Arts teachers and Content Area Teachers	<input type="checkbox"/>	<input type="checkbox"/>

- All Indicators Met
- Majority of Indicators Met
- Some Indicators Met
- Few Indicators Met
- No Indicators Met

Next Steps

Literacy Perks Standard 2
Multiple Assessments

Indicator 1

The school allows for continuous progress for all students by meeting students' individual needs through a differentiated curriculum (e.g., learning styles, developmental variations, culturally responsive curriculum).

Yes No

Explain

Indicator 2

The school allows students to demonstrate learning through varied and differentiated assessments (e.g., formative, summative, diagnostic, pre-assessments).

Explain

Check the items below where evidence of differentiated curriculum exists.

- Anecdotal records
- Performance events
- Unit plans
- Lesson plans
- Student work

Other

Indicator 3

The assessment process includes self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers.

Yes No

Explain

Indicator 4

There is evidence that assessments are aligned horizontally and vertically within the school and vertically with other schools in the district to provide a fluid transition from class-to-class, grade-to-grade and school-to-school. Assessments embedded within instruction.

Yes No

Explain

Evidence of this alignment

- Curriculum maps
- Unit plans
- Lesson plans

Other

Indicator 5

Assessments are designed to measure effective instruction directly related to the Program of Studies and Core Content for Assessment.

Yes No

Explain

Indicator 6

Kentucky Core Content Test (KCCT) data indicates that the number of novice and apprentice readers and writers is declining.

Yes No

Explain

Indicator 7

Progress monitoring (a systematic schedule of assessments and data analysis of learning results) demonstrates that students are effectively learning the strategies they have been taught.

Yes No

Explain

Check the assessments below which are implemented in your school:

Formative:

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

OTHER

Summative:

<input type="checkbox"/>	Open response	<input type="checkbox"/>	On-demand
<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Writing portfolio task
<input type="checkbox"/>	Multiple choice/selected response	<input type="checkbox"/>	Performance tasks/events
<input type="checkbox"/>	Essay	<input type="checkbox"/>	

OTHER

Indicator 8

Quantitative and qualitative data are collected and analyzed for screening and diagnosis of student achievement in relation to literacy goals.

Yes No

Check the assessments below that provide quantitative and qualitative data for your school:

Quantitative: CATS results Running Records reading assessments

Other

Qualitative: interviews observations conferences

Other

Indicator 9

The results of assessments are made available to parents/guardians in a timely fashion.

Yes No

Explain

Indicator 10

The results of formal and informal assessments guide instructional decisions and selection of appropriate strategies.

Yes No

Explain

Indicator 11

Students have multiple opportunities in different modalities (e.g., written, oral performance, visual) to demonstrate their abilities before any reading difficulty is diagnosed or intervention is determined.

Yes No

Explain

Literacy PERKS Standard Two Multiple Assessments

Indicator	Met	Not Met
One – Differentiated Curriculum to Allow for Continuous Progress	<input type="checkbox"/>	<input type="checkbox"/>
Two – Varied and Differentiated Assessments	<input type="checkbox"/>	<input type="checkbox"/>
Three – Assessment includes Self- Reflection	<input type="checkbox"/>	<input type="checkbox"/>
Four – Horizontally and Vertically Aligned Assessments	<input type="checkbox"/>	<input type="checkbox"/>
Five – Assessments Directly Related to KY Expectations (POS, CCA)	<input type="checkbox"/>	<input type="checkbox"/>
Six – KCCT Scores Show Improvement Over Time	<input type="checkbox"/>	<input type="checkbox"/>
Seven – Systematic Assessments Demonstrate Effective Learning Strategies Taught	<input type="checkbox"/>	<input type="checkbox"/>
Eight – Quantitative and Qualitative Data Analyzed in Relation to Literacy Goals	<input type="checkbox"/>	<input type="checkbox"/>
Nine – Assessments Available to Parents/Guardians in a Timely Fashion	<input type="checkbox"/>	<input type="checkbox"/>
Ten – Assessments Guide Instruction and Selection of Literacy Strategies	<input type="checkbox"/>	<input type="checkbox"/>
Eleven – Multiple Opportunities in Different Modalities Available before Reading Intervention	<input type="checkbox"/>	<input type="checkbox"/>

- All Indicators Met
- Majority of Indicators Met
- Some Indicators Met
- Few Indicators Met
- No Indicators Met

Next Steps

Literacy Perks Standard 3
Instruction

Indicator 1

All teachers include reading, writing, speaking, listening and observing activities in class on a regular basis.

Yes No

Explain

Indicator 2

There is a set time for teachers across grade levels and content areas to collaborate on targeted literacy strategies for students.

Yes No

Explain

Indicator 3

Teachers provide regular, appropriate experiences for students to engage in conversations about reading, writing, listening, speaking and observing.

Yes No

Explain

Indicator 4

Teachers are familiar with and use the state-mandated Program of Studies to guide curriculum.

Yes No

Explain

Indicator 5

Teachers' unit plans/lesson plans include intentional literacy skills and strategies.

Yes No

Explain

Indicator 6

Teachers' professional development is focused on literacy strategies specific to their content areas.

Yes No

Explain

Indicator 7

All teachers provide explicit instruction on reading, writing, speaking, listening and observing in their content areas.

Yes No

Explain

Literacy PERKS Standard Three Instruction

Indicator	Met	Not Met
One – Regular Reading/Writing/Speaking/Listening/Observing Activities in Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Two – Collaboration Across Grade Levels and Content Areas with Focus on Targeted Reading Strategies	<input type="checkbox"/>	<input type="checkbox"/>
Three – Regular and Appropriate Experiences for Student Conversations about the Five Strands of Literacy (Reading/Writing/Speaking/Listening/Observing)	<input type="checkbox"/>	<input type="checkbox"/>
Four – Teachers Familiar with and use the Kentucky Program of Studies	<input type="checkbox"/>	<input type="checkbox"/>
Five – Unit/Lesson Plans Include Intentional Literacy Activities	<input type="checkbox"/>	<input type="checkbox"/>
Six – Updated PD Focused on Content Literacy Strategies	<input type="checkbox"/>	<input type="checkbox"/>
Seven – Content Area Teachers Provide Explicit Instruction on The Five Strands of Literacy in their Content Area	<input type="checkbox"/>	<input type="checkbox"/>

All Indicators Met

Majority of Indicators Met

Some Indicators Met

Few Indicators Met

No Indicators Met

Next Steps

Literacy Perks Standard 4
Literate Environment

Indicator 1

All teachers value reading and writing as tools to help students understand the content.

Yes No

Explain

Indicator 2

All teachers understand how their work supports the schoolwide literacy program.

Yes No

Explain

Indicator 3

All stakeholders take responsibility for improving the literacy performance of students.

Yes No

Explain

Indicator 4

The class/school environment is visually inviting and stimulating.

Yes No

Explain

Indicator 5

There are regular, informal conversations about literacy experiences between adults and students, as well as between students and students.

Yes No

Explain

Indicator 6

The Library Media Center is a key component of literacy efforts and reflects literacy as a priority in the school through various activities (e.g., student readings, posting of student work, book clubs, book fairs).

Yes No

Explain

Indicator 7

The school provides parents with trainings on reading aloud to their children and lists of age-appropriate books to read with their children.

Yes No

Explain

Indicator 8

Students have access to appropriate, engaging and accessible texts.

Yes No

Explain

Indicator 9

Students hear fluent adults model reading, thinking and writing.

Yes No

Explain

Indicator 10

Students see adults reading and writing for various purposes.

Yes No

Explain

Indicator 11

Student work is displayed prominently with accompanying rubrics.

Yes No

Explain

**Literacy PERKS Standard Four
Literate Environment**

Indicator	Met	Not Met
One – All Teachers Value Reading and Writing as Tools to Understand Content	<input type="checkbox"/>	<input type="checkbox"/>
Two – Teachers Understand How Their Work Supports the Schoolwide Program	<input type="checkbox"/>	<input type="checkbox"/>
Three – Stakeholders Take Responsibility for Students’ Literacy Performance	<input type="checkbox"/>	<input type="checkbox"/>
Four – Visually Stimulating School/Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Five – Regular Conversations (students and teachers) about Literacy Experiences	<input type="checkbox"/>	<input type="checkbox"/>
Six – Library/Media Center Reflects Literacy as a Priority	<input type="checkbox"/>	<input type="checkbox"/>
Seven – Parent Training Provided	<input type="checkbox"/>	<input type="checkbox"/>
Eight – Access to Appropriate and Engaging Texts	<input type="checkbox"/>	<input type="checkbox"/>
Nine – Students Hear Adults Model Reading, Thinking and Writing	<input type="checkbox"/>	<input type="checkbox"/>
Ten – Students See Adults Reading and Writing for Various Purposes	<input type="checkbox"/>	<input type="checkbox"/>
Eleven – Student Work Displayed with Rubrics	<input type="checkbox"/>	<input type="checkbox"/>

- All Indicators Met
- Majority of Indicators Met
- Some Indicators Met
- Few Indicators Met
- No Indicators Met

Next Steps

Literacy Perks Standard 5
School, Family, and Community Partnerships

Indicator 1

Adults read frequently with students.

Yes No

Explain

Indicator 2

The community supports literacy through public relations campaigns as well as provides donations for the purchase of new materials.

Yes No

Explain

Indicator 3

Community employment requirements reflect the importance of literacy skills.

Yes No

Explain

Indicator 4

The Family Resource and Youth Service Center (FRYSC) forms partnerships to bridge the gap between the community and the school.

Yes No

Explain

Indicator 5

Parents and community volunteers (e.g., grandparents, guardians, local business people) are visible in the school and play a key role (e.g., reading aloud, listening to students read, mentoring) in the literacy program.

Yes No

Explain

Indicator 6

The school makes efforts to establish formal and informal literacy partnerships with families as well as the private and public sectors (e.g., businesses/industries, faith-based organizations, civic organizations or associations) of the community to provide training that supports reading and writing.

Yes No

Explain

Indicator 7

The school provides outreach programs and makes an effort to involve representatives from all the school's demographic areas.

Yes No

Explain

Indicator 8

The school publicizes activities/literacy events as well as makes information available about **community literacy organizations** (e.g., Civic Literacy Initiative of Kentucky, Friends of the Library, Boy Scouts, Girl Scouts, 4H, Big Brothers & Big Sisters of Kentuckiana) through multiple mediums.

Yes No

Explain

Literacy PERKS Standard Five Partnerships

Indicator	Met	Not Met
One – Adults Read Frequently with Students	<input type="checkbox"/>	<input type="checkbox"/>
Two – Community Supports Literacy with Campaigns and Donations	<input type="checkbox"/>	<input type="checkbox"/>
Three – Community Supports Reading and Writing Through Employment Requirements	<input type="checkbox"/>	<input type="checkbox"/>
Four – FRYSC forms Partnerships to Bridge the School/Community Gap	<input type="checkbox"/>	<input type="checkbox"/>
Five – Parent/Community Volunteers are Visible and Play a Key Role in the Literacy Program	<input type="checkbox"/>	<input type="checkbox"/>
Six – School Establishes Partnerships with Families, as well as Public and Private Sectors to Provide Reading and Writing Training	<input type="checkbox"/>	<input type="checkbox"/>
Seven – School Provides Outreach Programs to Involve Representatives from all Demographic Areas Represented at the School	<input type="checkbox"/>	<input type="checkbox"/>
Eight – School Publicizes Events About Community Literacy Organizations	<input type="checkbox"/>	<input type="checkbox"/>

All Indicators Met

Majority of Indicators Met

Some Indicators Met

Few Indicators Met

No Indicators Met

Next Steps

Literacy Perks Standard 6
Professional Development

Indicator 1

Administrators demonstrate instructional leadership by participating in and supporting professional development experiences.

Yes No

Explain

Indicator 2

Analysis of student work/performance, in relation to state standards, is a key facet of professional development.

Yes No

Dates of analysis:

Information used for the analysis

Explain

Indicator 3

Teachers use collaborative time for grade-level and/or content-area follow-up conversations about professional development sessions.

Yes No

Explain

Indicator 4

Adequate time and financial resources are designated to support professional development experiences.

Yes No

Time designated for professional development

Sources used to fund these professional development experiences include the following:

Indicator 5

A wide range of professional development experiences with clear goals and objectives are offered that result in improved literacy instruction.

Yes No

Check the following that are offered:

- Workshops
- Action research
- Study groups
- Demonstration lessons
- Embedded/ongoing

Other

Explain

Indicator 6

Teachers participate in professional development experiences to learn about multiple approaches for meeting individual students' literacy needs.

Yes No

Consider the following topics that may apply to professional development experiences offered:

- Balanced literacy
- Differentiated instruction
- Multicultural education/instruction
- Multilingual education/instruction
- Best practices in instruction
- Equitable assessments

Other

Indicator 7

Professional development includes an evaluation component.

Yes No

This component encourages reflection to determine accountability and effectiveness of implementation of literacy practices.

Yes No

Explain

Indicator 8

The school's Literacy Team facilitates and organizes the school's literacy professional development.

Yes No

The Literacy Team reports to an administrator and the SBDM council on the effectiveness of professional development as it meets students' needs.

Yes No

Explain

Indicator 9

The design of the professional staff development experiences is based on data that reflects school-wide and individual teacher needs and relates to the aligned curriculum.

Yes No

Data sources include the following:

Indicator 10

Practical application opportunities allow teachers to use professional literature, media and technology resources (e.g., KYVL, KVS) to access further knowledge.

Yes No

Explain

Literacy PERKS Standard Six Professional Development

Indicator	Met	Not Met
One – Administrators Participate in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Two – Professional Development Includes Analysis of Student Work in Relation to State Standards	<input type="checkbox"/>	<input type="checkbox"/>
Three – Collaborative Time Set Aside for Grade-Level/Content-Area follow-up Professional Development Conversations	<input type="checkbox"/>	<input type="checkbox"/>
Four – Adequate Time and Financial Resources Set Aside for Professional Development Experiences	<input type="checkbox"/>	<input type="checkbox"/>
Five – Wide Range of Professional Development Opportunities Offered	<input type="checkbox"/>	<input type="checkbox"/>
Six – Professional Development Focuses on Meeting Individual Students’ Literacy Needs	<input type="checkbox"/>	<input type="checkbox"/>
Seven – Professional Development Includes an Evaluation Component	<input type="checkbox"/>	<input type="checkbox"/>
Eight – Literacy Team Facilitates and Organizes the School’s Literacy Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Nine – Professional Development Based on Data that Reflects School-Wide and Individual Teacher Needs and is Aligned to the Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Ten – Opportunities for Practical Application that Allows Teachers to Use Professional Literature, Media and Technology Resources	<input type="checkbox"/>	<input type="checkbox"/>

- All Indicators Met
- Majority of Indicators Met
- Some Indicators Met
- Few Indicators Met
- No Indicators Met

Next Steps

Literacy Perks Standard 7

Literacy Team

Indicator 1

The SBDM council establishes policy to form a Literacy Team and monitors its work through committee reports to the SBDM Council.

Yes No

Explain

Indicator 2

The SBDM council establishes and maintains a strong, 6-8 member Literacy Team which represents the school's demographics.

Yes No

Check the following who serve as team members:

- Principal
- School Writing Leader
- Library Media Specialist
- SBDM member
- A Student
- A Counselor
- Technology Coordinator
- Title 1 Coordinator
- Limited English Proficiency Teacher
- Special Education Teachers who collaborate
- Representatives from all Grades and Content Areas

Other

Indicator 3

The SBDM council selects a Literacy Team Leader based on the following criteria: the leader's knowledge, leadership capacity, ability to collaborate, motivation, willingness to pursue further training, and commitment to providing consistent leadership over the comprehensive school improvement plan.

Yes No

Indicator 4

The SBDM council leverages available resources to fund the Literacy Team Leader's position and allows for flexible scheduling of the Literacy Team Leader's time

Yes No

Indicator 5

Check the following items that your SBDM directs the Literacy Team to complete through policy:

- Evaluate the current program using Literacy PERKS
- Analyze test data, including disaggregating literacy scores by ethnicity, SES, disabilities and gender
- Survey all stakeholders to gather more information
- Research effective literacy programs at similar schools
- Establish common beliefs about reading and writing
- Write, implement and monitor a school-wide Literacy Plan

- Coordinate professional development and facilitate study groups
- Mentor teachers through collaboration
- Model effective literacy instruction

Other

Indicator 6

The Literacy Team's objective is to develop a unified, balanced approach to literacy and to facilitate the school's goal of increasing the number of proficient readers and writers.

Yes No

Explain

Indicator 7

The Literacy Team meets regularly to plan.

Yes No

The meeting time is

Indicator 8

The team advertises meeting dates in advance, records and collects minutes, and makes the minutes accessible for public review.

Yes No

**Literacy PERKS Standard Seven
Literacy Team**

Indicator	Met	Not Met
One – SBDM Establishes Policy for the Literacy Team	<input type="checkbox"/>	<input type="checkbox"/>
Two – SBDM Establishes a Literacy Team That Represents the School’s Demographics	<input type="checkbox"/>	<input type="checkbox"/>
Three – SBDM Selects Appropriate Literacy Team Leader	<input type="checkbox"/>	<input type="checkbox"/>
Four – SBDM Provides Resources to Literacy Team Leader (time, money)	<input type="checkbox"/>	<input type="checkbox"/>
Five – SBDM Makes Expectations of Team Goals Clear through an Established Literacy Team Policy	<input type="checkbox"/>	<input type="checkbox"/>
Six – Literacy Team Objective is Proficient Readers and Writers	<input type="checkbox"/>	<input type="checkbox"/>
Seven – Literacy Team Establishes Common Planning Time	<input type="checkbox"/>	<input type="checkbox"/>
Eight – Literacy Team Advertises Meeting Dates, Records and Publishes Minutes	<input type="checkbox"/>	<input type="checkbox"/>

- All Indicators Met
- Majority of Indicators Met
- Some Indicators Met
- Few Indicators Met
- No Indicators Met

Next Steps

Literacy Perks Standard 8
Valuable Resources

Indicator 1

The school allocates fiscal resources to support high performance in literacy.

Yes No

List the resources:

Federal

State

Local

Indicator 2

The school locates and organizes human resources to support high performance in literacy.

List the resources and how they are used:

Teachers

Reading specialist

Literacy coach

Instructional coach

Aide

Support staff

Other

Indicator 3

The school uses Kentucky tools.

Tool	Yes	No
Implementation Manual	<input type="checkbox"/>	<input type="checkbox"/>
Program of Studies	<input type="checkbox"/>	<input type="checkbox"/>
Core Content for Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Strategies in Action: Resources for Primary Teachers CD	<input type="checkbox"/>	<input type="checkbox"/>
Transformations: A Curriculum Framework	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Without Limits DVD	<input type="checkbox"/>	<input type="checkbox"/>
Reading Strategies in Action CD	<input type="checkbox"/>	<input type="checkbox"/>
More Reading Strategies in Action CD	<input type="checkbox"/>	<input type="checkbox"/>
Literacy – Student Reading Materials	<input type="checkbox"/>	<input type="checkbox"/>
Literacy – Professional Resources	<input type="checkbox"/>	<input type="checkbox"/>

Other

Indicator 4

The Library Media Center has a variety of current reading materials to meet the needs of all students.

Reading Material	Yes	No
Two books are bought per student per year	<input type="checkbox"/>	<input type="checkbox"/>
Circulation is 25 books per student	<input type="checkbox"/>	<input type="checkbox"/>
High interest – low level books are available	<input type="checkbox"/>	<input type="checkbox"/>
Wide variety of magazines available	<input type="checkbox"/>	<input type="checkbox"/>
Leveled book sets are available for checkout	<input type="checkbox"/>	<input type="checkbox"/>
Provide reading area in school to promote reading time	<input type="checkbox"/>	<input type="checkbox"/>
Reading material is accessible to all students (on site or remotely)	<input type="checkbox"/>	<input type="checkbox"/>
A broad range of materials-reference, fiction, and nonfiction	<input type="checkbox"/>	<input type="checkbox"/>
The LMS/LMC supports learning to read and reading to learn with informational and imaginative text and literature	<input type="checkbox"/>	<input type="checkbox"/>
The LMS adds new resources throughout the school year to keep the collection dynamic	<input type="checkbox"/>	<input type="checkbox"/>
LMS collaborate with classroom teachers to teach and integrate literature and information skills into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>
LMS partner with classroom teachers on project that help student use a variety of resources, conduct research and present their findings	<input type="checkbox"/>	<input type="checkbox"/>
The Library Media Center is open before and after school as well as during the summer	<input type="checkbox"/>	<input type="checkbox"/>

Other

Indicator 5

The master schedule reflects the belief that literacy is the foundation to a successful life beyond school.

Yes No

Check the indicators that are occurring in the school:

- All students have access to a curriculum that encompasses literacy
- Intervention and remediation classes are available for struggling students
- All classes use Literacy Strands (reading, writing, speaking, listening and observing) as a way to show understanding
- Literacy strategies are used to understand curriculum

Indicator 6

The SBDM has policies in place that ensure funding efforts for literacy that are based on identified student needs.

Yes No

Indicate the policies

Indicator 7

Parents have literacy resources available to them.

Yes No

List the resources

Indicator 8

The school use resources (e.g., ESS, FRYSC, university personnel, technology, KYVL, KVS, Library Media Center) to maximize literacy efforts.

Yes No

Explain

Indicator 9

Teachers have professional materials for study groups and time set aside for the purpose of planning for literacy instruction both horizontally and vertically.

Yes No

Check the indicators that are occurring in the school:

Resources are available for book study groups

Time set aside for study groups

Explain

Indicator 10

Students have uninterrupted blocks of time available for literacy to maximize student learning.

Yes No

Explain

**Literacy PERKS Standard Eight
Valuable Resources**

Indicator	Met	Not Met
One - The School Allocates Fiscal Resources to Support High Performance in Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Two – The School Locates and Organizes Human Resources to Support High Performance in Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Three – The School Uses Kentucky Tools	<input type="checkbox"/>	<input type="checkbox"/>
Four – The Library Media Center Has a Variety of Current Reading Materials	<input type="checkbox"/>	<input type="checkbox"/>
Five – The Master Schedule Reflects the Belief that Literacy is the Foundation to a Successful Life	<input type="checkbox"/>	<input type="checkbox"/>
Six – The SBDM has Policies in Place that Ensure Funding Efforts for Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Seven – Parents have Literacy Resources Available to Them	<input type="checkbox"/>	<input type="checkbox"/>
Eight – The School Uses Resources to Maximize Literacy Efforts	<input type="checkbox"/>	<input type="checkbox"/>
Nine – Teachers Have Professional Materials for Study Groups and Time Set Aside for the Purpose of Planning for Literacy Instruction Both Horizontally and Vertically	<input type="checkbox"/>	<input type="checkbox"/>
Ten – Students Have Uninterrupted Blocks of Time Available for Literacy	<input type="checkbox"/>	<input type="checkbox"/>

- All Indicators Met
- Majority of Indicators Met
- Some Indicators Met
- Few Indicators Met
- No Indicators Met

Next Steps

Summary for Using the Literacy PERKS Booklet

While reviewing your findings, keep these five important questions in mind. Use the space below each question to respond.

Five Important Questions about Literacy Supports

Adapted from the University of Kansas

1. What interventions are available for those students who are reading below grade level?

2. What is in place across a school staff to ensure that students will get the “critical” content in spite of their literacy skills?

3. What interventions are available for students who know how to decode but can’t comprehend well?

4. What steps have been taken to ensure that powerful learning strategies are embedded across the curriculum?

5. What help is available for students who have language problems?