**Comprehensive Literacy Self-Assessment Tool for K-12 Organizations**

**Instructions**

This is a tool is an optional self-assessment that should be used by LEAs to investigate the current state of literacy in your school(s). The LEA literacy planning team is encouraged to use this tool to identify strengths and gaps in building an MTSS aligned literacy program. After completing this self-assessment with your literacy planning team, you are encouraged to discuss your findings and establish a consensus on the areas of strength and areas of need. These findings will provide you with the information needed to identify priority areas of growth and intervention in your local literacy plan.

**Needs Assessment Domains**

* Teaching & Instructional Support
	+ Selecting and Implementing High-Quality Literacy Curriculum
	+ Continuously Improving through School-wide Professional Learning Plans
* Student Supports
	+ Providing Universal Supports Using Multi-Tiered Systems of Support (MTSS)
	+ Integrating Supports for Culturally and Linguistically Diverse Learners
	+ Prioritizing Supports for Students with Reading and Writing Difficulties
* Family & Community Partnerships
	+ Creating Opportunities for Family Engagement
	+ Leveraging Community Based Organizations Partnerships

**Indicators**

* Exemplary – serving as a successful model that achieves desirable outcomes as intended.
* Operational – in use or functioning but may be missing viable components or data to show effectiveness.
* Emergent – in the process of becoming operational but not in use.
* Not Yet Evident – there are no observable indicators.
* Reflections/Supporting Evidence
	+ For any domain you rated “Exemplary,” what data supports this claim?
	+ For any domain you rated less than “Exemplary,” what action steps need to be taken to push the practice to the next level?
	+ How long might this take and what facilitators and barriers might you encounter?
	+ What patterns do you observe in how you rated your LEAs literacy practices?

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| **DOMAIN: Teaching and Instructional Support** |
| Selecting and Implementing High-Quality Literacy Curriculum |
|  | Exemplary | Operational | Emerging | Not Yet Evident | Reflections/Supporting Evidence |
| Implementing High-Quality Curriculum with Fidelity | A High-Quality Literacy Curriculum, as defined by a “meeting expectations” rating in all three gateways of [EdReports](https://www.edreports.org/reports) curriculum report or a curriculum vetting report produced by a nationally recognized third party has been implemented with fidelity. | A High-Quality Literacy Curriculum, as defined by a “meeting expectations” rating in all three gateways of [EdReports](https://www.edreports.org/reports) curriculum report or a curriculum vetting report produced by a nationally recognized third party has been has been selected.  | Currently in process to select and purchase a High-Quality Literacy Curriculum, as defined by a “meeting expectations” rating in all three gateways of [EdReports](https://www.edreports.org/reports) curriculum report or a curriculum vetting report produced by a nationally recognized third party. | Implementing a curriculum that has not been designated as a High-Quality Literacy Curriculum, nor in the process of selecting a new High-Quality Literacy Curriculum. |  |
| Adapting Curriculum to Meet the Needs of Diverse Learners (ELs and SWDs)  | Enacted a High-Quality Literacy Curriculum that goes beyond the “meeting expectations” rating in all three of [EdReports](https://www.edreports.org/reports)’ gateways by having materials for cultural responsiveness and EL scaffolds built-in; or has enacted a plan to address the addition of supplementary materials that attend to cultural responsiveness and provide scaffolded supports for ELs and diverse learners. | A plan to address the addition of supplementary materials that attend to cultural responsiveness and provide scaffolded supports for ELs and diverse learners has been developed.  | A plan to address the addition of supplementary materials that attend to cultural responsiveness and provide scaffolded supports for ELs and diverse learners has been drafted.  | There is no plan to address the addition of supplementary materials that attend to cultural responsiveness and provide scaffolded supports for ELs and diverse learners.  |  |
| Continuously Improving through School-wide Professional Learning Plans |  |
|  | Exemplary | Operational | Emerging | Not Yet Evident | Reflections + Evidence |
| Comprehensive Professional Learning Calendar  | Enacted a professional learning plan to include a professional learning calendar with opportunities for all educators, administrators, and instructional personnel (e.g., teachers, specialists, interventionists) to engage in professional learning to effectively implement the High-Quality Literacy curriculum with fidelity including strategies and accommodations for students who are EL and/or have disabilities. | Administrative personnel, ELA instructors and some content instructors participate in initial training and support to implement the High-Quality Literacy curriculum; however it is not comprehensive, on-going training that is aligned to a professional learning calendar and may not include all educators.  | Only ELA instructors engage in professional learning that is limited to a one-day training or not specific to implementing the High-Quality Literacy Curriculum. | There is no evidence of professional learning provided for educators on the High- Quality Literacy curriculum.  |  |
| Explicit Professional Learning (PL) Plan for New Hires | Enacted a professional learning plan for new hires that is ongoing and sustainable at all points of the year which includes allocated time and opportunities for support such as feedback and informal evaluation. | There is an informal plan outlined for professional learning for new hires or the present plan is limited in scope and sequence and does not include on-going support. | A scope and sequence and materials for the High-Quality Literacy curriculum have been provided to support implementation but there is no time/support allocated for new hires to engage in professional learning around implementation. | There is no plan to support implementation of the High-Quality Literacy curriculum for new hires. |  |
| Job-embedded PL Opportunities and Community Building  | Collaborative professional learning for teachers, reading coaches/specialists, special educators and EL specialists is ongoing, support is sustained, and progress is systematically evaluated. | Collaborative professional learning for teachers, reading coaches/specialists, special educators and EL specialists is present but inconsistent in the infrastructure for implementation and support. Opportunities may not be connected and/or progress not evaluated in a systematic way. | There is seldom opportunity for collaborative professional learning for teachers, reading coaches/specialists, special educators and EL specialists and opportunities are not connected and/or progress is not evaluated in a systematic way. | There is no opportunity for collaborative professional learning for teachers, reading coaches/specialists, special educators and EL specialists. |  |
| Bias Training | Established understanding of the impact of unconscious bias by all staff and enacted a plan to raise awareness of the impact of unconscious bias in relation to the ELA/Literacy High-Quality curriculum and the instruction of diverse populations. | Enacted plan to raise awareness of the impact of unconscious bias in relation to the ELA/Literacy High-Quality curriculum and the instruction of diverse populations. | Drafted a plan to develop the understanding of the impact of unconscious bias in relation to the ELA/Literacy High-Quality curriculum and the instruction of diverse populations. | No evidence of understanding that the impact of unconscious bias is a need for staff to understand in relation to ELA/Literacy High-Quality curriculum or instruction. |  |

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| **DOMAIN: Student Supports** |
| Providing Universal Supports Using MTSS  |
|  | Exemplary | Operational | Emerging | Not Yet Evident | Reflections/Supporting Evidence |
| Data-driven | Data from assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier evidence- based and implemented with fidelity using a continuous improvement cycle.  | Assessments are administered regularly to students in each tier of instruction, but data needs to be more consistent and effectively analyzed.  | Assessments are administered and a plan for professional learning has been drafted on how to use data effectively for MTSS.  | MTSS processes are inconsistently implemented.   |  |
| Tiered Approach to Instruction | Three tiers of instruction are clearly defined and all students have access to Tier 1 instruction of a High-Quality Literacy Curriculum with a method of collecting and analyzing data to determine student progress. | Three tiers of instruction are clearly defined and all students have access to Tier 1 instruction of a High-Quality Literacy Curriculum. | The three-tiered approach to instruction is not clearly defined or accessible to all students. There are interventions in place, but no system to determine who receives what intervention and how educators determine if additional supports are needed. | There is no evidence of a three-tiered approach to instruction. |  |
| Collaboration and Planning | Interventionists, ELA, and content area teachers meet regularly for collaboration and planning to ensure that the goals of evidence-based intervention are being achieved using a continuous improvement cycle.  | Interventionists, ELA, and content area teachers meet for collaboration and planning to ensure that the goals of evidence-based intervention are being achieved.  | Interventions are inconsistently monitored, resulting in lack of fidelity of implementation. | There is no evidence that interventions are being implemented. |  |
| Tiers 2 & 3 | Interventions at Tier 2 and Tier 3 are systematic, provided by a trained interventionist with fidelity, and are aligned to the Tier 1, ELA/Literacy High-Quality curriculum and instruction.  | Interventions at Tier 2 and Tier 3 are provided by trained interventionist with fidelity, and are aligned to the Tier 1 ELA/Literacy High-Quality Curriculum and instruction.  | Interventions are provided by skilled instructors but there is no support for the classroom teacher such as time that is built into schedules for consultation. | There is no evidence that Interventions are provided by skilled instructors. |  |
| Teaming | There is an established system and process requiring the team meets regularly to review and analyze data to ensure that a student’s lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity, fidelity of instruction). | There is an established system and process requiring the team meets regularly regarding student’s progress. | There is a MTSS process, but not a shared responsibility among educators and supports are not available to all students.  | There is no system or outlined process for MTSS for educators and staff to follow. |  |
| Integrating Supports for Culturally and Linguistically Diverse Learners  |
|  | Exemplary | Operational | Emerging | Not Yet Evident | Reflections + Evidence |
| Staff Training | Provides ongoing training for all staff on how to effectively embed support for literacy development for EL students.  | Some training for staff on how to support EL students’ literacy development has been provided, but not necessarily to all staff or in an ongoing manner. | Drafted a plan to provide some training for some staff on how to support EL students’ literacy development. | No training has been provided on how to support EL students’ literacy development and strategies for support are not embedded in teaching practices. |  |
| Embedded Supports | Supports for EL student’ literacy development are integrated and visible within all components of the ELA curriculum, instructional practices and assessments (e.g., MTSS, Intensive Intervention).  | Supports for EL students’ literacy development sometimes present in the ELA curriculum, and sometimes used in teaching and assessment practices, but are inconsistent.  | Supports for EL students’ literacy development is seldom present within the literacy curriculum and teaching practices. | There is no evidence of supports for EL students’ literacy development in the ELA curriculum, teaching practices, or assessments. |  |
| Prioritizing Supports for Students with Reading and Writing Difficulties  |
|  | Exemplary | Operational | Emerging | Not Yet Evident | Reflections + Evidence |
| Early Grade Screening | Implemented reading screening tools for students in K-3 reading and students receiving intervention that include phonemic awareness and rapid automatic naming. | Enacted plan to implement reading screening tools for students in K-3 reading and students receiving interventions that include phonemic awareness and rapid automatic naming. | Drafted plan to implement screening tools for students in K-3 reading and students receiving interventions that include phonemic awareness and rapid automatic naming. | No evidence of plan to implement screening tools for students in K-3 reading and students receiving interventions that include phonemic awareness and rapid automatic naming. |  |
| Upper Grade Screening | Implemented reading screening tools for students grade 4 and above reading and students receiving intervention that include phonemic awareness and rapid automatic naming. | Enacted plan to implement reading screening tools for students in grade 4 and above reading and students receiving interventions that include phonemic awareness and rapid automatic naming. | Drafted plan to implement screening tools for students in grade 4 and above reading and students receiving interventions that include phonemic awareness and rapid automatic naming. | No evidence of plan to implement screening tools for students in grade 4 and above reading and students receiving interventions that include phonemic awareness and rapid automatic naming. |  |
| On-going Professional Learning | Enacted plan for research – and or evidence-based ongoing professional learning that develops an awareness of dyslexia and knowledge appropriate inclusive approaches for dyslexic learners for all educators, staff and families.  | Enacted plan for research – and or evidence-based ongoing professional learning that develops an awareness of dyslexia and knowledge appropriate inclusive approaches for dyslexic learners for all educators. | Drafted plan for research – and or evidence-based ongoing professional learning that develops an awareness of dyslexia and knowledge appropriate inclusive approaches for dyslexic learners for all educators. | No evidence of plan for research – and or evidence-based ongoing professional learning that develops an awareness of dyslexia and knowledge appropriate inclusive approaches for dyslexic learners for all educators. |  |
| Certified Interventionist(s) | Interventionist(s) are certified in an International Dyslexia Association accredited training program.  | Enacted plan for interventionists to be certified or undergoing certification in an International Dyslexia Association accredited training program.  | Drafted plan for interventionists to be certified in an International Dyslexia Association accredited training program.  | No evidence of a plan for interventionists to be certified in an International Dyslexia Association accredited training program.  |  |

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| **DOMAIN: Family and Community Partnerships** |
| Creating Opportunities for Family Engagement  |
|  | Exemplary | Operational | Emerging | Not Yet Evident | Reflections + Evidence |
| Engagement | LEA’s consistently engage families by proactively sharing resources that promote at-home accessibility to the literacy curriculum, providing parent literacy training and regularly sharing interactive family-friendly age-appropriate and culturally diverse literacy activities that support the curriculum.  | LEAs engage families by planning literacy events, however these events do not directly support the literacy curriculum in place or are in response to expressed parent needs such as parent/child homework sessions. | LEAs inconsistently engage families or the engagement is led by the classroom teacher. There is no LEA or school wide plan in place.  | LEAs rarely engage families. There has been no plan constructed to include them.  |  |
| School-wide Systems | Implemented a consistent school-wide system of protocols to engage families with the student literacy plans by providing trainings to support parent understanding of the goals, outcomes and tools (e.g., PLP, RTI, 504, IEP, ILP).  | There is a school-wide system of protocols to engage families with student literacy plans by providing trainings to support parent understanding of the goals, outcomes and tools (e.g., PLP, RTI, 504, IEP, ILP) however these protocols are not followed consistently. | Teachers or staff attempt to engage families with student literacy plans however it is inconsistent from teacher to teacher and is not a school-wide initiative. | There is no plan for tools and protocols to engage families with student literacy plans. |  |
|  | Clear respect for linguistic differences by having information disseminated in a variety of ways and languages and alignment with the ideals of the culturally responsive practices. | Linguistic differences are accommodated, including information disseminated in a variety of ways however this sometimes excludes information about academic instruction.  | Linguistic differences are seldom accommodated, including information disseminated in a variety of ways.  | There is no evidence that linguistic differences are respected or included. |  |
| Leveraging Community Based Organizations Partnerships |
|  | Exemplary | Operational | Emerging | Not Yet Evident | Reflections + Evidence |
| Partnerships with Community Based Organizations (CBOs) | Established partnerships with multiple community-based organizations to regularly and consistently support evidence-based literacy instruction.  | Established some partnerships with community-based organizations to support school evidence-based literacy instruction.  | Developed a plan to establish partnerships with community-based organizations to support evidence-based literacy instruction. | No evidence of plan for partnerships with community-based organizations to support evidence-based literacy instruction. |  |
| Literacy Focus | Partnerships ensure literacy instruction occurs during the evenings and weekends to support family schedule and there is open communication with parents and families of student progress.  | There are established partnerships, however there are no consistent opportunities for literacy instruction on evening or weekends to support family schedules and there is no system for communication with parents and families on student progress.  | Some partnerships have been established to provide literacy instruction, but they are not necessarily aligned with evidence-based literacy instruction to compliment learning in the traditional school day.  | No partnerships have been established or finalized. |  |
| Seamless Support | Literacy support services between the school and community-based organization are seamless and there is collaboration between schools staff and parents. | Literacy support services may or may not be seamless between the school and community-based organization and there is no consistent collaboration with school staff. | Literacy support services between the school and community-based organization are not seamless and occur without collaboration with school staff or parents. | No evidence of plan for partnerships with community-based organizations to support literacy instruction. |  |