



District
LITERACY SCAN

Questions

District Literacy Scan

literacyscan.org

Survey and Data Collection Form: The following form is intended to collect basic information from each individual anonymously. Please complete the entire form as best you can. In some questions, there are also clearly marked links for either external references or downloadable template documents.

**There are 3 options for each of the scan questions:
2 = Fully in Place | 1 = Partially in Place | 0 = Not in Place**

LEADERSHIP

Implement leadership routines and systems necessary to institute evidence-based literacy practices within a tiered instructional model and build capacity to ensure sustainability of the school-wide literacy model.

The district has established mission and goals.	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
There is a clearly articulated district/school vision for student achievement in literacy. <ul style="list-style-type: none">• Downloadable Worksheet for Vision Statement	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
The district/school has allocated financial and human resources for the technology component of this initiative, including sufficient bandwidth, devices, and technology staff, including funding for one coach and one school-wide literacy facilitator.	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
District and school strategic plans specify literacy targets, action steps, metrics, timelines, and responsible personnel. <ul style="list-style-type: none">• Downloadable Template for District/School Literacy Plan• Sample District/School Literacy Plan	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
District/school leaders monitor the implementation of the action steps articulated in the literacy plan and make adjustments, accordingly. <ul style="list-style-type: none">• Downloadable Activity Timeline Template• Meeting Agenda Template	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
All PreK-3 teachers know and understand the district's vision, goals, and implementation metrics, and are accountable for them. <ul style="list-style-type: none">• Sample Communication Flow Chart	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Each school has a leadership team to lead literacy initiatives and ensure teachers are supported in the professional development model (Human, Financial, and Material). <ul style="list-style-type: none">• Leadership Teams Structures	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Each school has a literacy coach that spends 100% of his/her time supporting teachers and staff to implement the literacy plan. <ul style="list-style-type: none">• Downloadable Template for Literacy Leadership Team Roster	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Substitutes are provided for coaching, data meetings, and other required PD activities. <ul style="list-style-type: none">• Sample Meeting Schedule (with sub coverage)	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
A school master schedule has been created to support staggered academic blocks for small group instruction within Tier 1, a separate intervention block and grade-level teacher planning time (common planning time). <ul style="list-style-type: none">• Sample Master Block Schedule	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Collaborative time for each grade-level team is allocated weekly (45 min) for analysis of student work, data analysis, and development of instructional strategies.	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Teachers use established practices (e.g., agendas, timelines, protocols etc.) for collaborative time and to ensure accountability.	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0

TIERED INSTRUCTIONAL MODEL

Effectively use core and intervention curricula in a multi-tiered instructional model at each grade level (PreK-3).

The school allocates at least a 90-minute literacy block for Tier 1 Instruction. <ul style="list-style-type: none"> • Sample Literacy Block Schedule 	□ 2 □ 1 □ 0
The 90-minute literacy block includes at least an hour for small group instruction.	□ 2 □ 1 □ 0
Small group instruction within Tier 1 is differentiated based on data to meet student needs. <ul style="list-style-type: none"> • Classroom Instructional Grouping Template • Sample Instructional Grouping by Grade Level 	□ 2 □ 1 □ 0
Tier 1 instruction includes evidence-based materials that are used to teach all components of literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. <ul style="list-style-type: none"> • Downloadable Template for Literacy Program Survey 	□ 2 □ 1 □ 0
Instructional reading materials of multiple genres exist for a range of reading abilities and includes various text types (e.g., decodable, Lexile-leveled). <ul style="list-style-type: none"> • Downloadable Template for Book Set Inventory 	□ 2 □ 1 □ 0
For all staff delivering Tier 1 instructional programs, on-going training in how to effectively use instructional materials is provided in collaboration with the publisher. <ul style="list-style-type: none"> • Downloadable Template for PD Log 	□ 2 □ 1 □ 0
All staff responsible for providing Tier 1 instruction are monitored for fidelity of implementation. <ul style="list-style-type: none"> • Downloadable Template for Implementation Checklist 	□ 2 □ 1 □ 0
The school schedule maximizes how human resources are allocated throughout the day for Tier 2 and Tier 3 instruction (e.g., staggered intervention block). <ul style="list-style-type: none"> • Sample Master Block Schedules 	□ 2 □ 1 □ 0
Tier 2 and Tier 3 small group intervention is differentiated based on data to meet student needs.	□ 2 □ 1 □ 0
Tier 2 and Tier 3 intervention program and materials are evidence-based, and supplement Tier 1 instruction. <ul style="list-style-type: none"> • Downloadable Template for Multi-Tiered Literacy Framework 	□ 2 □ 1 □ 0
On-going training in how to effectively implement the use of instructional materials is provided in conjunction with the publisher for all staff delivering Tier 2 and 3 instructional programs.	□ 2 □ 1 □ 0
All staff responsible for providing Tier 2 and Tier 3 interventions are monitored for fidelity of implementation (e.g., implementation checklists).	□ 2 □ 1 □ 0
Intervention delivery, including interventionist, time, intensity, materials, attendance and student engagement, is documented. <ul style="list-style-type: none"> • Downloadable Template for Logging Intervention Dosage and Attendance 	□ 2 □ 1 □ 0
Reading intervention plans are coordinated with all service delivery personnel including general education, special education, English language, speech and language through collaborative planning time.	□ 2 □ 1 □ 0
The school notifies families of intervention plans for their child including how their child's progress will be monitored and communicated. <ul style="list-style-type: none"> • Sample Progress Report 	□ 2 □ 1 □ 0
The norms, protocols and plans of the school are consistent with the District/School Literacy Plan. <ul style="list-style-type: none"> • Downloadable Template for District/School Literacy Plan 	□ 2 □ 1 □ 0

PROFESSIONAL DEVELOPMENT

Create a common knowledge and language among teachers that is based on the essential elements of reading, current reading research and evidence-based practices in reading instruction.

<p>Professional development is purposely selected based on each school's strategic plan, data, and professional learning/Professional Learning Communities (PLC) outcomes. Results can be found in your Teacher Knowledge Survey Data (SDE).</p> <ul style="list-style-type: none"> • Downloadable Template for District/School Literacy Plan • Downloadable Template for Data/PLC Meeting Minutes • Sample of District/School Literacy Plan 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Evidence-based professional development is offered on a regular basis, ideally monthly.</p> <ul style="list-style-type: none"> • Downloadable Template for PD Log • Downloadable Template for PD Agenda 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>PreK-3 teachers receive on-going evidence-based training in the essential components of literacy (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension), as well as other relevant literacy topics (e.g., differentiated instruction, classroom management, etc.).</p> <ul style="list-style-type: none"> • Sample PD Activity Timeline 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>After each professional development session, teachers are expected to apply their new knowledge and practice new strategies with their students.</p> <ul style="list-style-type: none"> • PreK-3 Literacy Protocols for Phonological Awareness 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Coaches provide embedded support to all PreK-3 teachers on a regular basis (i.e., at least twice a month).</p> <ul style="list-style-type: none"> • Template for Classroom Walk-Through Observations • Downloadable Template for PD Coaching 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Coaches have successful teaching experience, knowledge of research-based literacy programs, and demonstrate the ability to teach adult learners.</p> <ul style="list-style-type: none"> • Sample Literacy Coach Job Description 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Coaches ensure that each component of comprehensive literacy is taught thoroughly so that teachers understand the content knowledge associated with each component and are able to apply that knowledge in their classroom.</p>	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Coaches use a coaching cycle that includes a planning conference, a model lesson, and a reflection conference to engage teachers in the coaching process.</p> <ul style="list-style-type: none"> • Downloadable form for Coaching and Reflection 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Coaches employ the gradual release of responsibility model with teachers – that is, they first model lessons, then co-teach lessons, and finally observe teachers' lessons in order to provide feedback to ensure mastery of techniques.</p> <ul style="list-style-type: none"> • Downloadable Coaching Cycle Tool 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>After each coaching cycle, administrators look for the application of professional learning to be applied to classroom instruction.</p> <ul style="list-style-type: none"> • Downloadable Template for Principal Walk Throughs • Downloadable Template for 5 Minute Principal Observations 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Administrators attend all professional development sessions and meet regularly with coaches to support them in their embedded coaching.</p> <ul style="list-style-type: none"> • Downloadable Template for Professional Development Sign-In Form • Downloadable Template for Feedback 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>The norms, protocols and plans of the school are consistent with the District Literacy Plan for professional development.</p> <ul style="list-style-type: none"> • Downloadable District/School Literacy Plan Template • Sample District/School Literacy Plan 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0

ASSESSMENT

Establish a framework and process for using scientifically-based dynamic assessments to make instructional decisions at the district, school, grade, classroom and individual student levels.

<p>Each school has a comprehensive assessment framework that includes reliable and valid universal screening measures for all components of literacy (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) that are administered at least 3 times per year.</p> <ul style="list-style-type: none"> • Downloadable Template Literacy Assessment Framework • Sample Literacy Assessment Framework 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>The comprehensive assessment framework includes formative assessments that are used for monitoring students' progress in all components of literacy. (This Literacy Assessment Survey may help you to determine what assessments teachers are using and why.)</p> <ul style="list-style-type: none"> • Downloadable Template for Literacy Assessment Survey 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>The comprehensive assessment framework includes diagnostic assessments for all components of literacy that are used to clarify and target the difficulties of individual students.</p>	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Teachers are provided with ongoing training on how to administer, score, and analyze all assessments.</p> <ul style="list-style-type: none"> • Downloadable Template for Logging Professional Development 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>An assessment schedule, including a suggested frequency for progress monitoring, is established for each grade level and shared with teachers.</p> <ul style="list-style-type: none"> • Sample Timeline of Assessment Activities 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Data is collected and entered consistently, accurately, and in a timely manner across grade levels and schools.</p>	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Each school has a data system for managing assessment information to make decisions at the district, school, grade, classroom, and student level. These decisions are driven by well-articulated, clear, and explicit rules that are data-driven.</p> <ul style="list-style-type: none"> • Data Meeting Protocol 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>A well-articulated process for analyzing data, determining the instructional focus for students based on those data, and creating student groups through grade level data meetings every 8-10 weeks is implemented consistently.</p> <ul style="list-style-type: none"> • Sample Instructional Grouping from Assessment Results 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Reports are generated based on assessment data and their analysis and used by teachers both individually and during collaborative data team meetings.</p> <ul style="list-style-type: none"> • Downloadable Template for Data Meeting Memo 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>The evidence-based diagnostic assessment measures (from the comprehensive assessment framework) are used across all grade levels and utilized to plan supplemental (Tier 2) and tertiary (Tier 3) support.</p> <ul style="list-style-type: none"> • Downloadable Template Literacy Assessment Framework 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>Principals and other school-level administrators attend data meetings and provide assistance with data analysis and determining resource allocation to support the student groupings and associated interventions based on students' needs.</p> <ul style="list-style-type: none"> • Downloadable Roster Template for Universal Screening and Progress Monitoring 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>The district/school meets to support the data-driven decision making process and monitors the percentage of students in each of the 3 tiers of instruction at least 3 times per year.</p> <ul style="list-style-type: none"> • Downloadable Meeting Agenda Template 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<p>The norms, protocols, and plans of the school are consistent with the District/School Literacy Plan.</p> <ul style="list-style-type: none"> • Downloadable Template for District/School Literacy Plan • Sample District/School Literacy Plan 	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0

FAMILY ENGAGEMENT

Develop and implement a family engagement model to support student academic growth at both school and home.

Families understand the district's or school's vision, plan, and principles for student achievement in literacy. <ul style="list-style-type: none">http://ctschooleparentcompact.org/about/	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
All materials and communications are translated into Spanish and/or any other languages that are dominant in the school/district.	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Families receive information on their children's reading progress on a regular basis. <ul style="list-style-type: none">Sample Progress ReportTemplate for Record of School-Home Communications	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Workshops are held on a regular basis to provide tips on what families can do at home to help their children acquire literacy skills. Workshops are presented in dominant languages, if possible. <ul style="list-style-type: none">Template for Parent Workshop LogSample Parent Feedback Forms	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
School personnel (i.e., administrators and teachers) explain to families what the reading scores mean and how to read the data reports that are sent home.	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Parent-teacher conferences occur at least twice a year and provide accessible, useful, and current information for families related to their children's assessment data, literacy skills, and suggestions for home support. <ul style="list-style-type: none">Sample Progress Reports	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
Parents who are unable to attend parent-teacher conferences are provided an alternative meeting time and place to review their child's reading data and progress.	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0
The norms, protocols, and plans of the school are consistent with the District Literacy Plan for Family Engagement.	<input type="checkbox"/> 2		<input type="checkbox"/> 1		<input type="checkbox"/> 0

[CLICK TO SUBMIT YOUR FORM](#)