

School Implementation Rubric 6
District Support of School-based Literacy Improvement Efforts

Desired Outcome		<u>Level 1</u> <i>Little or No Evidence of Implementation</i>	<u>Level 2</u> <i>Evidence of Emerging Implementation</i>	<u>Level 3</u> <i>Evidence of Consistent Implementation</i>	<u>Level 4</u> <i>Evidence of Exemplary Implementation</i>
The district actively supports school-based literacy improvement efforts.	A Literacy as a Priority	Any support for literacy improvement for students in grades 4-12 is dependent on school-based decisions.	Literacy improvement for students in grades 4-12 has been identified as a district area of focus.	The district communicates the importance of student literacy improvement in grades 4-12 including targeted support for struggling readers and writers.	The district actively promotes the importance of student literacy improvement in grades 4-12 including targeted support for struggling readers and writers.
		Improving student literacy in grades 4-12 has not been identified as a district priority.	Improving student literacy in grades 4-12 is included in the district strategic plan.	A district literacy plan is in place, implemented, and updated annually.	A district literacy plan is published, implemented, regularly reviewed, and updated annually.
		No district team focuses on literacy improvement for students in grades 4-12.	A district team annually reviews student reading and writing assessment data to determine progress toward district goals.	A district literacy team that includes district and school-based educators meets regularly to review and monitor progress toward literacy improvement goals.	A district literacy team that includes district and school-based educators, parents and community members, and students meets regularly to review and monitor progress toward literacy improvement goals.
		No district administrator is assigned to oversee literacy improvement in grades 4-12.	A district level administrator is in charge of reading interventions being implemented in schools.	A district level administrator is responsible for implementation of the district literacy action plan.	A district level administrator coordinates with other district content specialists and is responsible for implementation of the district literacy action plan.
		No hiring preference is given to administrators or content areas teachers with a literacy background.	Literacy background is seen as a positive factor when hiring English/language arts teachers, but is not a strong factor in hiring administrators or other content area teachers.	Hiring preference is given to administrators and content area teachers with <u>at least some</u> literacy background.	Hiring preference is given to administrators and content area teachers with a <u>strong</u> literacy background.
	B Professional Development	The district <u>does not</u> provide literacy leadership professional development.	The district provides <u>very limited</u> literacy leadership professional development for literacy coaches.	The district provides <u>some</u> literacy leadership professional development for school administrators, literacy coaches, and teacher leaders.	The district provides <u>ongoing</u> literacy leadership professional development for school administrators, literacy coaches, and teacher leaders.

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		The district <u>does not</u> provide content literacy professional development for teachers.	The district provides <u>occasional</u> content literacy professional development for teachers.	The district expects that all content area teachers will participate in <u>some</u> literacy professional development.	The district expects that all content area teachers will participate in <u>ongoing</u> literacy professional development.
		The district <u>does not</u> provide training and professional development intervention and special education, and ELL teachers.	The district provides <u>very limited</u> training and professional development intervention and special education, and ELL teachers.	The district provides <u>some</u> training and professional development intervention and special education, and ELL teachers.	The district provides <u>ongoing</u> training and professional development intervention and special education, and ELL teachers.
		The district <u>does not</u> provide new teachers with support to implement the integration of literacy and content learning.	The district provides new teachers with <u>very limited</u> support to implement the integration of literacy and content learning.	The district provides new teachers with <u>some</u> support and mentoring to implement the integration of literacy and content learning.	The district provides new teachers with <u>sufficient</u> support and mentoring to implement the integration of literacy and content learning.
	C Fiscal Support	The district <u>does not</u> allocate funds for personnel (e.g. district administrator(s) charged with literacy improvement, literacy coaches, reading specialists).	The district allocates <u>very limited</u> funds for personnel (e.g. district administrator(s) charged with literacy improvement, literacy coaches, reading specialists).	The district allocates <u>some</u> funds for personnel (e.g. district administrator(s) charged with literacy improvement, literacy coaches, reading specialists).	The district allocates <u>sufficient</u> funds for personnel (e.g. district administrator(s) charged with literacy improvement, literacy coaches, reading specialists).
		The district <u>does not</u> allocate funds for resources, (e.g. books and materials, site licenses, technology, reading and writing assessments, interventions) to support literacy improvement in grades 4-12.	The district allocates <u>very limited</u> funds for resources, (e.g. books and materials, site licenses, technology, reading and writing assessments, interventions) to support literacy improvement in grades 4-12.	The district allocates <u>some</u> funds for resources, (e.g. books and materials, site licenses, technology, reading and writing assessments, interventions) to support literacy improvement in grades 4-12.	The district allocates <u>sufficient</u> funds for resources, (e.g. books and materials, site licenses, technology, reading and writing assessments, interventions) to support literacy improvement in grades 4-12.
		The district <u>does not</u> seek additional grant and foundation monies and community-based funding to support literacy improvement in grades 4-12.	The district <u>seldom</u> seeks and obtains additional grant and foundation monies and community-based funding to support literacy improvement in grades 4-12.	The district <u>sometimes</u> seeks and obtains additional grant and foundation monies and community-based funding to support literacy improvement in grades 4-12.	The district <u>regularly</u> seeks and obtains additional grant and foundation monies and community-based funding to support literacy improvement in grades 4-12.
	D Policies and Procedures	The district <u>does not expect</u> that literacy support strategies will be used with students in grades 4-12.	The district <u>recommends</u> that certain literacy support strategies to be used with students in grades 4-12.	The district <u>specifies</u> literacy support strategies to be used <u>consistently</u> with students in grades 4-12.	The district curriculum includes a scope and sequence for literacy development in grades 4-12 that aligns with district and state content standards.

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		The district does not support flexibility in school-based scheduling.	The district does not interfere with school scheduling that permits more students to have access to rigorous course content and strong literacy support.	The district supports school-based scheduling options that increase the likelihood that students have access to rigorous course content and strong literacy support.	The district supports school-based scheduling that ensures that all students have access to rigorous course content and strong literacy support.
		The district does not support to those school administrators who function as strong literacy leaders.	The district supports those school administrators who function as strong literacy leaders.	The district expects <u>most</u> school administrators to function as strong literacy leaders.	The district expects <u>all</u> school administrators to function as strong literacy leaders.
		Teacher evaluation processes do not include the expectation that all teachers integrate literacy support into content instruction.	Teacher evaluation processes include the expectation that all teachers <u>sometimes</u> integrate literacy support into content instruction.	Teacher evaluation processes include the expectation that all teachers <u>occasionally</u> integrate literacy support into content instruction.	Teacher evaluation processes include the expectation that all teachers <u>consistently</u> integrate literacy support into content area instruction.
		The district has no policy for including parents and community members in literacy events.	The district policy includes an expectation to invite parents and community members in the literacy events.	The district deliberately includes parents and community members in the literacy improvement effort.	The district works with parents and community members as partners in the literacy improvement effort.
	E Data Use				The district assures that schools administer reading and writing assessments in addition to state testing in grades 4-10.
					The district provides quality data in user friendly formats to schools in a timely manner.
					The district expects data use to drive decision making about placement and classroom instruction.
					The district collects and analyzes data about program effectiveness and student growth as readers and writers in grades 4-10.