



LCLP Rubric

REQUIRED COMPONENTS	EXPLANATION of REQUIRED COMPONENT	1 Unacceptable	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Local Comprehensive Literacy Plan (LCLP) Team <i>LCLP Template Section I: Literacy Plan Team</i>	The Local Comprehensive Literacy Plan team promotes active contributions from representatives of all four statutory areas and from various stakeholder groups.	The team has limited or no representation from some of the statutory areas.	The team has diverse representation from some of the statutory areas.	The team has diverse representation from all 4 statutory areas, administrators, teachers, early childhood agencies, parents, and community	The team includes multiple representatives from all 4 statutory areas as well as multiple representatives from diverse stakeholder groups.
Mission & Vision <i>LCLP Template Section II: Mission and Vision Statements</i>	The LCLP team develops literacy mission and vision statements that create a common understanding of what the district/LEA values as being critical to advancing student literacy. These statements can be returned to as touchstones during the development, dissemination and implementation of the plan.	The LCLP literacy mission and vision statements are ambiguous and/or loosely aligned with the Pennsylvania Comprehensive Literacy Plan (PACLP) or the district/ LEA mission and vision statements.	The LCLP literacy mission and vision statements are aligned with either the PACLP or the district/LEA mission and vision statements.	The LCLP literacy mission and vision statements are aligned with both the PACLP and the district/LEA mission and vision statements. The narrative connects the literacy mission and vision statements to the district/LEA mission, vision, and local literacy initiatives that improve student literacy achievement.	The LCLP literacy mission and vision statements are explicitly aligned with both the PACLP and the district/LEA mission and vision statements. The narrative specifically addresses the connection to and alignment with other literacy initiatives that improve student literacy achievement.
Beliefs and Setting the Purpose <i>LCLP Template Section III: Guiding Principles</i>	The LCLP team reviews the PACLP guiding principles and essential elements and reflects on their relevance to local literacy achievement. The team builds on these foundational principles to state what the district literacy non-negotiable will be.	Narratives for each guiding principle/essential element lack depth and connections to local literacy achievement.	Narratives for some of the guiding principles/essential elements reveal the beliefs and assumptions about literacy within the district/LEA.	Narratives for each guiding principle/essential element reveal the beliefs and assumptions about literacy within the district/LEA. Narratives include the current practices in place related to literacy, what these practices mean for the district/LEA, and what the literacy non-negotiables are.	Narratives for each guiding principle/essential element reveal the beliefs and assumptions about literacy within the district/LEA. Narratives include the current practices in place related to literacy, what these practices mean for the district/LEA, and what the literacy non-negotiables are. The district/LEA synthesizes these guiding principles/essential elements in an effort to provide direction in supporting the movement of the district's literacy efforts.
Review and Reflection <i>LCLP Template Section IV: Needs Assessment Review</i>	The LCLP team reviews the updated needs assessment, the grant narrative, and multiple measures of data to determine what the district/LEA needs to act on to achieve the literacy mission and vision while remaining aligned to the stated beliefs and purpose.	The district/LEA has reviewed and reflected on some of the 7 components of the needs assessment. The evidence is sketchy and incomplete.	The district/LEA has reviewed and reflected on each of the 7 components of the needs assessment. The evidence is missing the bulleted list of factual statements, and/or the conclusion, and/or the completed chart.	The district/LEA has reviewed and reflected on each of the 7 components of the needs assessment. This includes a bulleted list of factual statements, a conclusion, and a completed chart.	The district/LEA has reviewed and reflected on each of the 7 components of the needs assessment. This includes a bulleted list of factual statements, a conclusion, and a completed chart. This detailed review and reflection includes alignment with the district/LEA beliefs and purposes, literacy mission and vision, and how multiple measures of data will inform future decision-making.



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<p>Action Plan</p> <p><i>LCLP Template Section V: Setting and Prioritizing Goals</i></p>	<p>The LCLP team takes the information from the reflection and review, prioritizes and builds both a long term (2013-2017) and a short term action plan (2013-2014).</p>	<p>There is limited evidence to support the literacy goals selected for the action plan.</p>	<p>The literacy goals chosen for the action plan demonstrate a limited review and/or use of the needs assessment, the grant narrative and multiple measures of data. Short and long term action plans have been developed.</p>	<p>The prioritized literacy goals chosen for the action plan demonstrate a review of and reflection on the needs assessment, the grant narrative and multiple measures of data.</p> <p>The goals demonstrate a maximization of efforts and resources to advance student literacy achievement.</p> <p>The LCLP includes both short term and long term action plans that are aligned.</p>	<p>The prioritized literacy goals chosen for the action plan clearly demonstrate a thorough review of and reflection on the needs assessment, the grant narrative and multiple measures of data.</p> <p>The goals demonstrate a maximization of efforts and resources to advance student literacy achievement.</p> <p>The short term action plan builds on the long term action plan. The alignment of the short and long term action plans is explicit and clearly articulated.</p>
<p>Dissemination of LCLP</p> <p><i>LCLP Template Section VI: Dissemination of Plan</i></p>	<p>The LCLP includes a timeline, a detailed plan on how stakeholders will be receiving the plan, and how the district/LEA will ensure that the various stakeholders have multiple opportunities to obtain a common understanding of the plan.</p>	<p>The dissemination plan is limited in both scope and specificity.</p>	<p>The dissemination plan includes a limited timeline and addresses some stakeholders: teachers, administrators, parents, community members, and partners.</p>	<p>The dissemination plan includes a detailed timeline and addresses all stakeholders: teachers, administrators, parents, community members, and partners. It ensures the distribution and understanding of the plan to all stakeholders.</p> <p>The plan describes the support needed to support the building of common knowledge among all stakeholders.</p>	<p>The dissemination plan includes a detailed timeline and addresses all stakeholders: teachers, administrators, parents, community members, and partners. It ensures the distribution and understanding of the plan to all stakeholders.</p> <p>The plan details differentiated levels of support in building common knowledge among all stakeholders.</p>
<p>Assessing and Reporting Progress</p> <p><i>LCLP Template Section VII: Assessing and Reporting Progress</i></p>	<p>The LCLP team provides a summary and a broad timeline for how progress toward goals will be measured and reported, using Bernhardt's Multiple Measures Model.</p>	<p>The plan is limited and under-developed.</p>	<p>The plan includes a limited summary and timeline of how and when progress toward goals will be reported based on some of Bernhardt's Multiple Measures Model and KtO academic and environmental assessments.</p>	<p>The plan includes a summary and timeline of how and when progress toward goals will be reported based on Bernhardt's Multiple Measures Model and KtO academic and environmental assessments.</p>	<p>The plan includes a detailed summary and extensive timeline of how and when progress toward goals will be reported based on Bernhardt's Multiple Measures Model and KtO academic and environmental assessments.</p>