

# Pennsylvania State Literacy Plan Needs Assessment

# Procedural Data Literacy Needs Assessment

## III. Instruction (9-12)

Literacy instruction is explicitly organized on a grade-appropriate basis around the essential elements of literacy including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, writing, and analysis.

School administrators are strong instructional leaders and ongoing support is provided for this role.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **9-12** | | | |
| **Areas of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. The LEA has established an instructional model that addresses all the essential elements including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, writing, and analysis. |  |  |  |  |
| 1. School administrators are supported in conducting regularly scheduled instructional walk-throughs to ensure that effective instruction is being provided to all students and programs are being implemented with fidelity. |  |  |  |  |
| 1. School administrators’ efforts to provide instructional leadership in literacy are supported by scheduling administrative meetings at times other than during literacy instruction. |  |  |  |  |
| 1. School administrators are assisted in:    1. providing structure and support for grade level and school level literacy team meetings and    2. participating in team meetings directly or indirectly through briefings following the meetings. |  |  |  |  |
| 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. |  |  |  |  |
| **Score (transfer score to page 3)** | **/15** | | | |

The LEA provides sufficient instructional time in literacy for all students to learn.

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **9-12** | | | |
| **Areas of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. A suggested minimum amount of literacy instruction is provided to all students as follows:    1. Birth – 5: age appropriate literacy immersion    2. Grades K-3: 120-150-minute literacy block daily    3. Grades 4-5: 90-120-minute literacy block daily and literacy-connected learning across the instructional areas    4. Grades 6-8: 40-60 minutes daily dedicated specifically to a reading/writing class for all students (as data dictates) in addition to the literacy connected instruction and practice that takes place across instructional areas    5. Grades 9-12: 2-4 hours daily of literacy-connected instruction and practice that takes place across the instructional areas |  |  |  |  |
| 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. Necessary funding and personnel are secured to support small group, teacher-directed literacy instruction for a portion of daily literacy remediation. |  |  |  |  |
| 1. Small group, teacher-directed intensive literacy intervention is provided beyond the core literacy block for all students across the LEA that are reading below grade level. |  |  |  |  |
| 1. Beyond providing additional instructional time during the school day, intensive after-school and/or summer school intervention programs are considered for students reading below grade level based on their assessment data. |  |  |  |  |
| 1. The LEA provides educational programs and resources regarding instruction at home. |  |  |  |  |
| **Score (transfer score to page 3)** | **/18** | | | |

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| **Strategies and Actions Recommended to Support Implementation of the LEA Framework** | **9-12** | | | |
| **Areas of Strength (3)** | **In Place (2)** | **Emerging (1)** | **Not in Place (0)** |
| 1. LEA policies and procedures are established that result in the adoption of evidence-based instructional programs that align with and support state standards and the LEA’s written curriculum. |  |  |  |  |
| 1. The LEA has adopted LEA-wide, evidence-based core literacy materials. |  |  |  |  |
| 1. Effective evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond the core literacy program. |  |  |  |  |
| 1. When more than one type of Literacy program is being used with individual students within the LEA (e.g., core and intervention programs), these programs are aligned with each other. |  |  |  |  |
| 1. Teachers across the LEA use adopted evidence-based programs and materials with consistency and fidelity. |  |  |  |  |
| 1. Across the LEA, federal programs that provide literacy support (e.g., Special Education, ELL, Title I) are aligned with general education literacy instruction to provide consistent reading instruction for students at risk in learning to read. |  |  |  |  |
| 1. A set of data-based decision protocols is used consistently across the LEA which guides student placement into differentiated intervention and enrichment reading programs and materials. |  |  |  |  |
| 1. LEA personnel work with administrators to ensure effective delivery of literacy instruction. |  |  |  |  |
| **Score** | **/24** | | | |
| **Total Score for Instruction**  **page 1 \_\_\_\_ + page 2 \_\_\_\_ + page 3 \_\_\_\_ = \_\_\_\_\_ / 57** | **/57** | | | |

Evidence-based instructional materials and practices are adopted for core, supplemental, and intervention reading programs.

All federal programs that provide literacy support are aligned with general education literacy instruction.

Students are provided differentiated reading instruction based upon student assessment data and effective teacher delivery of robust reading instruction is promoted across the LEA.

**Instruction (9-12)**

**Evidence and Notes:**

**Priority Areas for Needed Improvement:**