

# Considerations for an AEI Literacy Program

When planning a school-wide AEI Literacy Program at your school, please consider these research-based components.

*(Adapted from: Literacy Leadership for Grades 5-12, Taylor and Collins)*

<b>Big picture</b>	
Foundations for a school-wide AEI Literacy Program.	
Record your thoughts in the space provided in each box.	
<input type="checkbox"/> Does the school's vision address both accelerated/enriched instruction and literacy?	
<input type="checkbox"/> Has a literacy team been established?	<input type="checkbox"/> Has an AEI team been established?
<input type="checkbox"/> Have leaders demonstrated their commitment to literacy by setting expectations for all staff?	<input type="checkbox"/> Have leaders demonstrated their commitment to rigorous instruction by setting expectations for all staff?
<input type="checkbox"/> Has a process been identified to gather and analyze a variety of data sources?	
<input type="checkbox"/> Is stakeholder in-put used in making instructional decisions?	

<b>AEI Literacy Plan</b>	
Important questions to think about when writing the AEI Literacy Action Plan using the SIP process.	
Record your thoughts in the space provided in each box.	
<input type="checkbox"/> Has the Literacy Team analyzed data to determine student literacy needs?	<input type="checkbox"/> Has the AEI Team analyzed data to determine student participation and achievement in accelerated and enriched instruction?
<input type="checkbox"/> Has the Literacy Team analyzed data to determine teacher needs in relationship to student literacy needs?	<input type="checkbox"/> Has the AEI Team / Leadership Team analyzed data to determine student participation and achievement in accelerated and enriched instruction?

<input type="checkbox"/> Has a data-based focus been identified for the action plan(s)?	
<input type="checkbox"/> Has training been planned and delivered to meet the identified teacher needs?	
<input type="checkbox"/> Have the coaching needs of teachers been identified and prioritized?	
<input type="checkbox"/> Have processes been established to monitor change in teacher practice as a result of training and coaching?	
<input type="checkbox"/> Has the Literacy Team analyzed data to measure student literacy improvement?	<input type="checkbox"/> Has the AEI Team / Leadership Team analyzed data to measure improvement in student participation and achievement in accelerated and enriched instruction?

<i>For DT Use only. Keep as a reference for future training and coaching.</i>	
<input type="checkbox"/> 11. <i>Has instruction been aligned to curriculum? Support teachers in</i> <ul style="list-style-type: none"> <li>• <i>setting long term goals for the school year.</i></li> <li>• <i>incorporating literacy and rigorous practices into instruction.</i></li> <li>• <i>providing explicit literacy instruction and regular application.</i></li> <li>• <i>using classroom assessment to increase effective teaching.</i></li> <li>• <i>eliminating the most unproductive practices (including administrative).</i></li> <li>• <i>using data to evaluate and inform instruction.</i></li> <li>• <i>analyzing materials that support essentials in curriculum.</i></li> </ul>	
<input type="checkbox"/> 12. <i>Are reading, writing, listening, speaking, viewing and higher order thinking consistently developed in classes? Consider</i> <ul style="list-style-type: none"> <li>• <i>weekly walk-throughs to monitor implementation.</i></li> <li>• <i>daily independent reading (20 minutes a day).</i></li> </ul>	
<input type="checkbox"/> 13. <i>Has literacy learning been developed in all classrooms? Consider</i> <ul style="list-style-type: none"> <li>• <i>analyzing student data.</i></li> <li>• <i>setting appropriate expectations.</i></li> <li>• <i>aligning appropriate learning tools with expectations.</i></li> <li>• <i>using formative assessments to guide instruction.</i></li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

**14. Celebrate Successes!**