

# Pennsylvania State Literacy Plan Needs Assessment

# Procedural Data Literacy Needs Assessment

## V. Literacy Leadership, Goals, Sustainability (K-5)

Strong literacy leadership is provided.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **K-5** | | | |
| **Areas of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. Leadership and vision are evident to ensure that all staff actively support LEA literacy goals and outcome-based literacy improvement practices drawn from the Local Literacy Plan. |  |  |  |  |
| 1. Policies, personnel, budgets, training, and other operational resources are used as fiscal and administrative strategies to produce improved outcomes. |  |  |  |  |
| 1. Programs to recruit, train, and retain future literacy leaders as well as make stronger literacy leaders of those already in leadership positions are developed within the district. |  |  |  |  |
| 1. Principals and other staff are assigned to buildings based on training, experience, knowledge, and skills matched to the data evidence of the instructional needs of students and the support needs of staff in that building. |  |  |  |  |
| 1. Literacy is kept “front and center” as a LEA priority. Positive results are acknowledged, and consistently high-performing and high-growth schools are recognized. |  |  |  |  |
| 1. The LEA analyzes data results to determine root cause of success. |  |  |  |  |
| 1. LEA leadership consistently asks schools, “How can we (LEA leaders) support your literacy improvement efforts?” |  |  |  |  |
| **Score (transfer score to page 4)** | **/21** | | | |

Strong literacy leadership at all levels is supported by strong literacy leadership at the LEA level.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **K-5** | | | |
| **Areas of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. LEA emphasizes coordination of literacy goals, assessment, instruction, and professional development at all levels. |  |  |  |  |
| 1. If funds are available, a LEA staff member is assigned as a literacy coordinator. If funds are not available, the function of literacy leadership is distributed to people in other leadership roles. |  |  |  |  |
| 1. The literacy coordinator or LEA literacy leadership team performs the functions of literacy coordination including:    1. Meeting regularly using a well-planned agenda and providing meeting notes/minutes in a timely manner    2. Supporting building principals and reading/intervention specialists    3. Conducting regular walk-through visits to classrooms to see evidence-based and effective literacy instruction    4. Coordinating literacy data collection/analysis and professional learning and data retreats in literacy |  |  |  |  |
| 1. LEA funds are allocated to provide coaching support in each building. More coaching support is provided to the buildings with the greatest number of students reading below grade level. |  |  |  |  |
| 1. The LEA provides leadership and regular meeting times for professional learning teams. |  |  |  |  |
| 1. Principals are provided with guidance to give structure and support for these professional learning team meetings that they participate in directly through attendance or indirectly through briefings following the meetings. |  |  |  |  |
| 1. Supervision and ongoing support for principals to fulfill their roles as instructional leaders provided by LEA personnel. |  |  |  |  |
| 1. School board policy has been considered to ensure that the need for sufficient instructional time in literacy is met. |  |  |  |  |
| **Score (transfer score to page 4)** | **/24** | | | |

The LEA has built capacity from within to support effective literacy practices.

LEA literacy planning is used to guide literacy improvement efforts.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **K-5** | | | |
| **Areas of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. Capacity is built by identifying teachers, coaches, and/or LEA personnel who can serve as trainers of core, supplemental, intervention, and enrichment literacy materials and on standardized assessment procedures. |  |  |  |  |
| 1. Instructional coaches are provided with the time, preparation, and continuous support needed to properly fulfill this role. |  |  |  |  |
| 1. LEA uses PDE resources and content advisors to provide literacy professional learning to build LEA capacity. |  |  |  |  |
| 1. LEA uses their local Intermediate Unit consultants to provide literacy professional learning to build LEA capacity. |  |  |  |  |
| 1. LEA uses their regional PaTTAN consultants to provide specialized instruction. |  |  |  |  |
| 1. LEA uses additional outside consultants and/or experts to provide literacy professional learning to build LEA capacity. |  |  |  |  |
| 1. The LEA Literacy Plan is developed, disseminated widely, and referenced frequently. A comprehensive, coordinated, and sustainable birth-grade 12 LEA Literacy Plan is adopted and incorporated that includes a multi-tiered instructional model for all students. |  |  |  |  |
| 1. Schools are expected to develop a School Literacy Plan that is aligned with the LEA Literacy Plan. |  |  |  |  |
| 1. Schools use their plan to guide literacy improvement. |  |  |  |  |
| **Score (transfer score to page 4)** | **/27** | | | |

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **K-5** | | | |
| **Areas of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. Personnel practices are aligned to support literacy goals. Job descriptions, hiring practices, supervision protocols, and staff evaluation criteria have been developed that articulate the components of literacy leadership. |  |  |  |  |
| 1. Leadership is developed from within by providing opportunities for future literacy leaders to develop the knowledge, skills, and experience that will allow them to fulfill such roles. |  |  |  |  |
| 1. LEA (general fund) resources are dedicated to meeting literacy goals. Budgets from multiple programs are blended, as allowed and necessary, to support literacy outcomes (e.g., Titles I, IIB, III, IDEA, SIG, etc.). |  |  |  |  |
| 1. Additional resources are systematically sought out at the local, state, and federal levels to support LEA literacy goals. |  |  |  |  |
| 1. External stakeholders receive communication about the LEA Literacy Plan and student progress on the LEA’s goals within that plan on a regular basis. |  |  |  |  |
| 1. The message that the principal's primary responsibility is to be an instructional leader is communicated to all staff, the school board, parents, and community. |  |  |  |  |
| 1. The superintendent/CEO communicates regularly with all LEA leaders, principals, teachers, staff, and stakeholders to sustain the vision, beliefs, expectations, goals, and commitments for literacy success. |  |  |  |  |
| 1. The commitment to data-based decision making is modeled by:    1. Addressing data regularly at meetings with school leadership    2. Identifying successes and targets for improvement    3. Leading discussions on how targets will be addressed, and resources will be allocated to support these targets |  |  |  |  |
| 1. Schools are assisted with writing yearly school-based reports on progress toward literacy goals for parents. |  |  |  |  |
| 1. Staff efforts that increase student performance are acknowledged. Events are planned to celebrate literacy success. |  |  |  |  |
| **Score** | **/30** | | | |
| **Total Score for Literacy Leadership, Goals, Sustainability**  **page 1 \_\_\_\_ + page 2 \_\_\_\_ + page 3 \_\_\_\_ + page 4 \_\_\_\_ = \_\_\_\_ / 102** | **/102** | | | |

Personnel practices are aligned with and support improved literacy outcomes.

A strong literacy culture within the LEA and its schools is developed and maintained.

**Literacy Leadership, Goals, Sustainability (K-5)**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**