

Bold Leader Moves

Rate Yourself <i>(1-nope, 5-nailing it)</i>	1	2	3	4	5
Is literacy a focus and priority in your LEA?					
Does your LEA provide ongoing, focused communication and expectations, for every level at the district/charter, about SB 127 and how to support it?					
Does your LEA have a plan to recruit, onboard, and maintain the very best teachers, coaches, and principals?					
Does your LEA have a plan in place to deal with resistant teachers/coaches/principals (<i>coach them up or coach them out</i>)?					
Are leaders being strategic about teacher placement and moving top teachers to kindergarten and first grade to prevent literacy issues?					
Have leaders in your LEA put in the work to improve their understanding and knowledge of the science of reading?					
Do your principals and principal supervisors know what needs to change and how to support these changes?					
Are your school leaders using the LETRS for Admin. tools and guidance provided in A Principal's Primer for Raising Reading Achievement to support implementation of LETRS learning and ensure improvements in classroom instruction?					
Is your LEA inspecting what you are expecting in your schools and classrooms (curriculum, instruction, etc.)?					
Is everyone in your LEA aware and focused on meeting or exceeding the Early Learning literacy growth goals and local goals?					
Has your LEA purchased core and intervention curriculum that aligns with the guidelines set forth in SB 127?					

Is your LEA providing ongoing, job-embedded professional learning on all curriculum programs with coaching to support continued learning and improvement?					
Is all literacy data (Acadience Reading, diagnostic assessments, and progress monitoring) monitored and analyzed by all (teachers, coaches, school leaders, LEA leaders) to determine instructional moves for each student?					
Does your LEA have a master schedule that includes a minimum of 120 minutes daily for Tier 1 core literacy components (i.e. oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing), including whole and small group differentiated instruction?					
Does your LEA have a master schedule that includes Tier 2 and Tier 3 instructional time, in addition to the 120 minutes of core, that is of sufficient intensity and duration to ensure accelerated student growth to close the achievement gap as quickly as possible?					
Is the literacy instruction in every classroom explicit, systematic, rigorous, engaging, and well-paced?					
Has your LEA put a plan in place to de-implement the practices and curriculum that do not advance the science of reading (<i>focus on important stuff and cut the fluff</i>)?					
Does your LEA have literacy specific coaches supporting teachers in every school?					
Is your LEA meeting the 70% (based on lexiles) reading on grade level goal in grade 3? (<i>goal by 2027</i>)					
Is your LEA at 95% of your K-3 students scoring above benchmark (blue) by the end of the year? (<i>ultimate goal</i>)					