



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

NOVEMBER 2017



OKLAHOMA COMPREHENSIVE LITERACY PLAN

BIRTH TO GRADE 12

Table of Contents

Introduction	3
The State of Literacy Achievement in Oklahoma	5
IMPACT Elements: A Framework to Improve Literacy	9
Element 1: Instruction and Curriculum Aligned to Standards	11
Element 2: Multi-Tiered System of Supports	17
Element 3: Professional Learning	24
Element 4: Assessment System	28
Element 5: Collaborative Leadership	32
Element 6: Families and Communities	37
References	43
Appendix A: Action Planning Tool	46
Appendix B: 9 Essential Elements Checklist and Needs Assessment	65
Appendix C: Continuum of Learning	67
Appendix D: Reading Sufficiency Act	73
Appendix E: Local Literacy Plan Template	75

Oklahoma Comprehensive Literacy Plan

Oklahoma’s vision is for all children to reach their full potential and be ready to make a positive contribution to our state by **improving literacy for all children** birth to postsecondary. The state’s future economic success is dependent on well-educated, literate citizens. The Oklahoma State Department of Education (OSDE) is committed to ensuring **all students obtain the critical literacy skills** needed to be college and career ready so that they can lead financially successful and personally fulfilling lives. Achieving this goal **requires systemic and collaborative efforts** among educators, families, and community members:

The purpose of the Oklahoma Comprehensive Literacy Plan is to assist schools and districts in developing the structures necessary for literacy acquisition birth to twelfth grade. The plan provides guidance and recommendations for educators, families, and communities to consider as they strive to ensure high quality literacy instruction for all students.

Literacy is the gateway to success in school and beyond. **Equitable access to quality literacy instruction** beginning at birth provides all students with opportunities for achievement in careers of their choosing and a foundation for their personal success. To ensure all students in Oklahoma are fully prepared to meet the challenges and opportunities of tomorrow’s competitive workplace, the efforts of the OSDE, educators, parents, and community members must be combined and focused on the common goal of literacy for all students.

The Oklahoma Every Student Succeeds Act (ESSA) Consolidated Plan (2017) outlines **several key improvements and accomplishments** for the state of education by 2025:

- Score among the top 20 highest-performing states on National Assessment of Educational Progress (NAEP) in all subjects for fourth grade and eighth grade;
- Reduce the need for math and English language arts remediation after high school by 50%;
- Align early childhood education and learning foundations to ensure at least 75% of students are “ready to read” upon kindergarten entry;
- Increase student access to effective teachers, thereby reducing the need for emergency certified teachers by 95%;
- Rank among the top 10 states with the highest graduation rate for students.

Oklahoma's Literacy Beliefs

The Oklahoma Comprehensive State Literacy Plan is grounded in the belief that all children have the right to be literate. To ensure this right, Oklahoma must ensure learners receive, from their earliest interactions with language, the best support from their family, school, and community as they grow to become fully productive members of society. The OSDE has endorsed these statements as a context for the right to literacy:

- **Literacy is the channel** through which we communicate ideas and understandings of the present, reflections on the past, and visions of the future. Through reading, writing, listening, speaking, and viewing, we learn to appreciate, integrate, and apply what is learned for practical purposes in our homes, school communities, and workplaces.
- **Parents are** their children's **first and most important teachers** and should have access to programs designed to maximize a child's overall development during the first three years of life, laying the foundation for school success.
- **Early childhood, elementary school, middle school, and high school programs** must **provide a literacy-rich environment** and exposure to a wide variety of print materials and literacy experiences.
- **The goal** of literacy instruction is to **prepare students** for college, career, life, and citizenship.
- A clearly articulated **sequence of literacy expectations** for all learners in all subjects is the foundation for high achievement from birth through postsecondary study.
- Students in all grades and all content areas require **explicit and systematic instruction** in phonemic awareness, phonics, fluency, vocabulary, and comprehension in order to achieve their full literacy potential.
- Any student, at the earliest sign of difficulty in acquiring literacy skills, is entitled to **appropriate and effective interventions**; every student who cannot demonstrate grade-level literacy skills is entitled to successful remediation.
- Literacy instruction **addresses the technology skills 21st century** learners will require to access, manage, and create information.
- Classrooms and schools that support literacy are led by teachers and administrators who apply **evidence-based, student-centered instructional practices**. These practices teach learners to build on what they know and can do and collaborate to learn more.
- All **students** can **take ownership in literacy acquisition**.

The State of Literacy Achievement in Oklahoma

While Oklahoma students show promising gains with literacy achievement in some areas, other areas remain stagnant and indicate there is still much work to do to ensure all students are college- and career-ready. Trend data from the National Assessment of Educational Progress, or NAEP, (National Center for Educational Statistics [NCES], 2015) shows Oklahoma **reading scores for grade four are steadily improving**. This is a promising indication that current efforts aimed at literacy improvement in Oklahoma are effective. The Oklahoma Reading Sufficiency Act (RSA) (OSDE, 2016a) is designed to identify students who are struggling or are behind their peers in literacy development and provide the interventions needed; however, in order to meet the state goal of ensuring all students are proficient, support structures will need to be added or revised by school districts and the state. While the percentage of students performing “at or above Basic” is currently 71%, we know our students need to score at or above proficient to be college and career ready.

Table 1 shows the results of grade 3 Oklahoma reading test which serves as the summative assessment for the Reading Sufficiency Act and provides a look into literacy rates for our youngest learners.

Table 1: Grade 3 Reading Scores for Oklahoma by Population (2015-2016)

Year	Percent Free/Reduced Lunch	Percent of Total at or Above Proficient	Percent Non Free/Reduced Lunch	Percent of Total at or above Proficient	Percent of IEP	Percent of Total at or Above Proficient	Percent of ELL	Percent of Total at or Above Proficient
2015	65%	57%	35%	42%	19%	11%	12%	7%
2016	66%	59%	34%	41%	17%	9%	12%	7%
2017	NA	NA	NA	NA	NA	NA	NA	NA

While **65% of 3rd grade students in Oklahoma are classified as free/reduced lunch**, they represent only **57% of students** who scored proficient or higher in 2015 and 59% in 2016. Clearly our students on free/reduced lunch are not performing at the same rate as their peers. Likewise, students receiving services for Special Education or English Learner are under-represented in the percentage of students scoring Proficient or higher. Data for 2017 is not included as the 2017 test was based on new standards and is not comparable to previous years. Table 2 shows

scores disaggregated by ethnicity.

Table 2: Grade 3 Reading Scores for Oklahoma by Ethnicity (2015-2016)

Year	Percent of African-American Students	Percent of Total Students at or Above Proficient	Percent of Hispanic Students	Percent of Total Students at or Above Proficient	Percent of American Indian Students	Percent of Total Students at or Above Proficient	Percent of Caucasian Students	Percent of Total Students at or Above Proficient
2015	9%	7%	18%	14%	14%	14%	48%	53%
2016	9%	6%	18%	15%	13%	13%	50%	52%
2017	NA	NA	NA	NA	NA	NA	NA	NA

Table 2 shows our **African-American and Hispanic students are underrepresented in the “at or above Proficient” scores** as compared to American Indian students whose percentage of the population is equally represented in the percentage in “at or above proficient.” Caucasian students who have a higher percentage scoring “at or above proficient” than their percentage represented in the total population.

While the Reading Sufficiency Act has provided support for all students as could be a factor in rising 4th-grade NAEP scores, there is clearly much work to do in underrepresented populations.

Table 3: Grade 4 NAEP Reading Scores for Oklahoma (2015-2016)

Year	Average State Score	Difference from National Average	Percent of Students at or Above Basic	Percent of Students at or above Proficient	Percent of Students at Advanced
2015	222	(-)	71	33	6
2013	217	-4	65	30	5
2011	215	-5	64	27	4

NAEP reading scores for **eighth-grade students are higher than fourth grade but less consistent and do not indicate the same steady growth** that grade four students demonstrated from 2011 to 2015. The structure of support for 5-8 is not as consistent across the state as it is in K-4 due to RSA. **As in fourth grade,**

eighth grade students need to score “at or above proficient” to be considered college and career ready.

Table 4: Grade 8 NAEP Reading Scores for Oklahoma (2011 - 2015)

Year	Average Score	Difference from National Average	Percent of Students at or above Basic	Percent of Students at or above Proficient	Percent of Students at Advanced
2015	263	-1	76	29	2
2013	262	-4	75	29	2
2011	260	-3	73	27	2

NAEP data suggests **the majority of elementary and middle school students in Oklahoma remain at basic levels of literacy performance.** In 2015, 4th graders in Oklahoma had an average scaled score of 222 in reading compared to the national average of 221. While Oklahoma students scored above the national average, the majority still scored in the Basic range on the assessment (*NAEP scores range from Basic to Proficient to Advanced*). The same held true for Oklahoma 8th graders, who had an average scaled score of 263 compared to the national average of 264, the majority also scoring in the Basic range on this assessment. In order to achieve the goal of scoring among the top twenty states in the nation on NAEP, more Oklahoma students will need to score at or above Proficient.

Three-year trend data for the Oklahoma ACT Sub-Scores for English and Reading indicate that **Oklahoma students are consistently below the national average for English and are at or below the national average for Reading** (ACT, 2017a).

Table 5: Oklahoma ACT Sub-Scores for English and Reading (2015 - 2017)

ACT Test Area	2015	2016	2017
English: State	20.1	19.8	18.5
English: National	20.4	20.1	20.3
Reading: State	21.5	21.3	20.1
Reading: National	21.4	21.3	21.4

At the high school level, all juniors in Oklahoma take either the ACT or SAT as a college- and career-readiness assessment. Sub-scores of 18 in English and 22 in

Reading were established by ACT as benchmark scores to predict college preparedness (ACT, 2017b). These scores indicate that a student who meets these benchmarks will have a 50% chance or better of making a “C” or higher in the college freshman equivalent coursework. ACT results from the March 2017 test administration showed that 46% of Oklahoma juniors scored an 18 on the English sub-score, while 37% scored a 22 on the Reading subscore. In 2015, 10% of Oklahoma students were required to take a remedial Reading course in college, while 17% were required to take a remedial English course in college (*Fall, First-Time Freshmen Enrollments in Developmental Courses, 2017*).

Factors Impacting Literacy Achievement in Oklahoma

There are many factors that impact literacy achievement in Oklahoma including high poverty rates and a high percentage of students classified as medium- or high-risk for school readiness. According to the 2015 U.S. Census, **27% percent of all Oklahoma students live below the Federal Poverty Level**. This exceeds the national rate of 24.5%. Of the 77 Oklahoma counties, 52 have child poverty rates higher than the national rate, and two counties have rates above 50%. The link between poverty and low achievement is well-documented and mirrored in our state testing data as a contributing factor to the literacy achievement exhibited in the state.

Shifts in Oklahoma student demographics continue as we move toward a majority-minority school population, and administrators and teachers are challenged by language barriers in meeting the needs of students. The state currently serves more than 60,000 students (2016, latest data) approximately 85% of which are native Spanish speakers. The remaining English Learners may communicate in any one of nearly 180 separate languages currently spoken by Oklahoma students. This can be a barrier to student achievement in literacy if students are not provided adequate resources and support structures they need.

The Oklahoma Comprehensive Literacy Plan **provides support to overcome demographic challenges that contribute to literacy skill deficiencies** with recommendations for systemic efforts families, schools, and communities can implement to ensure all students have the opportunities they need to be literate citizens.

IMPACT- A Framework to Improve Literacy

Oklahoma has identified six high **IMPACT** elements that comprise a framework for continuous, sustained literacy improvement. These elements address the leadership, knowledge, and skills necessary for families, educators, and communities to improve literacy statewide and align with the Nine Essential Elements for Effective Schools ("Oklahoma Nine Essential Elements Performance Indicators" 2012).

- I** Instruction and curriculum aligned to standards
- M** Multi-tiered support system of interventions
- P** Professional learning network to increase teacher effectiveness
- A** Assessment system to demonstrate student and district progress
- C** Collaborative leadership among various stakeholders
- T** Teaming with families and communities to build relationships

The *Oklahoma IMPACT Literacy Framework* **establishes a common structure, language, and process** for capacity building among families, educators, and communities in each of the areas of the framework. The elements can be translated into actions that support the work of stakeholders in improving literacy achievement. The elements that comprise the framework can be **utilized at all stages of literacy development** and must work together in order to be effective. Therefore, Oklahoma's systematic approach to improving literacy for all students hinges upon all stakeholders leveraging every aspect of the framework to develop learning experiences for children from birth to postsecondary levels. Each **IMPACT** element is supported through the use of data collection and analysis to determine strategies to improve instruction and ensure student mastery.

The **Oklahoma IMPACT Framework for Literacy Improvement** is illustrated in the graphic below.



Instruction and Curriculum

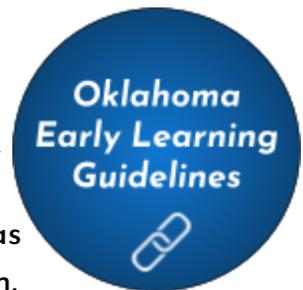
Based on Aligned Standards and Guidelines

The Oklahoma Literacy Plan is **grounded in the belief that all children have the right to be literate**. To invoke that right, **equitable learning experiences** for all students must be **based on a coherent system** where **instruction, curriculum, and assessments are aligned** to the **same goals**.

Instruction concerns the methods used in the classroom to help students achieve performance targets. **Curriculum is the written plan** that defines the standards-based content to be taught, the resources to be used, the instructional methods to be utilized, and the formative and summative assessments needed to evaluate student learning. An aligned program of instruction, curriculum, and assessment increases student achievement, engagement, attendance, and graduation rates (Dufour, 2014).

The Oklahoma Early Learning Guidelines for Infants to Five Years

Literacy is a gateway to success and that gateway begins at birth. **Families and caregivers have an extremely important role** in the development of a child's early literacy skills. *The Oklahoma Early Learning Guidelines for [Infants to Toddlers and Two](#) and [Three to Five Years](#)* (OKDHS, 2011) were created to provide support for families and caregivers as they offer the earliest learning experiences for young children.



The guidelines include commonly held expectations and widely accepted best practices for children in various age groups. At the same time, the guidelines are flexible enough to meet the needs of individual children and groups.

The guidelines can be utilized by families, caregivers and educators as a framework for literacy instruction. They also serve to encourage instructional consistency among early childhood programs across Oklahoma.

Pre-Kindergarten and Kindergarten

The [Oklahoma Academic Standards for Pre-Kindergarten](#) serve as a link between the Early Learning Guidelines and the learning goals for students in four-year old

programs in Oklahoma and can be utilized by educators in schools or child care centers who offer Pre-Kindergarten.

Transition from Pre-Kindergarten to Kindergarten marks a child's introduction to formal education. Children will meet new people and spend time in a new classroom learning new rules and routines. It is important that parents, caregivers, and public schools collaborate to support each student's readiness for the transition.



The Kindergarten Readiness Literacy Inventory (KRLI), represented in Table 2, provides guidance to families, caregivers, and teachers as to what children should know and be able to do to be ready for Kindergarten. *The Oklahoma Academic Standards for Pre- Kindergarten* and [Kindergarten](#) are the basis for the KRLI. While **mastery of these skills is not required**, it is beneficial to work toward these skills during everyday routines with children.

Table 6: Oklahoma Kindergarten Literacy Readiness Inventory

Indicator	Description of Kindergarten Readiness Skills	Oklahoma Standards
Recognizes familiar signs, words or logos	Child can "read" familiar signs or labels in his/her environment such as food labels or restaurant names.	PK. 2PC.2 K.2.PC.2
Can hold a book correctly	Child can hold a book right side up and turn pages one at a time from front to back.	PK. 2PC.3 K.2.PC.3
Writes first name and possibly last name with help	Child can write and recognize his/her first name and possibly last name. Child responds to his/her name.	PK. 2PC.1 K.2.PC.1
Knows names of most upper- and lower-case letters	Child can identify the letters in his/her name and other letters in the alphabet	PK. 2PC.1 K.2.PWS.1
Knows some letter sounds	Child can recognize the sound of some letters	PK.2.PWS.1 K.2PW.3
Recognizes rhyming words	Child can say rhyming words (such as cat, bat, sat) with help.	PK.2PA.2 K.2PA.2
Recognizes the first sound in a word	Child can say the first sound in a word such as "B" in the word, ball.	PK.2PA.4 K.2PA.3
Expresses ideas using pictures, shapes, and some letters	Child can use pictures to express ideas such as drawing a circle to represent the sun. At this age, children may be using random letters to express ideas.	PK.2.W K.3.W

Demonstrates an interest in reading and writing.	Child can show an interest in reading and writing by choosing to read a book and drawing on paper.	PK.8 K.8
--	--	-------------

The Oklahoma Academic Standards for English Language Arts

To prepare students for their future, Oklahoma must deliver high quality education to all students with **literacy as the cornerstone**. That cornerstone begins with families and caregivers from birth through age five and continues with standards-based instruction in grades one through twelve. The Oklahoma Academic Standards for English Language Arts support quality instruction for school- aged children by providing educators with what students should know and be able to do to be successful critical readers, writers, and thinkers throughout their academic careers and beyond.



In 2016, the Oklahoma State Department of Education, through collaboration with stakeholders statewide, developed the [Oklahoma Academic Standards for English Language Arts](#) (ELA). The new standards are more comprehensive and offer a renewed focus on foundational skills in reading, basic grammar and writing, vocabulary, critical reading and analytic writing, and research in ELA.

The Purpose of Oklahoma Academic Standards Is to Ensure:

- All learners are supported to become independent readers in a range of disciplines.
- All learners are supported to become independent writers for a variety of audiences and a range of purposes.
- All learners possess the skills required to analyze, evaluate, act upon, and compose a wide range of communication.
- All learners must hear the voices of their own heritage in the literature they encounter.

By nature, literacy knowledge and skills is a **recursive** learning process; **students revisit concepts again and again as they learn to read and write** at increasingly sophisticated levels throughout their academic career. The following eight standards encompass the content and competencies of the Oklahoma Academic Standards for ELA and reflect both reading and writing skills.

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but limited to, responses to reading and writing.

Standard 2: Reading Foundations/Reading Process and Writing Process

Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use recursive processes when reading and writing.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Standard 8: Independent Reading and Writing

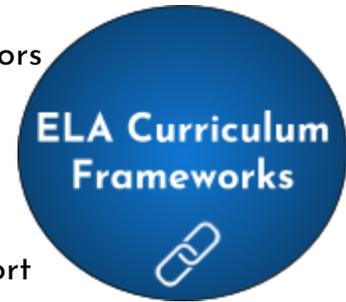
Students will read and write for a variety of purposes including, but not limited to academic and personal, for extended periods of time.

In addition to the ELA standards, educators can find disciplinary literacy connections within the [Oklahoma Academic Standards for mathematics, science, and social studies](#). Disciplinary literacy, “embedded within content-area classes such as math, science, and social studies, should be a focus of middle and secondary school settings” (Shanahan, 2008).

The Oklahoma Academic Standards for ELA should be utilized by districts and educators as they design instruction and develop or select curriculum and assessments. To better support districts and educators in understanding the intent of the state standards, the OSDE developed the Oklahoma English Language Arts Curriculum Frameworks.

The Oklahoma English Language Arts Curriculum Frameworks

The [ELA Curriculum Frameworks](#) are sets of curricular resources developed by Oklahoma teachers to help educators translate the Oklahoma Academic Standards for ELA into classroom practice. They illustrate **what is expected of students at each grade level** by examining the intent of each standard and providing instructional options to support student learning.



The Early Learning Guidelines and Oklahoma Academic Standards for English Language Arts were developed in accordance with research and best practices for literacy development. For additional guidance on literacy development, please see **Appendix C: Continuum of Learning**.

Instructional Resource Selection Guidance

In December, 2015, Congress passed the Every Student Succeeds Act (ESSA), as the primary federal law governing K-12 education. The bill promotes the use of strategies and programs with strong evidence of impact. The following websites provide guidance for best practices in selecting instructional materials.

Evidence of Effectiveness	
What Works Clearinghouse:	https://ies.ed.gov/ncee/wwc/
Best Evidence:	http://bestevidence.org/
ESSA:	https://www.evidenceforessa.org/

Summary: Aligning Instruction and Curriculum to Standards



Coherence across standards, instruction, curriculum, and assessment are vital to ensuring equitable learning experiences for all students. When one of the components of this system is not aligned, inequities are likely to exist within districts and schools..

As school districts and educators ensure their efforts include the high IMPACT element of **Instruction and Curriculum Aligned to Standards**, they should consider how the educational climate and practices of their district and schools support coherence through standards-based alignment across instruction, curriculum, and assessments. The recommendations in Appendix A can be utilized as a **guide for implementing instruction and curriculum aligned to standards** while examining the challenges they may face through that process.

For a Reflection Tool, Implementation Rubric, and Action Plan Process for this component of IMPACT, refer to **Appendix A**.

Multi-Tiered System of Supports

Researched Based Practices for Effective Instruction

In order for students to succeed at high levels, they must receive high quality literacy instruction. Comprehensive literacy instruction for all students and programs are centered on a **multi-tiered system of supports** with frequent monitoring of student progress and **provide quality interventions** to students where needed. Literacy instruction that includes a multi-tiered system of support ensures equitable learning opportunities for all students, resulting in closing achievement gaps.

Oklahoma's Comprehensive Literacy Plan supports instruction and intervention decisions to improve literacy outcomes. It is organized around three essential ideas:

- Literacy is a lifelong recursive process.
- Literacy requires data-driven decisions.
- Literacy is improved through responsive and differentiated teaching.

Development in the Early Years

Since the state literacy plan supports the idea that literacy begins at birth, it is vital that students struggling with reading are identified early. During the early years, when a family member, caregiver, or practitioner has concerns that a child is not developing normally, skills are assessed through a developmental screening, checklist, or medical assessment. Based on the outcomes of those assessments, families are referred to practitioners for further assessment and remediation of delays. With the appropriate interventions, many children can achieve age-appropriate developmental skills and meet learning benchmarks that set a solid foundation for future literacy success. When children enter school, a more formalized multi-tier system of support begins and can continue through the end of the child's schooling.

Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is an approach for designing and establishing teaching and learning environments that are effective, efficient, relevant, and durable for all students, families, and educators. **MTSS is "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in**

instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005). The primary goal is to improve student achievement using research-based interventions matched to the instructional need and level of the student as well as frequently monitoring student progress to guide instruction.

Within a Multi-Tiered System of Support, schools:

- Use screening data to identify students at risk for poor learning outcome in need of increased challenge.
- Guide instruction through frequent monitoring of student progress.
- Intervene based on student need;
- Adjust the intensity and nature of interventions or challenges depending a student’s responsiveness.

Several considerations must be addressed for students who require multi-tiered systems of support:

1. Interventions should be based on the needs of individual students and informed by the data collected with a literacy screener.
2. Interventions should be delivered with sufficient intensity, frequency, and duration to effectively support the student meeting benchmarks for literacy.
3. Interventions should be flexible based on data and guided by continued progress monitoring.
4. Interventions must be directed by a teacher and be both systematic and explicit.

Students who need moderate supports may receive instructional interventions in small groups while students in need of significant interventions may need individual interventions. **Continual progress monitoring will inform educators and families as to the effectiveness of the interventions** for the student and if they should be adjusted.

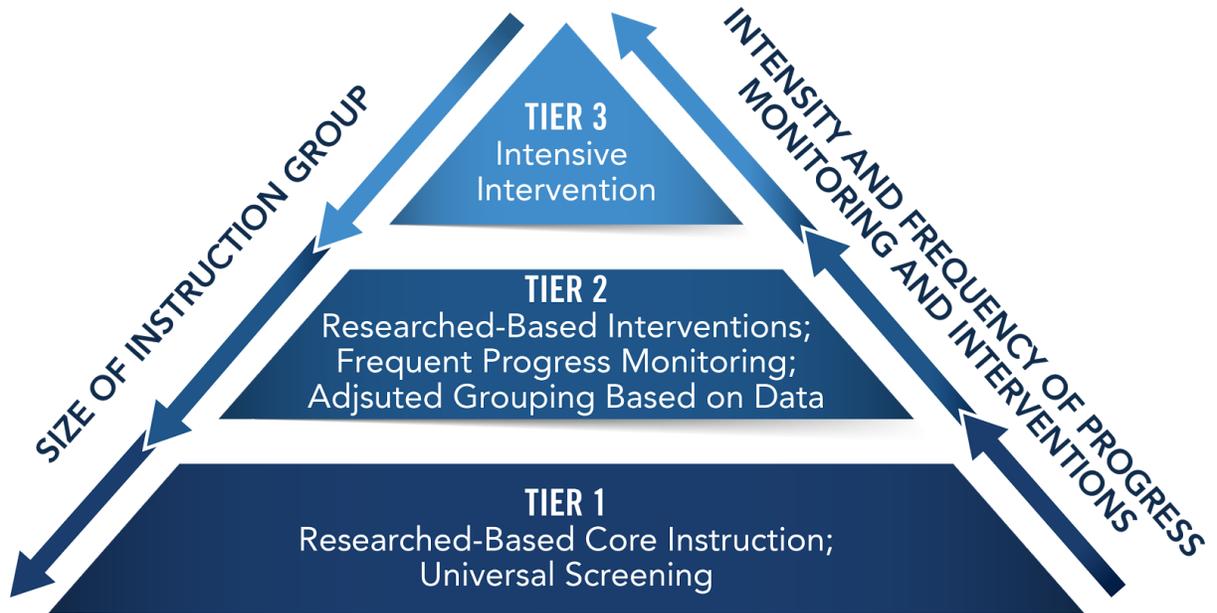
The Oklahoma Tiered Intervention System of Support is Oklahoma's structure for MTSS; and is the state intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. The literacy needs of all students are classified into three tiered categories.

Tier 1 - Core literacy instruction provided to all students.

Tier 2- Strategic instruction provided to some students not making progress in Tier 1.

Tier 3 - Intensive literacy instruction provided to a few students who have not received Tier 1 and Tier 2 and are still below benchmark..

Figure 1: Tiered Literacy Instruction



To determine the appropriate level of tiered intervention for students, the following steps are used:

Step 1. Identify the Need

Determine the gap or difference between the expectation and what is actually occurring in terms of student performance. Needs of all students may be defined using school-wide, small group, or individual student data.

Step 2. Analyze the Need

Use information collected from a variety of sources, such as universal screening progress monitoring, student work, parents' input, etc., to determine why the learning need(s) may be occurring.

Step 3. Develop and Implement a Plan

Set a goal that describes the expected improvement in learning. Select the instruction and/or intervention(s) that will address the need and identify how progress will be monitored. Carry out the instructional changes and/or interventions and monitor fidelity of implementation.

Step 4. Evaluate the Plan

Collect and use school-wide, small group, and individual student data to determine if the plan is working or if changes are needed to adjust guide instruction.

Effective Interventions for All Students

- Implement instructional practices that support all learners.
- Maximize student growth by using differentiated strategies such as adding depth and complexity to the curriculum, scaffolding lessons, pre-assessing students to form flexible groupings, implementing interest and/or learning centers, employing questioning strategies, facilitating independent study that emphasizes students' areas of interest, and previewing, reviewing, re-teaching, and frontloading.
- Provide sufficient time and language attentive instruction for our EL and bilingual learners to include strategies such as visuals, repetition, use of home language, and grouping strategies.
- Implement developmentally appropriate practices for students, such as play-based learning and routine-based instruction, that support all areas of development.
- Embed formative assessments in instruction and design to elicit student learning.
- Analyze formative assessment data analyzed frequently to make instructional decisions and ensure interventions or enrichment are appropriate and successful.



Reading Sufficiency Act

The [Oklahoma Reading Sufficiency Act \(RSA\)](#) (OSDE, 2016a) focuses on early literacy serving as the MTSS for the early grades. RSA provides structures for identifying students who are struggling or behind their peers in literacy development and provides appropriate interventions to meet those students' needs effectively.

RSA aligns with a larger multi-tiered system of support, emphasizing the importance of early identification and intervention in the primary grades, when the majority of students are still working on foundational skills and before those students who are struggling have fallen too far behind their peers.

Beginning with kindergarten, **Oklahoma students are screened a minimum of twice yearly** through the third grade on foundational reading skills. Students who do not meet general benchmarks are placed on a student [Academic Progress Plan](#),

which outlines targeted interventions, communication with families, and regular monitoring of progress toward reading goals. See Appendix D for additional information regarding the correlation of RSA and the Oklahoma Comprehensive Literacy Plan.

Tiered Intervention Professional Development

The Oklahoma State Department of Education [provides online professional development](#) to support districts in meeting RSA requirements. Professional development modules include best Practices for Tier II intervention and examples of tiered interventions.



English Learner (EL) Literacy Supports

When addressing student literacy needs, intervention strategies should be tailored for the specific population of students. Several resources are available for districts and educators to support English learners with literacy development through WIDA. [WIDA](#) aims to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



Resources provided by WIDA include: (1) [Guiding Principles for Language Development](#); (2) [WIDA Standards Framework and its Theoretical Foundations](#); and (3) [The English Language Development Standards K -12](#).

In addition to the WIDA resources, the [Comprehensive Academic Resource and Training Toolkit \(CARTT\)](#) provides the necessary support educators need to deliver instruction in a highly skilled and knowledgeable manner to assist English learners as they move toward English proficiency. This toolkit emphasizes current promising practices for teachers, administrators, parents, and educational stakeholders.



All students can benefit from a systematic approach to instruction and intervention. The following table shows a sample support structure to begin building a MTSS.

Table 7: Intervention Support Structures

Expectations for Instruction and Intervention	Administrator Actions	Data to Support Evidence of Effectiveness
Align instructional practices with evidence-based research	Provide time for teachers to analyze data. Provide literacy resources needed for effective instruction.	Screening assessments Diagnostic assessments Progress Monitoring assessments Summative assessments
Standards-based grade level instruction. Plan effective instruction based on Oklahoma Academic Standards to include all components of literacy to support student learning.	Provide Oklahoma Academic Standards and curriculum frameworks to support teachers instruction.	School Literacy Team Schoolwide Intervention Plan Formative assessment data
Implement high-quality instructional practices.	Provide effective coaching to teachers.	Progress monitoring assessments
Establish and support tiered instruction to meet the intervention needs of all learners.	Support and monitor tiered instruction. Provide ongoing support staff with planning and collaboration time.	Progress monitor Data Walls
Provide professional development for effective use of strategies for explicit and differentiated instruction.	With site literacy team, plan job-embedded professional development to support effective differentiated instruction.	Site Literacy Team Agendas and Action Plans Progress Monitor effectiveness of differentiated instruction

Summary: Implementing a Multi-Tiered Support System of Interventions



Identifying the instructional needs of students and implementing a multi-tiered support system of interventions, coupled with continuous monitoring of those interventions, provides a comprehensive plan districts and educators can utilize to help all students achieve high levels of literacy.

As school districts and educators ensure their efforts include the high IMPACT element of **Multi-Tiered Support System of Interventions**, they should consider how the educational climate and practices of their district and schools support strong tier 1 instruction, effective intervention strategies, and progress monitoring. The recommendations in Appendix A can be utilized as a **guide for implementing multi-tiered systems of support** while examining the challenges they may face through that process.

For a Reflection Tool, Implementation Rubric, and Action Plan Process for this component of IMPACT, refer to **Appendix A**.

Professional Learning

Creating Communities and Networks to Increase Teacher and Leader Effectiveness

Effective educators and leaders are essential to meeting the literacy needs of Oklahoma’s children. Ensuring that there are effective educators and leaders for all of Oklahoma’s schools and districts **requires a systematic approach addressing ongoing, job-embedded, professional development.**

Student achievement is directly correlated to teacher quality and school leadership. “For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices.” (Mizell, 2010). **Effective professional development is essential to accomplishing one of our most pressing challenges:** graduating students prepared with literacy skills and the knowledge essential for college and career-readiness.

Ensuring all educators understand and can effectively implement curriculum, use instructional strategies, and manage a multi-tier system of support is essential to the literacy development of Oklahoma students. High quality professional learning experiences are critical for **educator growth.**

Professional Learning Standards

The OSDE is committed to providing professional learning experiences aligned to the seven [Standards for Professional Learning](#).



1. Learning Communities
2. Leadership
3. Resources
4. Data
5. Learning Designs
6. Implementation
7. Outcomes

Educator Growth Through Professional Learning Communities

The first standard, learning communities, suggests professional learning increases educator effectiveness and results for all students. Effective professional learning communities (PLCs) have instructionally focused teacher teams as the basic unit and are committed to continuous improvement, collective responsibility, and goal alignment leading to student achievement (Schmoker, 2006). Well structured PLCs can serve to support educators in understanding and implementing standards (Dufour, 2004). Effective PLCs engage in collaborative conversations and goal setting linked to school and district goals. Optimal leading and learning opportunities for PLCs come when they are afforded the time to meet regularly.

Meaningful collaboration in PLCs must go beyond presenting educators with state standards or pacing guides developed by others in the state or district. Educators must be given **time to analyze standards and curricular resources, discuss their understanding of those documents** and how they **relate to student learning** to inform instruction and curriculum. This is particularly important for effective instruction in literacy to occur across a school or district.

Educator Growth Through Collaboration:

- Encourages teachers to recognize and share the best of what they know.
- Occurs when learning communities are committed to continuous improvement, collective responsibility, and goal alignment.
- Encourages teachers to recognize and share the best of what they already know.
- Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- Requires prioritizing, monitoring, and coordinating resources for educator learning.
- Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate learning.
- Integrates theories, research, and models of human learning to achieve its intended outcomes.
- Applies research on change and sustains support for implementation of professional learning for long-term change.
- Aligns its outcomes with educator performance and student curriculum standards.

Educator Growth Through Job-Embedded Professional Learning

The National Staff Development Council recommends that all professional development for educators have:

- Direct application to the classroom.
- Measurable impact on student achievement.
- Integral part of the structure of a school rather than an isolated event.
- Focus on knowledge of academic subjects.
- Focus on adjustment of instructional strategies, materials, and assessment.

With advancements in social media and technology, educators are not limited to professional learning within their school or district and should be encouraged to expand the learning communities they participate in to connect to other educators and learning experiences through Professional Learning Networks (PLNs). PLNs are designed to facilitate collaborations and learning experiences beyond districts and states.

Oklahoma Professional Learning (PL) Focus

Establishing a Professional Learning Focus (PL Focus) for each teacher and administrator is critical. The OSDE provides administrators and educators with several [resources to assist them in developing and implementing a PL Focus](#) including: (1) [PL Focus Guidelines](#); (2) [PL Focus Templates](#); and (3) [PL Focus Feedback Templates](#).



Additionally the [OSDE](#) provides webinars, [video conferences](#), regional workshops, [ENGAGEOK](#), podcasts, online tools and resources, teacher and leader effectiveness resources, [summer institutes](#), and many more supports for educators to continue their professional growth.

Summary: Professional Learning



With effective professional learning opportunities and networks, educators can continually grow and provide students with the learning opportunities they need to be successful.

As school districts and educators ensure that their efforts include the high IMPACT element of **Professional Learning**, they should consider how the educational climate and practices of their district and schools support educator growth. The recommendations in Appendix A can be utilized as a guide for implementing high quality professional learning experiences for educators while examining the challenges they may face through that process.

For a Reflection Tool, Implementation Rubric, and Action Plan Process for this component of IMPACT, refer to **Appendix A**.

Assessment System

To Elicit and Demonstrate Student Learning

Assessment is the ongoing process of collecting, monitoring, and interpreting data **to inform instruction** and address the educational needs of individual students. A comprehensive assessment system uses a variety of assessments to provide a continuum of evaluations, providing timely data for educators to implement interventions needed to improve student learning.

The Role of Assessments in Literacy Progress:

- Identify student needs at all levels of literacy development.
- Determine a student's progress toward the goals of standards.
- Guide instruction and identify interventions to ensure literacy learning.
- Enable ways to establish goals and evaluate for individual students classroom, school, district, community and state.

A comprehensive system of assessments uses multiple evaluation and assessment strategies regularly, **ensuring equitable practices for eliciting student thinking** are consistently incorporated in classrooms, schools, and districts. An appropriate assessment system includes formative, interim, and summative assessments (OSDE, 2016c).

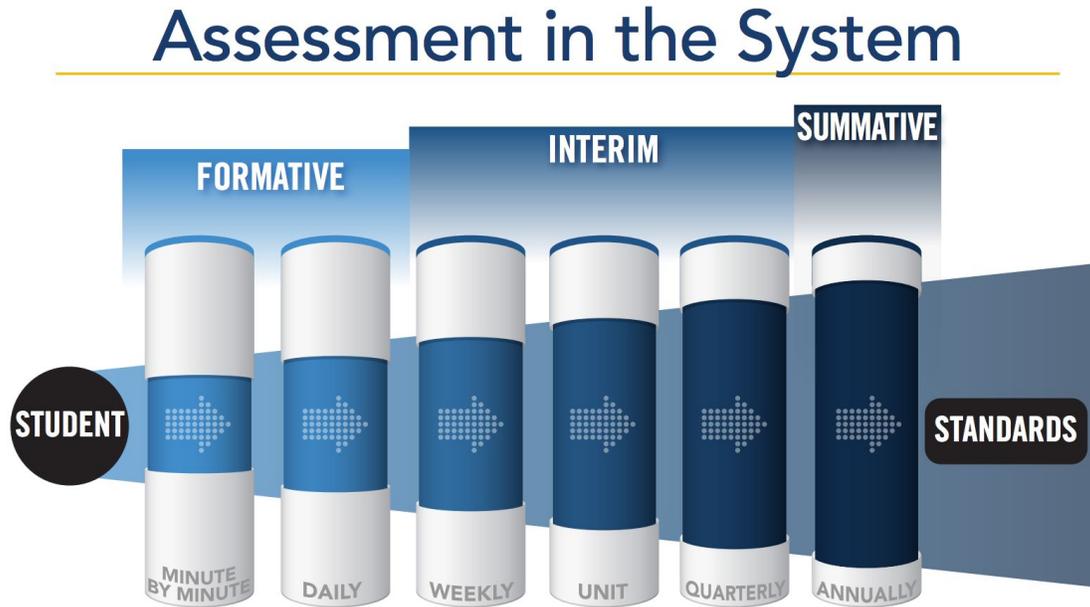
Formative Assessment - Formative assessments are used to evaluate student understanding of key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment and day-to-day basis.

Interim Assessment - Common assessments developed by a school or district for the purpose of measuring student achievement multiple times throughout a year may be considered interim assessments. These include common, frequent short assessments designed to measure specific objectives and/or standards.

Summative Assessment - Summative assessments are generally infrequent and cover major components of instruction such as units, semesters, courses, credits, grade levels. They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for the instructional period.

Figure 2 represents the components of an effective system of assessment and showcases how formative, interim, and summative assessments must be coherent and aligned to state standards.

Figure 2: Assessment in the System



Adapted from Herman & Heritage, 2007



Assessment Data Uses

Data gathered through formative assessment should be used to make instructional decisions and monitor students' learning. Since these types of assessments are used at all stages of a learning cycle,

- initial scores are not expected to be high, and
- incorrect answers help teachers understand students' thought processes as much as the correct answers.

Data gathered through formative assessment have essentially no use for evaluation or accountability purposes such as student grades, educator accountability, school/district accountability, or even public reporting that could allow for inappropriate comparisons. There are at least four reasons for this:

1. if carried out appropriately, the data gathered from one unit, teacher, moment, or student will not be comparable to the next;
2. students will be unlikely to participate as fully, openly, and honestly in the process if they know they are being evaluated by their teachers or peers the basis of their responses;
3. for the same reasons, educators will be unlikely to participate as fully, openly, and honestly in the process; and
4. the nature of the formative assessment process is likely to shift (i.e., be corrupted) in such a way that it can no longer optimally inform instruction.

Interim assessments may be appropriate for a variety of uses, including:

- Predicting a student’s likelihood of success on a large-scale summative assessment.
- Evaluating a particular educational program or pedagogy.
- Identifying potential gaps in a student’s learning after a limited period of instruction has been completed.
- Measuring student learning over time.

Summative assessments may be appropriate for a variety of uses including:

- Determining student grades in the specific courses for which they were developed.
- Evaluating and adjusting curriculum, programming, and instruction the next time the large unit of instruction is taught.
- Serving as a post-test measure of student learning and as indicators for educational accountability.

Assessments in Oklahoma begin with the **Early Learning Quick Assessment (ELQA)** in PreK programs providing foundational data for PreK and Kindergarten teachers to begin addressing strengths and needs of our youngest learners.



The state approved RSA assessments guide instruction and intervention in grades K-3 for all students and grades 4-5 for struggling readers. State accountability assessments are used in grades 3-8 to continually assess literacy progress of all students and provide a basis for intervention for some. At the high school level, literacy is assessed using the ACT and/or SAT to determine college and career readiness of graduating students.

While assessments provide necessary data, an effective comprehensive system requires teachers to have the skills and ability to interpret and use assessment data to drive improvements and communicate results. Effective use of assessment data can also provide important communication for families and community members engaged as stakeholders in the literacy development of students. For current assessment resources link to the [Oklahoma State Department of Education webpage](#).

Summary: Assessment System



With effective assessment systems, educators can systematically measure and analyze the literacy development of students and plan learning opportunities they need to be successful.

As school districts and educators ensure that their efforts include the high IMPACT element of *Assessment System*, they should consider how the educational climate and practices of their district and schools support the administration and analysis of formative, interim, and summative assessments within classrooms and across schools beyond the state required assessments. . The following recommendations can be utilized as a guide for implementing high quality assessment systems while examining the challenges they may face through that process.

For a Reflection Tool, Implementation Rubric, and Action Plan Process for this component of IMPACT, refer to **Appendix A**.

Collaborative Leadership

Establishing a Shared Leadership Model to Improve Literacy Across Systems

Effective leaders promote **shared responsibility** and commitment for a mission and vision supporting literacy development for all children. Additionally, successful leaders work to **establish organizational structures** that lead to positive learning environments for all students and build strong partnerships with families and communities.

Shared Responsibility for Mission and Vision

Positive literacy outcomes start with strong **leadership committed to implementing, supporting, and sustaining** a quality literacy plan. Administrators and teachers should be focused on a **shared mission and vision** of improving literacy education for all students by working cooperatively to **meaningfully oversee and improve instruction** (Schmoker, 2006). In addition, the principal and/or administrator are the **primary change agents** and influential in setting the vision and mission for the school.

District Leadership

In order to develop and implement a **focused mission and vision** for literacy achievement, district administrators must:

- Commit to a **system-wide literacy goal and plan**.
- Commit guidance, support, and resources to improve **alignment, partnerships, and pathways** from birth to college and career.
- Participate in professional development opportunities to **develop personal knowledge** of literacy principles and practices.
- Enrich personal knowledge and understanding of **exemplary teaching strategies**, materials, assessment, and evaluation procedures.
- Clearly articulate **high expectations** of all staff and students.
- Ensure ample time for enriched literacy development and learning for staff members and students. This includes **time for collaboration** among staff members as well as maximizing time for literacy instruction within the classroom.

Elementary Leadership

At the early childhood and elementary level, district administrators, principals, and teachers must:

- Understand the **importance of early learning** and the role of child development in reading and writing.
- Understand the importance of **school readiness** and the processes, plans, and support necessary for successful transitions for students.
- Ensure PLCs are effective so that teachers have access to and the ability to **analyze data** and identify the specific needs of students and **coordinate instruction** to meet those needs.
- Participate with faculty in literacy training offered through **professional organizations and/or privately offered workshops**.
- Participate in the development of **support opportunities for students**, both within and outside of the school day, such as needed interventions, homework help, early learning and parent involvement, credit recovery, and **extra-curricular activities related to literacy**.

Secondary Leadership

- Include and support **all subject areas** in literacy goal and plan.
- Provide guidance, support, and resources to **improve alignment, partnerships, and pathways** to college and career readiness.
- Participate in professional development opportunities to **develop personal knowledge of literacy principles** and practices in all curricular areas.
- Enrich personal knowledge and understanding of **exemplary teaching strategies**, materials, assessment, and evaluation procedures.
- Clearly articulate **high expectations** of all staff and students.
- Ensure ample **time for enriched literacy development** and learning for staff members and students. This includes **time for collaboration** among staff members as well as maximizing time for literacy instruction within the classroom.
- Ensure PLCs are effective so that teachers have access to and the ability to **analyze data** and identify the specific needs of students and **coordinate instruction** to meet those needs.
- Participate in the development of **support opportunities for students**, both within and outside of the school day, such as needed interventions, homework help, early learning and parent involvement, credit recovery, and **extra-curricular activities related to literacy**.

The National Association of Secondary Schools Principals provides a comprehensive guide for school leadership in [Creating a Culture of Literacy: A Guide for Middle and High School Principals](#).

“There are two types of expertise needed in order to seriously improve literacy in schools: one area is expertise in the content of literacy; the other is expertise in leading the change process” (Booth & Rowsell, 2007).

Effective leaders focus on **promoting and supporting partnerships between schools, child care services, and community programs** that support families and children. Leadership from committed administrators, teachers, caregivers, community members, and parents can **promote sustainability** by anticipating, influencing, and effectively responding to changing conditions that affect progress. Additionally, **collaborative partnerships can sustain an effective literacy plan** by identifying *what* is to be sustained, *what resources* are needed, and *how to* access those resources.

Knowledge Base for Effective Literacy Reform

District and building leaders need to have knowledge of:

- Effective, research-based literacy instruction.
- The role of standards in curriculum and instruction.
- Effective use of assessment to inform instruction, the design and implementation of standards-based literacy curriculum.
- The selection of appropriate instructional materials, and how to provide ongoing professional development and coaching.
- The role of differentiated tiered instruction for struggling and achieving readers.

Through **active participation during the literacy initiative**, the building principal or district administrator will be able to assess the use of literacy strategies within the classroom, and, through collaboration with a literacy coach or literacy leader, provide appropriate support for the classroom teacher.

Classroom teachers, special education teachers, Library media specialists, reading specialists/interventionists need:

- Effective data-based decision making.
- Assessment and feedback at all levels of the multi-tiered system.

- How to increase coordination and communication between caregivers, specialists, principals, and the district.
- How to maximize on data-informed planning and resource allocation.
- How to deliver adaptive, differentiated instruction.

At the **heart of all student learning is the instructional staff**. The state literacy plan is designed to fully support the significant role of teachers in literacy development.

Literacy Leadership Team

The establishment of a **Literacy Leadership Team** allows building staff to be represented in the **decision-making process**. Included in this team are administrators, teachers, and literacy professionals such as literacy coaches, library media specialists, and others who are **knowledgeable in literacy practices, methods, and resources**.

The primary role of the Literacy Leadership Team is multifaceted and includes:

- Reviewing data on student performance to identify areas to be considered for professional development.
- Analyzing and using data to make sound instructional decisions.
- Working to optimize available resources for literacy instruction.
- Developing and implementing a building literacy plan.
- Developing a building action plan.
- Providing support for new and existing staff.
- Providing input when considering the addition of new staff.

The IMPACT literacy framework model requires **common vision and collaborative leadership** at all levels of the education system to create a successful system that helps **Oklahoma's students reach their full potential**.

Summary: Collaborative Leadership



Schools that engage in **collaborative leadership** share a **focused mission and vision** and can ensure students have the learning opportunities and learning environment they need to be successful.

As school districts and educators ensure their efforts include the high IMPACT element of *Collaborative Leadership*, they should consider how the educational climate and practices of their district and schools support **collaboration among district, school, and teacher leaders**. The recommendations in Appendix A can be utilized as a guide for achieving collaborative leadership while examining the challenges they may face through that process.

For a Reflection Tool, Implementation Rubric, and Action Plan Process for this component of IMPACT, refer to **Appendix A**.

Team with Families and Communities

Developing Relationships to Foster an Environment of Growth and Literacy Development

For Oklahoma to reach its literacy goals, educators, families, and communities must **work together** to ensure all **students are school ready and progress from early literacy proficiency to college and career readiness** resulting in postsecondary educational success. Academic **achievement**, including literacy c motivation to learn, **correlate** with the **family and community focus**.

Family, school, and community partnerships are to vital students' school success. **Strong partnerships among schools, families, and communities show that:**

- Generalization and sustainability of learning occurs when families are involved.
- Programs and interventions that explicitly engage families in supporting their children's learning at home are linked to higher achievement.
- Students benefit in multiple ways from partnering, beginning in the early years and extending through secondary levels; this includes those who experience differences in culture, language, learning, and economic resources.
- Families want their children to succeed in school and desire information on their role.

Core Beliefs of Building Authentic Partnerships

Four core beliefs serve as the foundation for working with families to build authentic partnerships (Henderson, Mapp, Johnson, and Davies, 2006). The goal is to provide resources and supports for families, for schools, and for communities that embrace and demonstrate these foundational beliefs.

Core Belief 1	Core Belief 2	Core Belief 3	Core Belief 4
All families have dreams for their children and want the best for them.	All families have the capacity to support their children's learning.	Families and school staff should be equal partners.	The responsibility for building partnership between school and home rests primarily with school staff, especially school leaders.

Families are the child's first teacher and they play a vital role in literacy development. A child's language abilities thrive in an atmosphere of trusting relationships that includes talking, singing, and playing. As children grow, families continue to play a pivotal role as they talk with, read to, and provide experiences that support an understanding of the world beyond school. The mission of Sooner Success is to advance a comprehensive unified system of health, social, and educational services for children and youth with special needs within the community. Families, caregivers, and schools collaborate to bring all of the child's experiences together to develop a well-rounded, literate citizen. [Sooner SUCCESS](#)



Community Members partner with schools and families to maximize resources to promote health, well-being, and learning for all students. When community members and schools coordinate resources, it promotes healthy behaviors that enable students to learn. This may include providing needed medical services, tutoring students, improving schools, or collaborating on decisions related to the school and community. The [Oklahoma Library Association](#) is an example of a group that works in public, school, academic, and special libraries of all sizes to strengthen the quality of libraries and library services.



Three partnering principles should be considered when teaming with families and communities to improve literacy achievement for students:

1. **Shared responsibility** creates a unified teaming process identifying roles for students, educators, family members, and community resources using mutually understood data.
2. **Developmental continuity** coordinates seamless transitions in literacy learning, both in and out of school, from birth through secondary school.
3. **Community collaboration** applies the **power of multiple contexts** to support every family's participation and links the infant/early childhood and postsecondary worlds to school literacy development, both for students and in educator preparation.

By teaming with families, communities, and schools, an environment of growth and literacy development is fostered.

Oklahoma Community Partnerships Supporting Literacy

Private Foundations/Coalitions

[25 X 25 Early Childhood Coalition](#)

The coalition supports evidence-based literacy, numeracy, and family support programs; improved access to preventive physical, mental, and dental health services; and affordable high quality child care. The coalition has the support of over 60 civic and business professionals, called OKCEOs, who advocate and promote the early childhood message through presentations, opinion editorials, and interaction with their legislators.

[Inasmuch Foundation](#)

The Inasmuch Foundation is dedicated to the betterment of people, communities, and the neighborhoods in which we live. From education and health, to the arts and environment, the foundation assists charitable and educational organizations in achieving their goals.

[George Kaiser Family Foundation \(GKFF\)](#)

The Foundation's mission is to provide every child with an equal opportunity. The three focus areas of Parent Engagement and Early Education, Health and Family Well-Being, and Civic Engagement give us the opportunity to address community issues at a deeper level.

[Early Childhood Education Institute - OU Tulsa \(ECEI-OU\)](#)

The ECEI-OU focuses on young children (birth to age 8) in early childhood programs. For the past ten years the ECEI-OU have conducted a variety of

program evaluation projects, worked with many state and national partners, and impacted policy and programming decisions.

[Oklahoma Partnership for School Readiness \(OPSR\)](#)

In 2003, Governor Brad Henry signed HB 1094 creating the Oklahoma Partnership for School Readiness Act (OPSR), thereby adding Oklahoma to the growing list of states recognizing that more concerted action is required to improve school readiness, and both public and private sectors must partner in leading the effort. The legislation acknowledged that a foundation be established to solicit and receive public and philanthropic dollars to support early childhood initiatives.

[Reach Out and Read](#)

This program promotes early literacy and school readiness during well-child visits by pediatricians giving new books to children and advice to parents about the importance of reading aloud. Reach Out and Read is available in 50 clinics statewide and is serving young children and their families. The program is for children 6 months to 5 years of age.

State & Federal Programs

[Community Action Project Tulsa](#) “Early Childhood Pilot Program”

CAP Tulsa specifically focuses on a two-generation approach that aims not only to prepare young children for future success in school but also their parents through programs designed to increase parenting skills, employability and earning potential. The goals include children entering school prepared for success, families creating a nurturing and secure environment for their children, and families connecting to one another.

[SoonerStart](#) (OSDE and Department of Health partnership)

SoonerStart is Oklahoma’s early intervention program. It is designed to meet the needs of families with infants or toddlers with developmental delays. In accordance with the Individuals with Disabilities Education Act (IDEA) the program builds upon and provides supports and resources to assist family members to enhance infant and toddler learning and development through everyday learning opportunities.

[Head Start](#)

Early Head Start is a program that includes services to low income families with infants and toddlers, and pregnant women. The program is for children birth to 3 years old. **Head Start** is a comprehensive program of health, education, parent involvement, social services and services for children with disabilities, all of which are coordinated with community-based service systems. The program is for children 3 years old to 5 years old.

Summary: Team with Families and Communities



The goal of literacy for all students becomes obtainable when schools team with families and community-based partnerships and coalitions work together to address the barriers to achieving literacy.

As school districts and educators ensure that their efforts include the high IMPACT element of *Team with Families and Communities*, they should consider how the educational climate and practices of their district and schools support partnerships and supports systems within and among their communities. The recommendations in Appendix A can be utilized as a guide for achieving effective partnerships with families and communities while examining the challenges they may face through that process.

For a Reflection Tool, Implementation Rubric, and Action Plan Process for this component of IMPACT, refer to **Appendix A**.

Oklahoma Comprehensive Literacy Plan

Everyone in a student's life **contributes** to the development and learning of the student. The Oklahoma Comprehensive Literacy Plan identifies educators, families, and community as important contributors to supporting and improving literacy learning. Teaming with families and communities is necessary for all students in Oklahoma to obtain the literacy skills they need to be successful.

Oklahoma's children deserve to reach their full potential and lead successful, fulfilling, and productive lives. Through the efforts of family, community, and schools, children in Oklahoma will receive high quality literacy instruction.

- I** Instruction and curriculum aligned to standards
- M** Multi-tiered support system of interventions
- P** Professional learning network to increase teacher effectiveness
- A** Assessment system to demonstrate student and district progress
- C** Collaborative leadership among various stakeholders
- T** Teaming with families and communities to build relationships

References

- ACT, Inc. (2017). The ACT profile report: graduating class 2017 Oklahoma . Retrieved from:
http://www.act.org/content/dam/act/unsecured/documents/cccr2017/P_37_379999_S_S_N00_ACT-GCPR_Oklahoma.pdf
- ACT, Inc. (2017). The Condition of college and career readiness 2017: Oklahoma key findings. Retrieved from:
<http://www.act.org/content/dam/act/unsecured/documents/cccr2017/Oklahoma-CCCR-2017-Final.pdf>
- Batsche, G., et. al. (2005). *Response to intervention: policy considerations and implementation*. Reston, VA.: National Association of State Directors of Special Education.
- Booth, D. & Rowsell, J. (2007). *The literacy principal: leading, supporting, and assessing reading and writing initiatives*. Portland, ME: Pembroke.
- Bredenkamp, S.(1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: National Association for the Education of Young Children.
- Bredenkamp, S., (1987). *Developmentally appropriate practice: focus on children in first, second, and third grades*. Washington, DC: National Association for the Education of Young Children. (Expanded ed., NAEYC (Series) ; #224).
- Caskey, M., & Carpenter J. (2014). *Building teacher collaboration school-wide*. Association for Middle Level Education. Retrieved from
<https://www.ame.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/446/Building-Teacher-Collaboration-School-wide.aspx>
- D'Brot, J., & Hall, E. (2016). Assessment systems and assessment requirements. (2016c). Oklahoma State Department of Education.
 Retrieved from:
<http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Assessment%20System%20and%20Assessment%20Requirements%20Final%20Report.pdf>
- Dufour, Richard (2004). *What is a professional learning community?* Educational Leadership, 6-11.
- Frey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for helping students comprehend complex texts*. Thousand Oaks, CA: Corwin.
- Henderson, A., Mapp, K., Johnson, V. & Davies, D. (2006). *Beyond the bake sale: the essential guide to family-school partnerships*. New York, NY: The New Press.

- Herman, H. and Heritage, A. (2007) Increasing reading scores in MAP testing.
Retrieved from
http://www.heritage.edu/library/mastersprojects/Herman_Annette_2007.pdf
- Mizell, Hayes. (2010). *Why professional development matters*. Retrieved from
http://www.teachscape.com/content/al003/01_started/09_resources/al003_GS_Effort.pdf
- National Association of Secondary School Principals. (2004). *Leading a schoolwide literacy effort*. Retrieved from
http://www.teachscape.com/content/al003/01_started/09_resources/al003_GS_Effort.pdf
- National Center for Educational Statistics (NCES). (2015). 2015 Reading state snapshot report (Tech.) Retrieved from:
http://sde.ok.gov/sde/sites/ok.gov.sde/files/2015NAEP_AllStateSnapshots_0.pdf
- National Institute for Early Childhood Research. (2016). *The State of preschool 2016: Oklahoma preschool yearbook*. Retrieved from
http://nieer.org/wp-content/uploads/2017/05/Oklahoma_YB16.pdf
- National Reading Panel (2000). *The report of the National Reading Panel: teaching children to read*. Retrieved from
<https://www.nichd.nih.gov/publications/pubs/nrp/pages/report.aspx>
- Oklahoma Department of Human Services: Child Care Services. (2011) *Early learning guidelines ages three through five*. Retrieved from
<http://www.okdhs.org/OKDHS%20Publication%20Library/10-54.pdf>
- Oklahoma Department of Human Services: Child Care Services. (2011) *Oklahoma early learning guidelines for infants, toddlers and twos*. Retrieved from:
<http://www.okdhs.org/OKDHS%20Publication%20Library/10-23.pdf>
- Oklahoma Nine Essential Elements Performance Indicators (Publication). (2012).
Retrieved from: <http://sde.ok.gov/sde/sites/ok.gov.sde/files/WISE-PerfIndicators.pdf>
- Oklahoma Reading Sufficiency Act. (2016). OSDE. §70-1210.508C.
Retrieved from:
<http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA%20Statutes-508C%20to%20508F.pdf>
- Oklahoma State Department of Education. (2012). Oklahoma nine essential elements performance indicators). *Oklahoma WISE Planning Tool*.
Retrieved from: <http://sde.ok.gov/sde/sites/ok.gov.sde/files/WISE-PerfIndicators.pdf>
- Oklahoma State Department of Education. (2016). Oklahoma Academic Standards: English Language Arts.

Retrieved from:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf

Oklahoma State Department of Education. (2017). Oklahoma ESSA consolidated state plan.

Retrieved from:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OK_consolidatedStateplan_web.pdf

Oklahoma State Regents for Higher Education. (2017). [Graph illustration Fall, First-Time Freshmen Enrollments in Developmental Courses]. *Remediation Report*.

Retrieved from:

<http://osrhe.edu/studies-reports/preparation/remediation%20report/15-16-fall-first-time-fresh-by-tier.pdf>

Paulson, L. H., Moats, L. C., & Nelson, J. R., (2010), *LETRS for early childhood*. Logmont, Colorado: Cambium Learning Sopris West.

Phillips, M. (2005). *Creating a culture of literacy: a guide for middle and high school principals*. Reston, VA: National Association of Secondary School Principals.

Schmoker, Mike. (2006). *Results now: how we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD.

Shanahan, T., (2008). *Teaching disciplinary literacy to adolescents: rethinking content area literacy*. *Harvard Educational Review*. 28 (1) pg. 40.

Shanahan, T., & Shanahan, C. (2012). *What is disciplinary literacy and why does it matter?* *Topics in Language Disorders*. 32 (1), 7-18.

Standards for professional learning. (2015). Learning Forward. Retrieved from <https://learningforward.org/standards-for-professional-learning>

Appendix A:

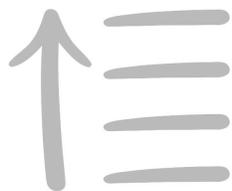
Literacy Team Action Plan

Steps for Improving Literacy Instruction for all Students.

If schools are to meet the literacy needs of Oklahoma students, they must continuously analyze the programs, practices, and structures that exist in classrooms and districts. The journey to literacy improvement can be supported through the following steps.

Step 1	Complete the reflection for each of the IMPACT Literacy Elements.
Step 2	With a literacy leadership team, consider the ratings from each of the reflection tools using the Implementation Rubrics <ul style="list-style-type: none"> <input type="checkbox"/> To what extent is there evidence of this practice in your literacy setting? <input type="checkbox"/> What potential solutions can you suggest to address the challenges that you have identified?
Step 3	Using the Action Planning Template, respond to the two questions for each element. Based on the ratings and discussion, what expectations should be given the highest priority status and acted on immediately?
Step 4	Make the suggested adjustments to your Continuous Improvement Plan.

IMPACT Element 1: Reflection, Implementation, and Planning Tools



Coherence across standards, instruction, curriculum and assessment are vital to ensuring equitable learning experiences for all students. When one of the components of this system is not aligned, inequities are likely to exist within within districts and schools.

Reflection: Consider the challenges to the following recommendations for this element.

Recommendations for Ensuring Instruction and Curriculum are Aligned to Standards	What does this recommendation currently look like in our school/district/community context?
Work with families and caregivers to ensure they are aware of the Early Childhood Guidelines.	
Commit to using the Oklahoma Academic Standards as the basis for instruction and curriculum.	
Ensure coherence among instructional strategies, curriculum choices, and classroom assessments.	
Develop and use a comprehensive scope and sequence aligned to the Oklahoma Academic Standards.	
Create growth rubrics or scales determining level of mastery of the Oklahoma Academic Standards throughout the school year.	
Develop and implement a process for evaluating the alignment of instructional materials to the Oklahoma Academic Standards and determine areas of need and plan for addressing those needs.	
Provide common learning opportunities based on the Oklahoma Academic Standards for all local literacy stakeholders to ensure supportive transitions from one literacy setting to the next.	
Determine roles and responsibilities among literacy stakeholders for the teaching and learning of the Oklahoma Academic Standard.	

Implementation Rubric:

1. To what extent is this expectation practiced in my literacy setting?
2. How challenging will it be to achieve full implementation of this expectation in my literacy setting?

To what extent is this expectation practiced in my literacy setting? (circle one)	Aligning Instruction and Curriculum to Standards	How challenging will it be to achieve full implementation of expectation in my literacy setting? (circle one)
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Work with families and caregivers to ensure they are aware of the Early Childhood Guidelines.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Commit to using the Oklahoma Academic Standards as the basis for instruction and curriculum.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Ensure coherence among instructional strategies, curriculum choices, and classroom assessments.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Develop and use a comprehensive scope and sequence aligned to the Oklahoma Academic Standards.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Create growth rubrics or scales determining level of mastery of the Oklahoma Academic Standards throughout the school year.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Develop and implement a process for evaluating the alignment of instructional materials to the Oklahoma Academic Standards and determine areas of need and a plan for addressing those needs.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Provide common learning opportunities based on the state-adopted standards for all local literacy stakeholders to ensure supportive transitions from one literacy setting to the next.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Determine roles and responsibilities among literacy stakeholders for the teaching and learning of the Oklahoma Academic Standard.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge

Action Plan Considerations: Consider the following questions when planning goals and action steps related to this essential element for literacy improvement.

What are our goals for addressing instruction and curriculum alignment to increase literacy achievement from birth to grade 12?

What existing instruction and curriculum alignment practices or processes contribute to our local literacy achievement?

How will we adjust existing instruction and curriculum alignment practices or processes to achieve these goals and what new practices, processes, or strategies will we implement?

What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement our practices, processes, and strategies?

How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing instruction and curriculum alignment?

IMPACT Element 2: Reflection, Implementation, and Planning Tools



Identifying the instructional needs of students and implementing a multi-tiered support system of interventions coupled with continuous monitoring of those interventions provides a comprehensive plan districts and educators can utilize to improve student literacy.

Reflection: Consider the challenges to the following recommendations for this element.

Recommendations for MTSS	What does this recommendation currently look like in our school/district/community context?
Plan effective instruction based on Oklahoma Academic Standards for English Language Arts including all components of literacy to support student learning.	
Integrate literacy skills across curricular areas.	
Implement high-quality instructional practices. <ul style="list-style-type: none"> ● Provide differentiated small group and individualized instruction in order to maximize student learning. ● Provide instruction that is systematic and explicit in whole group and small group setting. ● Provide instruction that actively engages students in literacy processes. 	
Establish and support tier 1, 2, and 3 instruction and intervention to meet the needs of all learners.	
Collaborate with all local literacy stakeholders to identify children who are likely to need intervention services when the transition from one literacy setting to the next.	
Develop individual literacy plans to meet instructional needs of struggling students including English Learners, students with Individual Education Programs, and under-served, under-resourced students.	

Implementation Rubric: Read each statement and answer the following two questions.

1. To what extent is this expectation practiced in my literacy setting?
2. How challenging will it be to achieve full implementation of this expectation in my literacy setting?

To what extent is this expectation practiced in my literacy setting? (circle one)	Implementing a Multi-Tiered Support System of Interventions	How challenging will it be to achieve full implementation of this expectation in my literacy setting? (circle one)
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Align instruction practices with Oklahoma Professional Learning Standards.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Plan effective instruction based on Oklahoma Academic Standards to include all components of literacy to support student learning.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Integrate literacy skills across curricular areas.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Implement high-quality instructional practices. <ul style="list-style-type: none"> ● Provide differentiated small group and individualized instruction in order to maximize student learning. ● Provide instruction that is systematic and explicit in whole group and small group setting. ● Provide instruction that actively engages students in literacy processes. 	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Establish and support tiered instruction to meet the intervention needs of all learners including Response to Intervention (RTI) and Oklahoma Tiered Intervention System of Support (OTISS)	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Collaborate with all local literacy stakeholders to identify children who are likely to need intervention services when they transition from one literacy setting to the next.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Develop individual literacy plans to meet instructional needs of struggling students including English Learners, Students with Individual Education Programs, and under-served, under-resourced students.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge

Action Plan Considerations: Consider the following questions when planning goals and action steps related to this essential element for literacy improvement.

What are our goals for addressing multi-tiered systems of support to increase literacy achievement from birth to grade 12?

What existing systems of support contribute to our local literacy achievement?

How will we adjust existing systems of support to achieve these goals and what new practices, processes, or strategies will we implement?

What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement a multi-tiered system of support?

How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing multi-tiered systems of support?

IMPACT Element 3: Reflection, Implementation, and Planning Tools



With **effective professional learning opportunities** and networks, educators can continually grow and provide students with the learning opportunities they need to be successful.

Reflection: Consider the challenges to the following recommendations for this element.

Recommendations for Professional Learning	What does this recommendation currently look like in our school/district/community context?
Complete a needs assessment of teacher content and strategy knowledge.	
Use multiple sources of student and teacher data when choosing, planning, and implementing professional development to support literacy learning.	
Structure ongoing and job-embedded professional development with consideration to the Professional Learning standards.	
Ensure all professional development aims to strengthen coherence among standards, instruction, curriculum, and assessments.	
Implement a support structure for professional learning that includes PLCs, modeling, workshop/in-service, and job-embedded opportunities.	
Provide common learning opportunities for all literacy stakeholders to ensure a smooth transition as students move from one literacy setting to the next.	

Implementation Rubric: Read each statement and answer the following two questions.

1. To what extent is this expectation practiced in my literacy setting?
2. How challenging will it be to achieve full implementation of this expectation in my literacy setting?

To what extent is this expectation practiced in my literacy setting? (circle one)	Developing Professional Learning Networks to Increase Teacher Effectiveness	How challenging will it be to achieve full implementation of this expectation in my literacy setting? (circle one)
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Complete a needs assessment of teacher content and strategy knowledge.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Use multiple sources of student and teacher data when choosing, planning, and implementing professional development to support literacy learning.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Structure ongoing and job-embedded professional development with consideration to the Professional Learning standards.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Ensure all professional development aims to strengthen coherence among standards, instruction, curriculum, and assessments.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Implement a support structure for professional learning that includes PLCs, modeling, workshop/in-service, and job-embedded opportunities.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Provide common learning opportunities for all literacy stakeholders to ensure a smooth transition as students move from one literacy setting to the next.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge

Action Plan Considerations: Consider the following questions when planning goals and action steps related to this essential element for literacy improvement.

What are our goals for addressing professional learning and structures to increase literacy achievement from birth to grade 12?

What existing professional learning and structures contribute to our local literacy achievement?

How will we adjust existing professional learning structures to achieve these goals and what new practices, processes, or strategies will we implement?

What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement effective professional learning structures?

How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing professional learning structures?

IMPACT Element 4: Reflection, Implementation, and Planning Tools



A systematic approach to assessment including formative, interim, and summative classroom assessments combined with state accountability assessments provide educators with the data necessary to meet the needs of all students.

Reflection: Consider the challenges to the following recommendations for this element.

Recommendations for Assessment Systems	What does this recommendation currently look like in our school/district/community context?
Develop and implement a process for evaluating the alignment of assessment to the Oklahoma Academic Standards and determine areas of need and a plan for addressing those needs.	
Implement a comprehensive assessment system that includes formative, interim, and summative assessments.	
Increase teacher capacity to assess learning by scheduling frequent opportunities for data analysis and discussions.	
Disaggregate and analyze data for instructional decision-making to guide instruction and interventions to support student learning.	
Communicate assessment results in a timely manner to all literacy stakeholders in a format that is easily understandable.	
Collaborate with all literacy stakeholders to ensure assessment results are available when students transition from one literacy setting to the next.	
Utilize a comprehensive plan to assess the effectiveness of the assessment system and guide adjustments for improvement.	

Implementation Rubric: Read each statement and answer the following two questions.

1. To what extent is this expectation practiced in my literacy setting?
2. How challenging will it be to achieve full implementation of this expectation in my literacy setting?

To what extent is this expectation practiced in my literacy setting? (circle one)	Expectations for Assessment Systems	How challenging will it be to achieve full implementation of this expectation in my literacy setting? (circle one)
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Develop and implement a process for evaluating the alignment of assessment to the Oklahoma Academic Standards and determine areas of need and a plan for addressing those needs.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Implement a comprehensive assessment system that includes formative, interim, and summative assessments.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Increase teacher capacity to assess learning by scheduling frequent opportunities for data analysis and discussions.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Disaggregate and analyze data for instructional decision-making to guide instruction and interventions to support student learning.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Communicate assessment results in a timely manner to a literacy stakeholders in a format that is easily understandable.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Collaborate with all literacy stakeholders to ensure assessment results are available when students transition from one literacy setting to the next.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
<ol style="list-style-type: none"> 1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation 	Utilize a comprehensive plan to assess the effectiveness of the assessment system and guide adjustments for improvement.	<ol style="list-style-type: none"> 1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge

Action Plan Considerations: Consider the following questions when planning goals and action steps related to this essential element for literacy improvement.

What are our goals for addressing development of an assessment system to increase literacy achievement from birth to grade 12?

What existing assessment systems contribute to our local literacy achievement?

How will we adjust existing assessment systems to achieve these goals and what new practices, processes, or strategies will we implement?

What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement a comprehensive assessment system?

How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing developing assessment systems?

IMPACT Element 5: Reflection, Implementation, and Planning Tools



Effective leaders who focus on shared leadership models can create an environment where all stakeholders share responsibility for student learning and success.

Reflection: Consider the challenges to the following recommendations for this element.

Recommendations for Collaborative Leadership	What does this recommendation currently look like in our school/district/community context?
Develop a Literacy Leadership Team representative of all stakeholders.	
Commit to a system-wide literacy plan with guidance, support, and resources to increase literacy achievement.	
Lead the development of the Local Literacy Plan.	
Analyze school and student data to inform decisions about professional learning, instruction and intervention.	
Actively develop and nurture a culture of literacy in the school, district, and community.	
Communicate literacy goals and expectations to school, families, and communities.	

Implementation Rubric: Read each statement and answer the following two questions.

1. To what extent is this expectation practiced in my literacy setting?
2. How challenging will it be to achieve full implementation of this expectation in my literacy setting?

To what extent is this expectation practiced in my literacy setting? (circle one)	<h3 style="text-align: center;">Expectations for Collaborative Leadership</h3>	How challenging will it be to achieve full implementation of this expectation in my literacy setting? (circle one)
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Develop a Literacy Leadership Team representative of a stakeholders.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Commit to a system-wide literacy plan with guidance, support, and resources to increase literacy achievement.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Lead the development of the Local Literacy Plan.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Analyze school and student data to inform decisions about professional learning, instruction and intervention.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Actively develop and nurture a culture of literacy in the school, district, and community.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Communicate literacy goals and expectations to school, families, and communities.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge

Action Plan Considerations: Consider the following questions when planning goals and action steps related to this essential element for literacy improvement.

What are our goals for addressing collaborative leadership to increase literacy achievement from birth to grade 12?

What existing structures do we have for collaborative leadership that contribute to our local literacy achievement?

How will we adjust existing structures for collaborative leadership to achieve these goals and what new practices, processes, or strategies will we implement?

What other considerations (i.e., persons responsible, resources, and timelines) will we need to create a culture of collaborative leadership?

How will we evaluate the impact of our practices, processes, or strategies related to our goals for creating structures for collaborative leadership?

IMPACT Element 6: Reflection and Planning Tool



Schools must team with families and community-based partnerships and coalitions to address the barriers to achieving literacy and provide support so the ambitious goal of literacy for all students becomes obtainable.

Reflection: Consider the challenges to the following recommendations for this element.

Recommendations for Teaming with Families and Communities	What does this recommendation currently look like in our school/district/community context?
Provide meaningful family engagement as an essential component of literacy achievement	
Provide regular updates on student academic progress to families.	
Establish a process for home visits.	
Assess community needs for literacy services and identify gaps where needs are not being met.	
Establish a literacy coalition to enhance literacy support in the community.	
Identify and/or leverage resources in support of local literacy activities.	
Support early literacy through public, private and faith-based partnerships.	

Implementation Rubric: Read each statement and answer the following two questions.

1. To what extent is this expectation practiced in my literacy setting?
2. How challenging will it be to achieve full implementation of this expectation in my literacy setting?

To what extent is this expectation practiced in my literacy setting? (circle one)	Expectations for Teaming with Families and Communities	How challenging will it be to achieve full implementation of this expectation in my literacy setting? (circle one)
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Provide meaningful family engagement as an essential component of literacy achievement.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Provide regular updates on student academic progress to families.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Establish a process for home visits.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Assess community needs for literacy services and identify gaps where needs are not being met.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Establish a literacy coalition to enhance literacy support the community.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Identify and/or leverage resources in support of local literacy activities.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge
1. No Implementation 2. Beginning Implementation 3. Partial Implementation 4. Full Implementation 5. Revising Implementation	Support early literacy through public, private, and faith-based partnerships.	1. Very Easy or No Challenge 2. Moderate Challenge 3. Difficult Challenge

Action Plan Considerations: Consider the following questions when planning goals and action steps related to this essential element for literacy improvement.

What are our goals for addressing teaming with families and communities to increase literacy achievement from birth to grade 12?

What existing structures do we have for teaming with families and communities as they contribute to our local literacy achievement?

How will we adjust existing structures for teaming with families and communities to achieve these goals and what new practices, processes, or strategies will we implement?

What other considerations (i.e., persons responsible, resources, and timelines) will we need to strengthen teaming with families and communities?

How will we evaluate the impact of our practices, processes, or strategies related to our goals for teaming with families and communities?

Appendix B:

9 Essential Elements of Effective Schools

Needs Assessment Checklist

The [Nine Essential Elements](#) provide a framework for a continuous school improvement process for all schools - urban, suburban, rural; large or small; high-performing or low-performing. The six high IMPACT elements for literacy improvement are aligned to the Oklahoma Nine Essential Elements and serve to create coherence among several improvement efforts at the Oklahoma State Department of Education.

Nine Essential Elements	Six Literacy IMPACT Elements
Academic Learning and Performance: Curriculum	Instruction and Curriculum Multi-Tier System of Support Professional Learning Collaborative Leadership
Academic Learning and Performance: Classroom Evaluation and Assessment	Multi-Tier System of Support Professional Learning Assessment Collaborative Leadership
Academic Learning and Performance: Instruction	Instruction and Curriculum Multi-Tier System of Support Professional Learning Assessment Collaborative Leadership
Effective Learning Environment: Effective Teachers and School Culture	Instruction and Curriculum Collaborative Leadership Teaming with Families and Community
Effective Learning Environment: Effective Teachers and Student, Family, and Community Support	Multi-Tier System of Support Assessment Collaborative Leadership Teaming with Families and Community
Effective Learning Environment:	Professional Learning

Effective Teachers and Professional Growth, Development, and Evaluation	Assessment
Collaborative Leadership: Effective Leaders	Instruction and Curriculum Multi-Tier System of Support Professional Learning Assessment Collaborative Leadership
Collaborative Leadership: Effective Leaders and Organizational Structure and Resources	Instruction and Curriculum Multi-Tier System of Support Professional Learning Assessment Collaborative Leadership
Collaborative Leadership: Effective Leaders and Comprehensive and Effective Planning	Instruction and Curriculum Multi-Tier System of Support Professional Learning Assessment Collaborative Leadership

The checklist linked below includes performance indicators for each of the nine essential elements and are intended to support educators as they make decisions about how to best facilitate student learning. When utilized together, Appendix A and Appendix B provide comprehensive analysis tools to assist districts as they determine the structures and practices they currently have in place to support literacy improvement and the structures and practices they need to include in their efforts to improve literacy instruction.

Download the Oklahoma Nine Essential Elements Needs Assessment Checklist at <http://sde.ok.gov/sde/documents/2017-10-30/oklahoma-9-essential-elements-effective-schools-needs-assessment-checklist>

Appendix C:

Continuum of Learning

Understanding the Stages of Literacy Development

The Oklahoma Comprehensive Literacy Plan intends to ensure all stakeholders' initiatives and resources developed for the purpose of supporting literacy development from birth through postsecondary education are aligned to Oklahoma's expectations for students at each level of literacy development.

Understanding the stages of literacy development is vital in order to provide the necessary support for each child to reach his or her potential. This continuum of learning includes developing appropriate listening, speaking, reading and writing abilities; achieving skills needed to be college and career ready by school graduation; and fostering literate, informed, engaged citizens.

Birth - Age 3

To meet literacy expectations, it is vital that the development of literacy skills begin early. During the first three years of life, children learn in the context of relationships, interactions, and experiences with families, caregivers, and friends.

Early Literacy Characteristics:

- Listening to the sounds of caregivers' voices and those in the environment
- Engaging in early communication by babbling, cooing, and gesturing,
- Trying first words and expanding vocabulary and simple sentences.
- Exhibiting early print concepts by showing interest in a book, pointing to pictures, turning pages, and interacting with stories.
- Writing in the pre-alphabetic stage by scribbling and drawing random shapes.

To support these skills, the Oklahoma Department of Human Services has developed the Early Learning Guidelines for Infants, Toddlers, and Twos. These guidelines are aligned with the Oklahoma Academic Standards and Head Start Framework and provide a structure for understanding early literacy and how to support it. Head

Start and other agencies provide assessments that inform a child's developmental progress.

Instruction

Informal instruction is provided by family members, caregivers, and other institutions to address all areas of the child which ultimately support language development. Incorporating exploratory play along with teacher-directed activities in an atmosphere of routines and relationships supports the literacy learning of young children.

Families

Families, child care, and practitioners provide a support system that focuses on the healthy development of a child. Families should be valued as their child's first teacher and be involved with all aspects of development. Families can engage in conversations, read stories, and involve children in daily writing lists or dictating pictures to support literacy skills.

Ages 4 and 5 - Pre-Kindergarten/Kindergarten

This age signifies a critical transition as literacy skills are expanding and many children move into a formal school setting. Oklahoma's voluntary pre-kindergarten program includes 75% of the state's 4-year-olds, and full day kindergarten is required for 5-year-olds. Four and five year olds are building foundational skills vital to further literacy development..

Foundational Literacy Skills:

- Manipulating the basic units of sound through rhyme and alliteration along with letter-sound correspondence.
- Rapidly expanding their vocabulary
- Becoming fluent with names and environmental print.
- Transitioning their writing into a semiphonetic/phonic phase characterized by the use of more letters.

These skills are clearly defined in the Oklahoma Academic Standards which are aligned Pre-K through 12th grade. These standards include the reading foundations (Standard 2), print concepts, phonological awareness, fluency, phonics, and word study which must be mastered in the early years to allow for language comprehension.

Progress Monitoring

Observations, checklists, and benchmark assessments are utilized to understand and monitor progress. Based on the information gathered through assessments, instruction includes a combination of teacher directed activities, experienced-based learning, and purposeful play.

Instructional Methods

Teachers plan instruction based on the needs and interests of students. Students are supported through whole-group and small- group instruction along with individual work focused on the specific needs of the child.

Families

Families collaborate with schools and possibly other institutions to meet the needs of each child. Families can talk, sing, and write with children to support literacy skills.

“The huge expansion of language development during the preschool and kindergarten periods is followed by a dramatic transition in the primary grade movement from listening, speaking and emerging reading skills to ‘real’ reading and written expression.”

(Developmentally Appropriate Practice: Focus on Children in First, Second, and Third Grades, 2014)

Grades 1-3

The early elementary grades build upon language development of the early years. First through third grade students are characterized by a significant transition as they move from listening and speaking into reading and writing skills. In reading, students move from reading sight words and easily decodable words to decoding advanced words, reading with fluency, and inferring word meanings using prefixes, suffixes, and roots.

Explicit instruction in Literacy Skills:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing
 - Invented spelling
 - Basic punctuation

- Capitalization rules
- Grade-appropriate grammar and vocabulary.

These components of literacy are clearly outlined in the Oklahoma Academic Standards for English Language Arts and provide a structure that emphasizes the building of literacy skills as students become increasingly proficient. Additionally, embedding literacy skills into all subject areas supports well-developed readers and writers..

Progress Monitoring

To focus on ensuring the proper development of literacy skills, students are screened throughout the year to determine if remediation is necessary. Progress monitoring and diagnostic assessments provide meaningful information to guide instructional practices. At the end of the third grade year, a summative assessment is given to understand the student's knowledge of literacy standards.

Instruction

Educators provide explicit, direct, and sequential instruction while allowing students to move back and forth through the reading and writing processes including rereading, skimming text, and traveling between the phases of the writing process.

Progress Monitoring

Students are supported through a Multi-tiered System of Support which provides interventions to meet the unique needs of the child. Literacy screeners, formative and interim assessments, and teacher observation combine to ensure each child progresses in literacy acquisition.

Families

Families work in collaboration with schools to make decisions and create opportunities for the child to develop necessary literacy skills. These opportunities may include providing daily reading opportunities, becoming involved with school activities, and participating in writing activities such as notes, grocery lists, and labeling items.

Grades 4-6

Students in upper elementary and middle school continue to build foundational literacy by applying critical reading and writing skills in literature, informational text, and mixed media. Most students have mastered phonics and phonemic awareness,

but fluency instruction continues in these grades. The instructional focus turns to application of critical reading and writing components.

Critical Reading and Writing Skills:

- Analyzing text evidence
- Summarizing
- Paraphrasing
- Engaging in collaborative conversations
- Building vocabulary through Greek and Latin roots and multiple meaning words
- Analyzing text structure
- Increasing fluency of complex text
- Writing

These components are outlined in the Oklahoma Academic Standards and show the progression of these skills.

Progress Monitoring

To monitor student progress, educators use screeners, diagnostics, and formative assessments to guide instruction and determine needed interventions. Students in these grade levels take summative assessments at the end of each year to provide data related to how they have mastered standards.

Instruction

Instructional strategies include modeling along with sequential instruction of literary elements embedded in the student reading and writing projects. Targeted instruction is provided for students who are struggling or need intensive interventions. This instruction may take place in the classroom, a separate class for reading, or tutoring before and after school.

Families

Families collaborate with schools to support independent literacy skills by supporting a child's interest by providing reading materials, engaging in frequent conversations, and staying in contact with teacher about progress.

“After all, as educators, our intent is to develop a set of skills in each learner that ultimately can be used outside the presence of the teacher.” (Frey and Fisher, 2015, p. 99)

Grades 7-12

During middle school and high school, students are independently applying knowledge to increasingly complex text. Students become more proficient in critical reading and writing components with increasingly complex text from a variety of genres and authors.

Critical Reading and Writing Skills:

- Analyze the effect of literary elements
- Determine author's purpose
- Analyze theme
- Analyze text structure
- Continue to build vocabulary through Greek and Latin roots and multiple meaning words
- Produce informative, narrative, and argumentative writing

The Oklahoma Academic Standards for English Language Arts guides educators in understanding how literacy skills build and progress at each grade level. It is important at this stage of development to emphasize literacy skills throughout all content areas as content reading becomes more and more sophisticated.

Instruction

Educators plan and guide instruction by employing a variety of assessment techniques such as formative assessments, exit tickets, and writing projects along with chapter and unit tests. Utilizing the knowledge of student skills, educators model and provide explicit instruction on needed skills.

Students engage in project based learning and are given ample time to read and write to strengthen their literacy skills. Support for struggling students is provided through a variety of settings including interventions within the classroom, additional reading classes, or tutoring within or outside of the school day.

Families

Families and schools continue to partner with students becoming more involved with making decisions concerning educational pathways to college and career success.

Appendix D:

Reading Sufficiency Act

Relationship to Comprehensive Literacy Plan

The Oklahoma Comprehensive Literacy Plan and the Reading Sufficiency Act have a strong relationship with one another. The purpose of both is to improve student literacy. Each **IMPACT** element in the OCLP provides opportunities to enhance aspects of Reading Sufficiency plans. These plans have been in place at the elementary level for many years. As a result, elementary schools likely have many of the structures and processes, such as multi-tiered system of supports, in place. For grade spans where these elements are not yet in place, the OCLP will allow districts to view these elements as part of ongoing instruction, applying structures to other areas as appropriate.

Instruction and Curriculum Aligned to Standards

This element requires districts to have a solid understanding of Oklahoma Academic Standards and to build core (Tier 1) instruction based on those standards. This core instruction is also described in the RSA Reading Plan completed each year by elementary schools. Tier 1 instruction is on grade level, best practice instruction for all students, scaffolded to meet the needs of diverse learners. Without a solid Tier 1 core program based on state standards, students are likely not to progress in literacy achievement.

Multi-Tiered System of Supports

The Reading Sufficiency Act serves as a Multi-Tiered System of Supports (MTSS) for the primary grades. Research shows that identifying and intervening during these first few years of school have the best chance of helping students become literate citizens.

Professional Learning

Teaching reading is a complex task, and knowing how to identify and intervene with a variety of reading difficulties can be challenging. Teacher professional learning in the area of reading and writing is vital to our students' success and the OCLP provides processes and strategies to support districts in professional learning plans and structures.

Assessment System

Formative, interim, and summative assessments inform instruction, determine interventions, and measure student growth. Assessment and interpretation of data is an integral part of a multi-tiered system of support to determine which students need help, the skills in which students need instruction, and if the additional instruction is having the desired effect. The assessments required for the Reading Sufficiency Act also apply to the OCLP.

Collaborative Leadership

A vision for shared leadership is essential to literacy achievement for all students. The OCLP helps district and school leaders develop a plan for literacy instruction from birth through grade 12 that emphasize resource allocation and support at all grade levels. Each grade span is a critical component of a child's journey in becoming a literate citizen. Collaborative leadership cultivates a culture where no grades are more or less important than others. Therefore, it is essential that all teachers to take a leadership role as they work together to improve learning systems for students.

Team with Families and Communities

The opportunity to partner with early childhood providers and community resources for early learning is a critical piece of the OCLP. The plan showcases how districts can team with families and communities to ensure students are entering school ready to learn. Entering school with the essential birth to age 4 literacy skills has a profound impact on achieving the goals of RSA.

Appendix E:

Local Literacy Plan Template

Planning Tool for Schools and Districts

The following template can be used by schools and districts to create their own plan for literacy achievement in their school or district. While it is a suggested template, it does contain the elements of core beliefs, data, instructional focus, support system, professional learning, assessment, collaborative leadership, and family and community engagement outlined in the IMPACT framework.

[School District]

Date

Introduction

[Provide an introduction that includes a vision and core belief for literacy instruction and the district overarching goals for increased literacy achievement for all students and how those goals relate to the Oklahoma Every Students Succeeds Act (ESSA) goals found on page 3 of the Oklahoma Comprehensive Literacy Plan (OCLP). This would also be the place to add other goals related to initiatives such as Striving Readers, School Improvement, or foundational grants. In addition, consider including the name and positions of the local Literacy Leadership Team.]

Section 1: State of District Literacy Achievement

[Insert a rationale describing why a focus on literacy improvement is necessary. Provide a description of district level literacy achievement from birth through grade 12. Consider including evidence of literacy achievement delineated by free/reduced lunch, special education, English learners and subgroups by ethnicity, that would suggest a need for improvement. Include any other factors at the local level such as teacher retention and years of experience and IMPACT elements that contribute to the lack of literacy achievement.]

Section 2: Literacy Improvement Goals by Grade Band

[Develop and list measurable and realistic goals at each level of learning. These goals should be developed using the baseline data identified in Section 1, as well as be related to the vision described in the Introduction. Provide a brief rationale for each goal.]

Section 3: Literacy Improvement IMPACT Framework

[Using the the IMPACT elements in the Oklahoma Comprehensive Literacy Plan, describe each element’s impact on overall student achievement goals and the measurable goals that the Plan is designed to support progress toward. Identify those elements that are currently strengths to be built on, as well as those elements that need a more intensive focus for improvement.]

Instruction and Curriculum Aligned to Standards,

[Describe the goals, action steps, evaluation processes, and other considerations that will be taken to improve alignment of curriculum and instruction to standards. Use the reflection, implementation rubric, and action plan considerations found in **Appendix A** of the OCLP, and/or other local data to support your goals. Address each goal separately and by grade bands for birth - age 5, K-5 elementary, 6-8 middle, and 9-12 high school.]

Multi-tiered Support System of Interventions

[Describe the goals, action steps, evaluation processes, and other considerations that will be taken to develop a multi-tiered system of support for literacy instruction and intervention. Use the reflection, implementation rubric, and action plan considerations found in **Appendix A** of the OCLP, and/or other local data to support your goals. Address each goal separately and by grade bands for birth- age 5, K-5 elementary, 6-8 middle, and 9-12 high school.]

Professional learning network to increase teacher effectiveness

[Describe the goals, action steps, evaluation processes, and other considerations that will be taken to improve professional learning as it relates to literacy achievement. Use the reflection, implementation rubric, and action plan considerations found in **Appendix A** of the OCLP, and/or other local data to support your goals. Address each goal separately and by grade bands for birth- age 5, K-5 elementary, 6-8 middle, and 9-12 high school.]

Assessment System to Demonstrate Student and District Progress

Describe the goals, action steps, evaluation processes, and other considerations that will be taken to create an assessment system to measure literacy achievement.. Use the reflection, implementation rubric, and action plan considerations found in **Appendix A** of the OCLP, and/or other local data to support your goals. Address each goal separately and by grade bands for birth-age 5, K-5 elementary, 6-8 middle, and 9-12 high school. The following tables are provided as an optional resource.]

Early Childhood: Ages birth to age 5			
Assessment	Target Group	Purpose	Data Rules
<i>Name of assessment</i>	<i>All students, Students below proficiency, etc.</i>	<i>Screener, Diagnostic, Progress Monitoring, Formative etc.</i>	<i>What determines proficiency by the end of the year? Or how is the data used to inform the element of MTSS?</i>

Elementary: K-5			
Assessment	Target Group	Purpose	Data Rules
<i>Name of assessment</i>	<i>All students, Students below proficiency, etc.</i>	<i>Screener, Diagnostic, Progress Monitoring, Formative etc.</i>	<i>What determines proficiency by the end of the year? Or how is the data used to inform the element of MTSS?</i>

Middle School: 6-8			
Assessment	Target Group	Purpose	Data Rules

<i>Name of assessment</i>	<i>All students, Students below proficiency, etc.</i>	<i>Screener, Diagnostic, Progress Monitoring, Formative etc.</i>	<i>What determines proficiency by the end of the year? Or how is the data used to inform the element of MTSS?</i>

High School: 9-12			
Assessment	Target Group	Purpose	Data Rules
<i>Name of assessment</i>	<i>All students, Students below proficiency, etc.</i>	<i>Screener, Diagnostic, Progress Monitoring, Formative etc.</i>	<i>What determines proficiency by the end of the year? Or how is the data used to inform the element of MTSS?</i>

Collaborative leadership among various stakeholders

[Describe the goals, action steps, evaluation processes, and other considerations that will be taken to create an atmosphere of collaborative leadership among various stakeholders. Use the reflection, implementation rubric, and action plan considerations found in **Appendix A** of the OCLP, and/or other local data to support your goals. Address each goal separately and by grade bands for birth- age 5, K-5 elementary, 6-8 middle, and 9-12 high school.]

Team with Families and Communities to Build Relationships

[Describe the goals, action steps, evaluation processes, and other considerations that will be taken to team with families and communities. Use the reflection, implementation rubric, and action plan considerations found in **Appendix A** of the OCLP, and/or other local data to support your goals. Address each goal separately and by grade bands for birth-age 5, K-5 elementary, 6-8 middle, and 9-12 high school.]

Section 4: Plan for Monitoring Implementation

[Describe how the goals, action steps, and progress of the Local Literacy Plan will be monitored over time and in between summative assessments such as state and national assessments.]