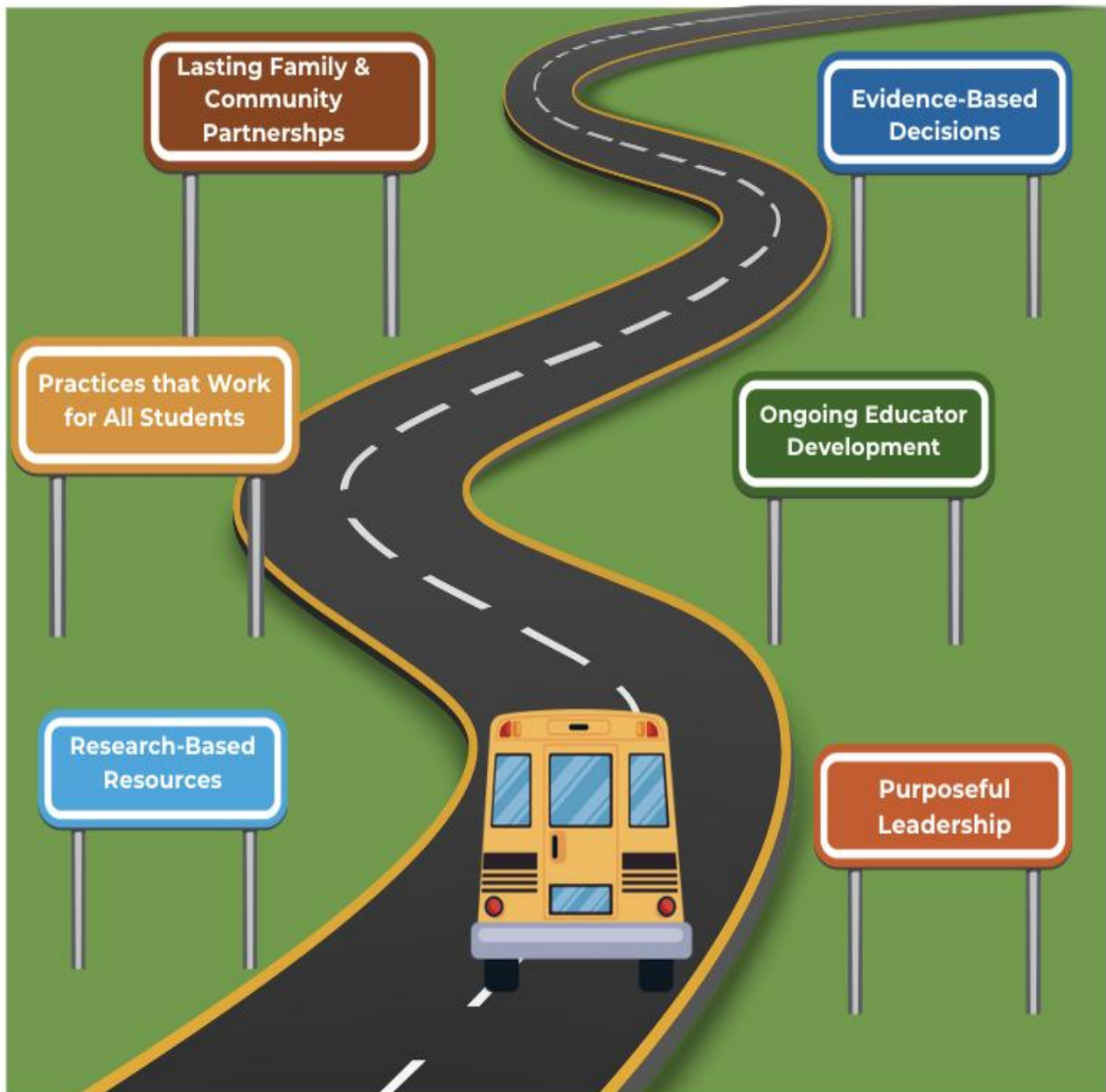


PROPEL OKLAHOMA FORWARD

A Comprehensive Literacy Plan to
Drive Student Success



OKLAHOMA
Education

PROPEL Oklahoma Forward

A Comprehensive Literacy Plan to Drive Student Success

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

Oklahoma's vision is for all children to reach their full potential and make positive contributions to our state. The future economic success of Oklahoma is dependent on well-educated, literate citizens. To realize this vision, the OSDE is committed to improving literacy for all children, from birth through postsecondary education, by ensuring they acquire the critical skills needed to be college and career ready.

At the core of academic and economic success lies literacy. Strong literacy skills are essential for Oklahoma students to excel academically and thrive in the current global economy. Students must be able to read, write, and think with increasing levels of complexity, creativity, and sophistication to prepare for college and career pathways. Achieving Oklahoma's vision requires systemic and collaborative efforts among educators, families, and community members.

Purpose

The *PROPEL Oklahoma Forward* Comprehensive Literacy Plan serves as a guide for schools and districts to establish evidence-based language and literacy teaching and learning for all learners from birth through grade 12. Acquiring language and literacy skills impacts learner's access to and interest in content materials and instruction at all grade levels, influencing every aspect of their lives. Language and literacy are foundational to all education, making it critical that every educator and educational activity promote their development.

The *PROPEL Oklahoma Forward* plan outlines a state literacy framework aimed at fostering proficiency in reading, writing, and communication for all learners. It is driven by scientific research and rooted in a multi-tiered system of support (MTSS), which includes implementing data-based, differentiated and evidence-based practices in a variety of educational settings. Specifically, this plan provides guidance and recommendations for educators, families, and communities to consider as they strive to ensure high-quality literacy instruction for all students.

The OSDE seeks to create a world-class educational system that equips students with the knowledge and skills necessary to succeed in college, the workforce, and as parents and citizens. To achieve this vision, the OSDE has established rigorous strategic goals that are focused on achievement at every level of Oklahoma’s public education system, including districts, schools, classrooms, and individual students. These goals include:

- Score among the top 20 highest-performing states on National Assessment of Educational Progress (NAEP) in math and reading for fourth grade and eighth grade;
- Reduce the need for math and English language arts remediation after high school by 50%;
- Rank among the top 10 states with the highest graduation rate for students in four-, five- and six-year cohorts;
- 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%.

Overall, the *PROPEL Oklahoma Forward* plan serves as a comprehensive guide to promoting proficiency in reading, writing, and communication, driving the state's vision for an economically vibrant and literate future.

The State of Literacy in Oklahoma

Factors Impacting Literacy in Oklahoma

While Oklahoma students show promising gains with literacy achievement in some areas, other areas remain stagnant and show declines. This indicates there is 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]) shows Oklahoma reading scores declining since 2017 in both fourth and eighth grades. The Oklahoma Strong Readers Act (formerly Reading Sufficiency Act) (OSDE, 2016a) mandates identification of 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 55%, we know our students, particularly our disadvantaged 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 Strong Readers Act and provides a look into literacy rates for our youngest learners. The results are disaggregated by ethnicity.

Table 1: Grade 3 Reading Scores for Oklahoma by Ethnicity (2019-2022)

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
2023	8%	15%	20%	19%	11%	24%	45%	35%
2022	8%	15%	19%	18%	11%	25%	45%	36%
2021	8%	10%	19%	14%	12%	22%	46%	32%
2019	9%	21%	18%	25%	12%	38%	47%	47%

Additionally, Table 1 clearly 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. There is much work to do to support underrepresented disadvantaged populations.

Table 2 shows NAEP reading scores in Oklahoma dating back to 2015. There has been a steady decline in student performance of students on the assessment. This decline was evident in 2019 prior to the pandemic.

Table 2: Grade 4 NAEP Reading Scores for Oklahoma (2015-2022)

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
2022	208	-8	55	24	4
2019	216	-3	63	29	5
2017	217	-4	63	29	5
2015	222	1+	71	33	6

NAEP reading scores for **eighth-grade students show similar declines**. The structure of support for 5-8 is not as consistent across the state as it is in K-4 due to Strong Readers. **As in fourth grade, eighth grade students need to score “at or above proficient” to be considered college and career ready.**

Table 3: Grade 8 NAEP Reading Scores for Oklahoma (2015 - 2022)

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
2022	251	-8	62	21	1
2019	258	-4	71	26	1
2017	261	-4	74	28	2
2015	263	-1	76	29	2

NAEP data suggests **the majority of elementary and middle school students in Oklahoma remain at basic levels of literacy performance**. 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.

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*). Declines began in 2017, continuing into 2022 with a score of 208 – a 14-point deficit from 2015. The same held true for Oklahoma 8th graders, who had an average scaled score of 263, in 2015 compared to the national average of 264, the majority also scoring in the Basic range on this assessment. Declining to 251 in 2022 – a 12-point deficit. These declines confirm the need for immediate and intentional intervention and extensive supports.

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 4: Oklahoma ACT Sub-Scores for English and Reading (2018-2023)

ACT Test Area	2018	2019	2020	2021	2022	2023
English: State	18.4	18.2	17.9	19.1	17.0	17.0
English: National	20.2	20.1	18	17.9	17.4	19.5
Reading: State	20.1	19.6	19.5	20.7	18.6	18.4
Reading: National	21.3	21.2	19.4	19.4	18.9	20.8

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 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 sub score. 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).

Oklahoma’s Literacy Beliefs

The *PROPEL Oklahoma Forward* Comprehensive State Plan is grounded in the belief that all children have the right to be literate. To ensure this right, Oklahoma must provide learners with strong support from their family, school, and community from their earliest interactions with language, helping them grow into fully productive members of society. The OSDE has endorsed these statements as the context for the right to literacy:

Literacy as a Fundamental Right

Literacy is essential for all students and must be taught through explicit, systematic instruction. It serves as the gateway to educational and economic opportunities, enabling communication of ideas, reflections on the past, and visions for the future. Through reading, writing, listening, speaking, and viewing, we learn to appreciate, integrate, and apply knowledge in practical ways within our homes, schools, communities, and workplaces.

Literacy Growth and Proficiency

Achieving literacy proficiency, as evidenced by performance on national, state, and local assessments, is a reasonable expectation for all students. Early and appropriate interventions are essential for any student showing signs of difficulty in acquiring literacy skills.

College, Career, and Citizenship Readiness

The ultimate goal of literacy instruction is to prepare students for college, career, life, and citizenship. This requires a clearly articulated sequence of literacy expectations for all learners in all subjects from birth through postsecondary education.

High-Quality Instruction

Literacy instruction must be based on the science of reading, delivered by well-prepared and well-supported educators, and designed to meet the needs of all students, regardless of their literacy challenges. Effective core instruction requires high-quality instructional materials aligned with scientific research.

Evidence-Based Practices

Classrooms and schools that support literacy are led by teachers and administrators who apply evidence-based, student-centered instructional practices. These practices encourage learners to build their existing knowledge, collaborate, and take ownership of their literacy acquisition.

Continuum of Support

A seamless alignment of services from birth through Pre-K and K-12 is essential for achieving literacy proficiency. Early childhood, elementary, middle, and high school programs must provide literacy-rich environments and exposure to a wide variety of print materials and experiences.

Teacher Preparation and Professional Development

Desired literacy outcomes depend upon teacher preparation programs and professional learning opportunities grounded in the science of reading. A continuum for teacher development in literacy must be established, aligned with expectations for teacher preparation, instructional delivery, curriculum, and professional learning.

21st Century Skills

Literacy instruction must address the technology skills that 21st century learners need to access, manage, and create information.

Family and Community Involvement

Families are crucial to their children's success. Access to programs that maximize a child's development during the first three years of life lays the foundation for school success and continued literacy achievement. Community involvement and support are also vital.

Reflecting on the literacy beliefs for Oklahoma involves considering the literacy challenges faced by Oklahoma learners and the continuum of learning and literacy achievement in Oklahoma, using past, present, and future data. Ensuring literacy success for all Oklahoma learners, birth through grade 12, must be the priority for all Oklahoma educators.

Oklahoma's Framework for Literacy

To ensure students succeed at high levels, they must receive high-quality literacy instruction. Comprehensive literacy instruction for all students is centered on a multi-tiered system of supports (MTSS) with frequent monitoring of student progress and quality interventions where needed. Evidence-based literacy instruction within an MTSS framework ensures targeted learning opportunities for all students, helping to close achievement gaps.

The *PROPEL Oklahoma Forward* plan supports instructional and intervention decisions to improve literacy outcomes. It is organized around three essential ideas:

- Literacy proficiency is a recurring, lifelong process.
- Literacy instruction requires data-driven decisions.
- Literacy is improved through responsive and differentiated teaching.

Six key elements are identified as crucial for a successful framework for continuous, sustained literacy improvement. These elements encompass the leadership, knowledge, and skills necessary for families, educators, and communities to enhance literacy statewide:

Purposeful Leadership

Research-Based Resources

Ongoing Educator Development

Practices that Work for All Students

Evidence-Based Decisions

Lasting Family and Community Partnerships

The *PROPEL Oklahoma Forward* Plan establishes a common structure, language, and process to build capacity among families, educators, and communities in each of these areas. These elements translate into actionable steps that support stakeholders in improving literacy achievement. They are utilized at all stages of literacy development and must work together to be effective. Oklahoma's systematic approach to improving literacy for all students relies on all stakeholders leveraging every element to develop learning experiences from birth to postsecondary levels. Each element is supported through data collection and analysis to inform instruction and ensure student mastery.

The state’s literacy plan is built upon the science of reading. Over 50 years of scientific reading research provides indisputable evidence regarding the components of reading and the essentials for effective reading instruction. The *PROPEL Oklahoma Forward* plan hinges on implementing the science of reading in Oklahoma schools to ensure all students gain the literacy skills necessary to become educated and productive members of society.

For Oklahoma students to be successful in college and career, all focus areas must work together to support literacy instruction. While each priority is important individually, they must be integrated to create a seamless and cohesive model for an effective, comprehensive literacy instructional approach.

Multi-Tiered System of Supports

A multi-tiered system of supports (MTSS) is a proactive and preventative model that integrates data and instruction to maximize student achievement and address academic needs from a strengths-based perspective. MTSS provides educators with a structure for data-based decision making related to high-quality instructional materials, program improvement, evidence-based instructional practices, and targeted interventions necessary to ensure positive outcomes for districts, schools, teachers, and students.

MTSS supports learners based on their unique needs, guiding staff in designing effective instruction and appropriate interventions as part of school improvement efforts. The system includes:

- **Tier 1:** Full access to grade-level instruction for all learners, differentiated to meet diverse needs.
- **Tier 2 and Tier 3:** Additional targeted instruction and intensive interventions for learners experiencing difficulties.

The three-tier model of instruction aims to provide effective core instruction and address reading difficulties promptly, adding levels of intensity designed to accelerate learning and prevent prolonged intervention needs. Movement within the tiers is fluid and data-based, and the intensity is gradually faded as a learner responds positively to instruction. The tiers represent instruction and supports, not categories of students.

MTSS incorporates a continuum of evidence-based, systemwide practices to address academic and behavioral needs, requiring frequent, data-based monitoring to inform instructional decisions and empower each learner to achieve high standards. It can be applied at local, regional and state levels to address the varied, often complex needs of learners.

Oklahoma has developed a statewide framework, OKMTSS, to define and connect the MTSS components. This framework allows education professionals from different specialties to collaborate and ensure their system incorporates all key components of an effective MTSS.

Within an MTSS, schools:

- **Identify an MTSS team** comprised of professionals with expertise in data collection, interventions, and instruction.
- **Use screening data** to identify students at risk for poor learning outcomes or in need of increased challenges.
- **Provide high-quality instruction** for all students as part of Tier 1 prevention.
- **Monitor student progress** frequently to guide instruction.
- **Target interventions** to individual student needs, informed by data such as a literacy screener, diagnostics, or other formative assessments.
- **Deliver interventions** with sufficient intensity, frequency, and duration to support students in meeting literacy benchmarks.

The Oklahoma Multi-Tiered System of Supports (OKMTSS) is the state’s intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. This model encompasses literacy supports across all areas.

Tier 1: Universal Prevention (All Students)

Universal supports provide high-quality instruction with a core curriculum aligned to standards for rigor, using differentiated instruction to meet student needs. Schools must evaluate the effectiveness of their Tier 1 instruction to determine if it is effectively preventing the need for additional intervention. Provision of high-quality, evidence-based instructional practices is essential in Tier 1 instruction.

Tier 2 and Tier 3: Targeted and Intensive Supports (Some and Few Students)

When additional intervention is needed, the MTSS team follows these steps:

1. **Use Student-Level Data:** Analyze data from universal screening, diagnostics, and other assessments to identify students requiring extra support. Consider compounding risk factors and ensure a full understanding of student needs.
2. **Identify the Skill Deficits:** Determine the specific skill deficits for students needing intervention, using school-wide, small group, or individual data. The skill deficit must be targeted and specific.
3. **Match Evidence-Based Practices:** Use collected data to select the most appropriate evidence-based instructional practices, ensuring providers are adequately trained.
4. **Develop and Implement an Intervention Plan:** Set measurable goals, outline targeted instructional practices, and define progress monitoring methods. Ensure intervention intensity matches student needs and maintain fidelity in implementation.
5. **Progress Monitor:** Collect and analyze progress monitoring data to determine intervention effectiveness and adjust as needed. Consider suspected disabilities if needed.

A systematic approach to instruction and intervention benefits all students, creating a cohesive and effective literacy support structure.

Purposeful Leadership

Establishing a Leadership Model to Support and Improve Literacy Across Systems

Effective literacy development hinges on purposeful leadership decisions that promote shared responsibility and commitment to a clear mission and vision for all children. Strong leaders are essential in establishing organizational structures that foster positive learning environments and build robust partnerships with families and communities.

Achieving positive literacy outcomes begins with leadership that is dedicated to implementing, supporting, and sustaining a comprehensive literacy plan. Administrators and teachers must collaborate on a shared mission to enhance literacy education for all students, working together to oversee and improve instructional practices meaningfully (Schmoker, 2006). Principals and administrators play a pivotal role as primary change agents, significantly influencing the vision and mission of the school to support literacy advancement.

District Leadership

To develop and implement a focused mission and vision for literacy achievement, district administrators must:

- Commit to a system-wide literacy goal and plan.
- Provide guidance, support, and resources to improve alignment, partnerships, and pathways from birth to college and career.
- Participate in professional development opportunities to cultivate 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 the ability to access and analyze data in order to identify 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

At the secondary level, district administrators, principals, and teachers must:

- Include and support literacy goal and plan in all subject areas.
- Provide guidance, support, and resources to improve alignment, partnerships, and pathways to college and career readiness.
- Participate in professional development opportunities to cultivate personal knowledge of literacy principles and practices in all curricular areas.
- Clearly articulate high expectations for college and career readiness 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 the ability to access and analyze data in order to 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, parent involvement, credit recovery, and extra-curricular activities related to literacy.

“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, childcare 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.
- The design and implementation of a standards-based literacy curriculum and the effective use of assessments to inform instruction.
- The selection of appropriate instructional materials.
- 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, and reading specialists/interventionists need:

- Skills to implement effective data-based decision making.
- Assessment and feedback at all levels of the multi-tiered system.
- Knowledge of how to increase coordination and communication between caregivers, specialists, principals, and the district.
- Knowledge of how to maximize data-informed planning and resource allocation.
- Skills to deliver adaptive, differentiated instruction.

At the heart of all student learning is 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 literacy framework model requires common vision and collaborative leadership at all levels of the education system to create a successful network that helps Oklahoma’s students reach their full potential.

Oklahoma’s Initiatives to Support Purposeful Leadership

Principal’s Leadership Academy

The University of Oklahoma Education Technical Assistance Services provide early-career principals seven full-day, interactive, face-to-face sessions led by local and national experts. Participants receive access to collaborative professional learning communities (PLCs) and an archive of targeted professional leadership tools and

resources. In addition, participants have the opportunity to develop and enhance knowledge, skills, strategies, and support in conducting instructionally focused interactions with teachers, building a productive climate, and managing personnel and resources.

Lead to Succeed

Oklahoma Principals attend the National Institute for School Leadership (NISL) and the National Center on Education and the Economy (NCEE) Lead to Succeed programs. The Cohort is a year-long program using NISL/NCEE training materials. The Cohort prepares Oklahoma leaders to create and lead high-performance organizations, improve instruction, leverage data-driven decision making, improve student and school culture, and focus on integrity.

Moving Up

Education Technical Assistance Services at the University of Oklahoma provide the *Moving Up* leadership series to up to 40 assistant principals and/or first-year principals. *Moving Up* sessions are based on John Hattie's Visible Learning research and incorporate inquiry, action research, case studies, direct teaching/training, facilitated discussion groups, reflection, action planning, and professional development models.

Oklahoma Teacher Empowerment Program (OTEP)

The Oklahoma Teacher Empowerment Program (OTEP) allows excellent educators to elevate their professional growth and pay without moving into an administrative role. Districts may designate up to 10% of their teachers as advanced, lead, or master. These distinguished educators receive between \$3,000 and \$10,000 depending on their designation. Designated teachers focus on increasing student performance for their district and may share their expertise through mentorships and professional development. Additional contract days are also given to strengthen educational leadership.

HEROES Administrator Cohort

School administrators receiving support from the HEROES Literacy Instructional team will be invited to regular meetings to learn about and discuss best practices for coaching their teachers on evidence-based literacy instruction. Participants will also discuss strategies for supporting educators through the evaluation process, professional development, and purchasing instructional resources.

Networked Improvement Communities (NIC) for School Improvement

To strengthen the foundation for struggling schools, the OSDE is implementing a Networked Improvement Community (NIC) model. Under the NIC model, CSI (Comprehensive Support and Improvement) schools are assigned a School Support Specialist, implement Continuous Improvement Plans, and are placed into cohorts that focus on improving student achievement. With guidance from the OSDE and key stakeholder groups, members of each NIC will identify problem areas impeding their progress and define plans of action that facilitate movement toward the goal. The partnership embraces a variety of viewpoints rather than one entity trying to "control" improvement. The structure of the network allows a "divide and conquer" approach in which subsets of teams can address different problem areas, thereby accelerating the progress.

SPDG and SSIP-B support building MTSS

The State Personnel Development Grant (SPDG) and the State Systemic Improvement Plan- Part B (SSIP-B) support the implementation of a Multi-Tiered System of Supports (MTSS) at district and site levels respectively. Schools receive targeted coaching to implement MTSS focused on the sustainable leadership needed to improve systems beyond the length of the provided program. Schools are guided to create processes and written protocols intended to support the system. At the end of the service, the district and/or school site will have written procedures guiding their decision making for the future.

Summary: Purposeful Leadership

Schools that engage in purposeful and collaborative leadership share a focused mission and vision, ensuring that students have the learning opportunities and environment they need to be successful. As school districts and educators prioritize purposeful leadership, they should consider how their district's educational climate and practices foster collaboration among district, school, and teacher leaders.

Research-Based Resources

Providing Tools Grounded in Research for Effective Literacy Instruction

Research-Based Resources form the backbone of the Oklahoma Comprehensive Literacy Plan, ensuring educators have access to the most effective, research-based tools for literacy instruction. This section underscores the importance of utilizing robust resources, including those vetted through the state textbook adoption process and tailored intervention resources. By integrating databases such as the What Works Clearinghouse, the National Center for Intensive Intervention, and the Institute of Educational Sciences (IES) Practice Guides, educators can implement proven strategies and materials that foster reading proficiency and literacy development across diverse student populations.

Oklahoma's Initiatives to Support Research-Based Resources

State Textbook Adoption

The OSDE works in alignment with the state Governor, who appoints members to the State Textbook Committee (STC). The Textbook Committee annually prepares a list of available textbooks that meet the academic criteria for Oklahoma's public schools. Due to the time and attention this process requires, the Committee reviews one or more subjects each year.

The OSDE seeks content specialists to serve as experts for the subject cycle review of instructional materials submitted to the STC for their consideration and approval. Using a rubric created by the OSDE and approved by the STC, committee members conduct a thorough review of materials submitted by textbook publishers. Materials approved by the STC are then available for school districts to purchase using their state textbook funds.

Intervention Resource Guidance

The OSDE's Office of Literacy opened a request for information in the spring of 2024, allowing vendors to submit their intervention materials for review. Materials meeting OSDE established criteria will be compiled and posted on the OSDE website. This guide should not be viewed as an approval list, but as a resource for schools to quickly locate high quality support materials for their struggling readers. Providing this resource to districts will ease the burden of research and allow them to focus on purchasing and implementing intervention programs that best fit their students' needs.

National Databases: What Works Clearinghouse

What Works Clearinghouse (WWC) provides hundreds of intervention reports, which are summaries of findings of the highest-quality research on a given intervention or practice in education. There are currently 291 literacy intervention reports that are categorized by grade level and tiers of evidence. School districts can use this information to identify which resources would best serve their students. WWC also has 760 individual studies concerning literacy organized by grade level and tiers of evidence.

Institute of Educational Sciences (IES) Practice Guides

What Works Clearinghouse currently provides multiple literacy practice guides that showcase evidence-based recommendations for educators to improve student outcomes. The OSDE uses these guides to lay a foundation for the training they provide to teachers through in-person workshops and as a baseline for designing resource development and ongoing learning opportunities for educators.

Summary: Research-Based Resources

The High-Quality Instructional Resources section emphasizes the importance of equipping educators with research-based tools and materials to enhance literacy instruction, ensuring they align with the latest educational research and best practices. By leveraging these resources, educators can implement evidence-based strategies that support effective literacy teaching and improve student outcomes.

Ongoing Educator Development

Ensuring Knowledge 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 in all of Oklahoma's schools and districts requires a systematic approach to ongoing, job-embedded professional development. Knowledgeable educators and leaders equipped with the latest best practices are the cornerstone of student success. As such, continuous professional growth is vital in fostering an educational environment that promotes literacy and prepares students for college and career-readiness.

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). Ensuring educators and leaders have the knowledge they need to effectively meet the needs of all students is essential to addressing one of our most pressing challenges: graduating students with the literacy skills and knowledge essential for their future success. High-quality professional learning experiences are critical for educator growth, enabling them to understand and implement curriculum effectively, utilize instructional strategies, and manage a multi-tier system of supports, especially for disadvantaged students.

Oklahoma’s Initiatives to Support Ongoing Educator Development

Science of Reading Academies with Language Essentials for Teachers of Reading and Spelling (with micro-credential and stipend)

LETRS, or *Language Essentials for Teachers of Reading and Spelling*, is a professional development program based on decades of research on effective early reading instruction. Educators enrolled in LETRS commit to an intensive 2-year science of reading program. LETRS is not a curriculum for students but is a program designed to help teachers use curricular resources already available in their districts in a more effective way.

LETRS is program agnostic, meaning the knowledge teachers gain can be applied to any evidence-based curricular resource. LETRS is designed for educators working with students learning to read or struggling to read, focusing on kindergarten through third grade. This includes general and special education teachers, reading specialists, administrators, and those who teach English learners.

Educators who complete LETRS will gain a rich understanding of how to meet the literacy needs of students in their classrooms. Educators who complete the Science of Reading Academies LETRS earn a micro-credential for LETRS and a monetary stipend from the state.

Literacy Communities of Practice

The Evidence-Based Literacy Instruction Communities of Practice (LitCoP) provides an abbreviated science of reading training. Participants will complete an online 9-module course and attend five 1-hour facilitated sessions facilitated by Oklahoma’s Literacy Instructional team. Educators who complete the LitCoP earn a micro-credential for Early Literacy and a monetary stipend from the state.

Ashlock Consulting Science of Reading training

With an increasing number of students reaching upper grades without the foundational literacy skills needed for academic success, secondary ELA instructors are now in need of training on teaching reading and decoding. Asynchronous and synchronous training in these areas will provide instruction in the science of reading designed for teachers in grades 6-8. As teachers complete learning modules on foundational literacy skills, they will gain knowledge of how students attain and

increase word recognition. They will also have an opportunity to debrief with one another to reinforce what they have learned and identify ways to shift their classroom instruction. This training will begin in fall 2024 and will continue until spring 2030 with 100 teachers per semester.

AIM Pathways to Proficient Reading

Pathways to Proficient Reading is an online professional development experience introducing the science of reading to educators.

- Practical strategies to enhance instructional practices that are program and curricular agnostic.
- A variety of interactive creative content, with real-life situations and downloadable resources.
- 24/7 asynchronous learning, allowing participants to advance at their own pace and convenience, without compromising instructional time.
- Expert AIM facilitators support participants in live sessions focused on classroom application of course content.

General track

The General track is available for all Oklahoma Educators up to the annually determined capacity. Participants must complete approximately 45 hours of asynchronous training and then participate in 6 hours of Virtual Communities of Practice (VCoP). There are no artifact submission requirements. Participants will receive a certificate of completion and there is not a stipend provided.

Dyslexia Micro-credential

The micro-credential track is designed for interventionists such as special education educators, Title 1 interventionists, etc. up to the annually determined capacity. Participants must complete 45 hours of asynchronous learning and participate in 14 hours of Virtual Communities of Practice (VCoP). They must also submit 8 artifacts to demonstrate mastery and are provided with a micro-credential or 'badge' for the dyslexia focus. There is a \$2,000 stipend provided to those who fully complete the program.

Dyslexia Awareness on OSDE Connect

The Oklahoma State Department of Education has developed an asynchronous course to provide K-12 educators with information regarding effective teaching practices and evaluation for students with dyslexia, information regarding dysgraphia, and resources for students, families, and professionals.

This course meets the legislative requirement from Oklahoma State Statute, Title 70 Section 6-194:

Requires all schools to provide dyslexia awareness professional development beginning in the 2020-2021 school year. The dyslexia awareness professional development will include training in identifying dyslexia indicators and effective classroom instruction to meet the needs of students with dyslexia,

as well as identifying available dyslexia resources for teachers, students, and parents/guardians.

HEROES Literacy Instructional Team

The Oklahoma Legislature passed [70 O.S. § 1210.508H](#) in 2023, which established a three-year pilot program to employ a literacy instructional team to support school districts in implementation of the requirements of the Reading Sufficiency Act, now known as the Strong Readers Act. The mission of this team is to "Help Elevate Reading Outcomes for Every Student." Placed regionally across the state, members of the HEROES team provide support to districts in developing or improving sustainable and systemic literacy programming.

School and District Coaching

The primary purpose of the HEROES Literacy Instructional Team is to provide literacy coaching for high-needs schools and districts in Oklahoma. Team members work with district- and site-level administrators, along with educators, to identify the needs of the site and develop a plan to meet those needs.

Statewide Professional Development

Secondary to coaching, the HEROES Literacy Instructional Team also facilitates professional development on a variety of topics related to literacy and reading difficulties, including dyslexia. Professional development includes participating in state-wide conferences and collaborating with districts to meet their individual needs.

Science of Reading Professional Development

Beginning with the 2022-2023 school year, districts that receive more than \$2500 in Strong Readers funds must spend at least 10% of those funds on professional development in the science of reading. The OSDE Literacy office maintains an approved list of programs. Districts may choose to send educators who work with young readers to approved professional development courses in order to fulfill this requirement.

First-Class Cohorts with Literacy Modules

The First-Class Teacher Induction Program provides two support pathways that deliver targeted ongoing professional learning and support for early career teachers. The first pathway pairs first-year teachers with a site-based mentor. The first-year teacher and mentor work together throughout the year on activities and strategies that develop the novice teacher's instruction. The second pathway invites second and third-year teachers to partner with an instructional coach. Early career teachers deepen their instructional knowledge and practice by engaging in focused coaching cycles that are student-centered. Both pathways focus on increased support for early career teachers that aim to improve student achievement, boost teacher confidence, and prevent teacher attrition.

OSDE Statewide Conferences

The Oklahoma State Department of Education facilitates several statewide conferences that bring together educators, administrators, and experts to share

knowledge and strategies for effective literacy instruction. Included among these are Inspire OK and MTSS Bi-Annual Conferences.

Teacher Clarity Program

School Support Specialists will provide *Teacher Clarity Playbook* training to teachers at designated CSI and Additional Targeted Support and Improvement (ATSI) sites. Nine learning modules guide teachers systematically through a process that begins and ends with standards. *The Teacher Clarity Playbook* helps practitioners align lessons, objectives, and outcomes of learning seamlessly, so that the classroom hours flow productively for everyone.

SPARK through State Personnel Development Grant (SPDG)

The Special Education Professional Advancement and Refinement of Knowledge (SPARK) initiative through the State Personnel Development Grant (SPDG) provides professional development and instructional coaching for one year for early career special education teachers (those who are in their 5th year or less of Special Education). The initiative provides professional development focused on supporting students with disabilities. Additionally, as educators determine their needs, they can select a specific academic focus for literacy support. The grant was awarded until October 2027 and will support this initiative through May 2027.

Professional Development through the State Systemic Improvement Plan (SSIP-B)

The State Systemic Improvement Plan Part B supports K-3 educators with early literacy through a series of tiered supports including universal support, professional development, site MTSS literacy coaching, and instructional coaching. Schools eligible for the full scope of services are determined by the Office of Special Education Services and are specific to low performing schools with 0% proficiency on the State Assessment in the IEP subgroup.

Summary: Ongoing Educator Development

Student achievement is directly correlated to teacher quality and school leadership. Ensuring educators and leaders have the knowledge they need to effectively meet the needs of all students is essential to addressing one of our most pressing challenges: graduating students with literacy skills and knowledge essential for their future success. High-quality professional learning experiences are critical for educator growth, enabling them to understand and implement curriculum successfully, utilize effective instructional strategies, and manage a multi-tier system of supports, especially for disadvantaged students.

Practices that Work for All Students

Grounded in Scientifically-Based Research to Meet the Needs of All Learners

The foundation of the Oklahoma Literacy Plan is the belief that all children have the right to be literate. To invoke that right, learning experiences for all students that

support their individual needs must be based on a coherent system where instruction, curriculum, and assessments are aligned to the same goals.

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

Oklahoma's Initiatives to Support Practices that Work for All Students

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 meeting traditional developmental milestones, 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.

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 expectations and best practices for children in various age groups as defined by National Association for the Education of Young Children (NAEYC). 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 childcare centers who offer Pre-Kindergarten.

In the transition to Pre-Kindergarten and Kindergarten children will meet people outside their familiar circle and spend time in a classroom learning new rules and routines. It is important that families, caregivers, and public schools collaborate to support each student's readiness for the transition.

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 teachers in pre-kindergarten through grade twelve who align their instruction to the Oklahoma Academic Standards for English Language Arts. When educators know what their students should know and be able to do at grade level, they can design lessons for students that improve their English language arts skills in listening, speaking, reading, and writing.

In 2021, the OSDE, through collaboration with stakeholders statewide, revised the [Oklahoma Academic Standards for English Language Arts](#) (ELA). The updated standards reflect a clearer progression in foundational skills in reading and writing, more detailed expectations for modes of writing, and delineated grammar and mechanics skills.

The purpose of Oklahoma Academic Standards for ELA 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 see themselves in the literature they encounter and hear themselves in the language they choose for writing.

By nature, acquiring literacy knowledge and skills is a repetitive 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: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Standard 2: Reading and Writing Foundations / Reading and Writing Process

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text. Students will use a variety of recurrent reading and writing processes.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

In addition to the ELA standards, educators can find disciplinary literacy connections within the [Oklahoma Academic Standards for mathematics, science, social studies, fine arts, computer science, and world languages](#). Teachers of English language arts can partner with other educators who are also teaching their students to read, write, listen, and speak within their particular subjects through subject-specific processes and standards. In self-contained elementary classrooms, teachers can incorporate various disciplinary literacies in their lessons. Disciplinary literacy is outlined in the [ELA Appendix](#) on pages 21-23.

The Oklahoma Academic Standards for ELA should be used 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 and regularly updates the Oklahoma English Language Arts Framework.

The Oklahoma English Language Arts Framework

The [ELA Framework](#) is a suite of instructional resources developed by Oklahoma teachers to help educators translate the Oklahoma Academic Standards for ELA into classroom practice. They examine the intent of each standard at each grade level through student and teacher actions and provide instructional options to support student learning, including universal design for learning strategies, writing checklists, and exemplar lesson plans.

The Early Learning Guidelines and Oklahoma Academic Standards for English Language Arts were developed in accordance with research and best practices for literacy development.

Strong Readers Act

Formerly known as the [Oklahoma Reading Sufficiency Act \(RSA\)](#), the Strong Readers Act focuses on early literacy serving as the multi-tiered system of supports (MTSS) for the early grades. The Strong Readers Act 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. This aligns with the MTSS framework, 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.

English Learner (EL) Literacy Supports

To support the literacy and language development of English learners, it is essential to tailor intervention strategies to meet their specific needs. Districts and educators have access to various resources aimed at aiding English learners in their literacy journey.

The Oklahoma State Department of Education offers the following comprehensive guidance documents to assist educators in meeting the diverse needs of English learners: [Serving and Supporting Oklahoma's Newcomer English Learners](#), [Appropriate Identification Practices and Support for Gifted and Talented English Learners](#), [Appropriate Programming Practices and Support for Gifted and Talented English Learners](#), [Serving and Supporting Oklahoma's Dually Identified English Learners](#), [English Language Development \(ELD\) Curriculum Review and Selection Guidance](#), and [English Learner Guidebook: Changing Educational Outcomes for English Learners](#).

In addition to these guidance documents, the Oklahoma State Department of Education also offers the following self-paced professional learning courses on the OK Connect platform: [Teaching Academic Vocabulary and Language Features](#), [Integrating Reading, Writing, Listening, and Speaking into Lessons](#), [Building Background and Providing Comprehensible Input](#), [Monitoring Progress](#), and [Unpacking and Applying the New WIDA Standards](#).

[WIDA](#) aims to advance academic language development and academic achievement for culturally and linguistically diverse students and English learners through high quality standards, assessments, research, and professional learning for educators.

WIDA provides valuable resources to Oklahoma educators such as the [WIDA ELD Standards Framework, 2020 Edition](#) which contains the WIDA ELD Standards Statements, Key Languages Uses, Language Expectations, and Proficiency Level Descriptors. The [Implementation Guide: WIDA ELD Standards Framework](#) offers practical ways to apply the ELD Standards Framework into curriculum and instruction at the classroom level. Its primary audiences are content and language teachers, specialists, coaches and instructional leaders. This guide is accompanied by the [Administrator Supplement](#) that focuses on programmatic aspects of standards implementation.

[WIDA Can Do Descriptors](#) and [Expanding Reading Instruction with Multilingual Learners Focus Bulletin](#) also assist educators in understanding the linguistic needs and proficiency levels of their students and facilitating targeted instruction. WIDA provides Oklahoma educators with annual professional learning options such as Expanding Reading Instruction with Multilingual Learners and Reading Supports for Multilingual Learners.

[Oklahoma Dyslexia and Dysgraphia Handbook](#)

The Oklahoma Dyslexia and Dysgraphia Handbook, originally published as The Dyslexia Handbook on July 1, 2019, was the document legislatively supported through two Oklahoma House Bills.

1. H.B.3313 (2018)
2. H.B.2768 (2022)

The Oklahoma Dyslexia and Dysgraphia Handbook provides guidance to educators, students, families, and community members about dyslexia, dysgraphia, dyscalculia, and best practices for identification, intervention, and support for children with these disabilities. Information is provided in the following areas:

- Screening for risk.
- Effective core reading instruction.
- Intervention for students with dyslexia, dysgraphia, and dyscalculia.
- Comprehensive evaluations for special education eligibility.
- Resources to support students and parents/families.
- Resources to support educators.

Information provided in this handbook references legal requirements through state and federal laws, including:

- State statutes [[§70-6-194](#) (p.390) and [§70-18-109.5](#) (p.690)].
- Section 504 of the Rehabilitation Act of 1973 (Section 504).
- The Americans with Disabilities Act (ADA) as amended.
- Individuals with Disabilities Education Act (IDEA, 2004).

Evidence-Based Practices and Fidelity Checklists

Through the State Systemic Improvement Plan Part B, the State Personnel Development Grant, the Office of Special Education Services and in collaboration with the OSDE, an online Academic Intervention Library provides schools access to evidence-based practices with protocols and fidelity checklists. With these tools, schools have access to a library of strategies to support targeted interventions with fidelity and integrity checks for implementation of the support provided.

OKMTSS Early Warning Dashboard

Through an agency contract, the OSDE is spearheading the establishment of an Early Warning Data Dashboard and an Intervention Management tool intended to support all K-12 educators and students. Goals for this product include providing a single location to track student progress, minimization of duplicate documentation, maintenance of consistent intervention provision, and alignment of LEA reporting to the state.

State Systemic Improvement Plan (SSIP-B)

The State Systemic Improvement Plan Part B supports K-3 educators with early literacy through a series of tiered supports including universal supports, the Academic Intervention Library, professional development, site MTSS literacy coaching, and instructional coaching. Schools eligible for the full scope of services are determined by the Office of Special Education Services and are specific to low performing schools with 0% proficiency on State Assessment in the IEP subgroup.

SoonerStart (SSIP-C) and Early MTSS

The SoonerStart (Part C) State Systemic Improvement Plan (SSIP) supports families with infants and toddlers who are experiencing developmental delays using an Early Multi-Tiered System of Support (MTSS). Early MTSS is a service delivery framework that contains a foundation and three increasing levels of support. The Early MTSS framework promotes young children's healthy development and decreased challenging behaviors. Early MTSS uses family coaching to support all developmental domains, including pre-literacy skills. Some of the skills that are supported include vocabulary building, joint attention, responsive interactions, and print awareness.

State Personnel Development Grant (SPDG)

The State Personnel Development Grant (SPDG) and the State Systemic Improvement Plan- Part B (SSIP-B) support the implementation of a Multi-Tiered System of Supports at district and site levels respectively. Schools receive targeted professional development and coaching to support their implementation of MTSS and increase their knowledge of MTSS.

MTSS Statewide Conferences

The State Personnel Development Grant (SPDG) hosts a biannual MTSS conference to provide sessions and information regarding evidence-based practices, sustainable teaming, data driven decisions, and continuous school improvement. Presenters are comprised of partners, agency professionals, experts, and contracted professionals.

High Dosage Tutoring

High Dosage Tutoring for reading was implemented both virtually and in schools. Participating districts committed to provide after school tutoring for students in 4th grade for a minimum of three hours per week. Teacher tutors were required to have completed science of reading training and provided intensive reading intervention to assigned groups of no more than three students.

The OSDE also provided high dosage reading tutoring virtually for 4th grade students whose school or district did not host a program. Students were tutored in groups of three for 50-minute sessions, 3 times a week.

Summary: Practices that Work for All Students

Effective literacy practices for all students are crucial for successful implementation of the state literacy plan. Cohesiveness across standards, instruction, curriculum, and assessment is vital to ensuring students receive quality learning experiences tailored to their individual needs. When one component of this system is not aligned, the likelihood of districts and schools failing to meet the needs of students increases.

Identifying instructional needs of individual students, implementing a multi-tiered system of supports, and continuous progress monitoring provides a comprehensive approach for students to achieve high levels of literacy proficiency. As these new methods are adopted and implemented, leaders should consider how their district's educational climate and practices foster strong tier 1 instruction, effective intervention strategies, and consistent progress monitoring. By doing so, they can create an environment where all students, including those who are disadvantaged, receive the support they need to develop essential literacy skills.

Evidence-Based Decisions

Demonstrating Student Learning and Progress

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.

Oklahoma's Initiatives to Support Data Driven Decisions

Screening for Risk of Literacy Difficulties (universal & dyslexia)

Oklahoma K-3 students are screened a minimum of twice yearly on foundational reading skills. The Oklahoma State Department of Education provides a statewide screener at no cost to the districts. If districts choose not to use the provided screener, they may purchase one from the approved screeners list at their own cost. Oklahoma students who do not meet the grade-level target on an approved Strong

Readers screening assessment are also tested for characteristics of dyslexia. Students who do not meet general benchmarks are placed on a *Student Literacy Intervention 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 Strong Readers and the Oklahoma Comprehensive Literacy Plan.

Early Learning Inventory (ELI)

The Early Learning Inventory is a free observational measurement tool used for PreK through first grade and is designed to help educators understand and respond to students' individual academic and social knowledge, skills, and needs. The ELI covers foundational skills, such as counting and alphabetic knowledge, as well as abilities critical to early learning. There are 26 indicators across 6 domains to reflect students' current learning and abilities. The Early Learning Inventory is available through [OSDE Connect](#) to provide support and examples for educators interested in online training. ELI training provides useful data to share with families to guide collaboration in learning. The Early Learning Inventory Targeted Instructional Support is a comprehensive resource in utilizing data teachers have gathered, providing specific strategies to help them target the needs of their students. You can find more information on the [website](#) for the ELI.

WIDA Scores for Multilingual Learners

English Language Proficiency Progress				
School Year	Proficient Auto Exited	Proficient Exited	On Track	Not On Track
2018	2970	911	8962	43735
2019	2743	1402	5188	49094
2020	3263	*	5554	45776
2021	2332	1147	4063	50135
2022	2449	1521	5511	50587
2023	2221	1981	6618	52082

* Due to COVID-19, state testing was waived. As a score of Basic or above on the state ELA assessment is required for ELP Band Committee Exit, ELP Band Committee Exit Requests were suspended.

Data Retreats through SSIP-B and SPDG

Annually in October, the SSIP and SPDG host a regionally located data retreat targeted toward partner schools but open to all schools. The training is in-person and takes place over two consecutive days following completion of the universal literacy screener. Participants learn statistical methods, the fishbone method for root cause analysis, defining a theory of action, and action planning. Schools revisit this information through their coaching cycle.

Summative Assessments

Oklahoma State Testing Program (OSTP): 3rd-8th Grade

There are two types of assessments within the Oklahoma School Testing Program (OSTP) for Grades 3-8 and 11: General and Alternate Assessments. The General standards-based assessments are intended for Grades 3-8 and 11 in Mathematics, English Language Arts, and Science. A U.S. History assessment is administered in Grade 11. Alternate Assessments measure achievement of alternate academic standards of the state curriculum for students with the most significant cognitive disabilities. All assessments are aligned to the Oklahoma Academic Standards.

National Assessment of Educational Progress (NAEP): 4th & 8th Grades

NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences (IES). The state of Oklahoma participates in all elements of the NAEP program. The results of NAEP are released as [The Nation's Report Card](#). Sampled students participate in the federally mandated math and reading assessments for grades 4 and 8 every two years. These assessments yield state-NAEP results which are used along with state testing results to gauge the performance of learning in the state.

College- and Career-Readiness Assessments: 11th Grade

Students enrolled in 11th grade are given the College- and Career-Readiness Assessment (CCRA), which consists of two parts. For part 1, each district administers the ACT, including the writing section. The ACT subtests for English, Reading, and Writing are all used to construct a scale score for English Language Arts for Oklahoma.

Summary: Evidence-Based Decisions

With effective assessment systems, educators can systematically measure and analyze the literacy development of students, allowing them to plan the learning opportunities needed for student success. As school districts and educators prioritize Data-Driven Decisions, they should ensure that their educational resources and practices support the administration and analysis of formative, interim, and summative assessments within classrooms and across schools, extending beyond state-required assessments. This comprehensive approach enables informed decision-making to enhance literacy outcomes for all students.

Lasting Family and Community Partnerships

Developing Relationships to Foster an Environment of Growth and Literacy Development

For Oklahoma to reach its literacy goals, it is essential that educators, families, and communities collaborate to ensure all students are school-ready and progress from early literacy proficiency to college and career readiness, ultimately achieving postsecondary success. Academic achievement, including literacy and the motivation to learn, is closely correlated with family and community collaboration.

Strong partnerships among schools, families, and communities are vital to students' school success. Research shows that generalization and sustainability of learning are significantly enhanced when families are involved. Programs and interventions that explicitly engage families in supporting their children's learning at home are linked to higher academic achievement. Students benefit in multiple ways from these partnerships, beginning in the early years and extending through secondary levels, including those who experience differences in culture, language, learning, and economic resources. Moreover, families are eager for their children to succeed in school and seek information on how they can support their children's educational journey. By fostering strong family and community partnerships, Oklahoma can create a supportive and effective literacy environment for all students.

Oklahoma's Initiatives to Support Lasting Family and Community Partnerships

Transition Summit

The Oklahoma Partnership for School Readiness (OPSR) and Oklahoma Head Start have come together to assist families in transitioning from infant-toddler programs into the public school system. This summer OSDE is collaborating with these groups to host two Transition Summits: June 26 in Tulsa, and June 28 in Oklahoma City. The overall goal of these summits is to foster a seamless transition and long-term success of children by promoting the continuity of services among Head Start/Early Head Start, SoonerStart, Child Care/CCDF, public school Pre-K and Kindergarten. Registration is open for both locations.

[Oklahoma City Transition Summit 2024 Registration Link](#)

[Tulsa Transition Summit 2024 Registration Link](#)

Oklahoma Partnership for School Readiness (OPSR)

The [Oklahoma Partnership for School Readiness](#) was created to help Oklahoma families access the early care and education, family support, and health and mental health services they need to support their children during their most critical period of development from birth through age five. OPSR leads public and private partnerships so that children arrive at school with knowledge, skills, and physical and emotional health to achieve success. OPSR provides early childhood policy recommendations to the governor and Oklahoma Legislature by utilizing data, research and best practices that engage parents, nonprofits, community partners and business leaders. The OSDE works closely with OPSR to create an effective system for families and children from birth through the school-age years.

The OPSR Board was created under the Oklahoma Partnership for School Readiness Act (Title 10 O.S. § 640) and is the designated body that serves as Oklahoma's State Early Childhood Advisory Council as authorized under the federal Head Start Act of 2007 (PL 110- 134, Section 642B).

Family Engagement Framework

The [Family Engagement Framework](#) was created by the OSDE to emphasize the importance of family engagement as a foundational part of a student's education. One of the framework's pathways, [Focus on Learning](#), endeavors to help Oklahoma educators connect family interests, identities, and home lives to provide meaningful experiences that support learning outcomes.

Evidence has shown that a family's "involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size, and level of parental education" (Clark, [Why It Is Important to Involve Parents in Their Children's Literacy Development](#)). To that end, the [Build Leadership](#) pathway in the framework provides insight for how educators can expand the awareness, skills, abilities, and confidence of families to effectively support student learning at home.

Imagination Library

Dolly Parton's Imagination Library is a book-gifting program that puts books into the hands of children from birth through age 4 by mailing a high-quality title to families in areas with a participating local sponsor. These books are selected by early childhood literacy experts to be both age-appropriate and supportive of children's cognitive development. The monthly gifting experience of receiving a new title at home make the books feel exciting, and this encourages families to spend time reading and learning together with their children. Participating in Imagination Library provides families with opportunities for positive interactions around book reading, establishes a positive attitude towards reading in the home, and increases emerging literacy skills in children prior to entering kindergarten at age 5.

Family Guides

To help families support their child(ren) in the classroom, the Oklahoma State Department of Education (OSDE) has produced [Oklahoma Family Guides](#). These handy, printable flyers include helpful information aligned to the Oklahoma Academic Standards (what students know and should be able to do in each grade and course) and guidance on how to support student learning at home.

Guides are available for Pre-K through 6th-grade students in the following subjects: English language arts, science, mathematics, social studies, health, music, physical education (PE) and visual art. The information in the guides is a snapshot of learning in each of these grades and school subjects. For complete sets of academic standards, visit the [Oklahoma Academic Standards webpage](#).

Oklahoma Parents Center (OPC)

The Oklahoma Parents Center, Inc. is dedicated to the equality of children and youth with disabilities. Their mission is to train, inform, educate, and support parents,

families, professionals, and consumers in building partnerships that meet the needs of children and youth with disabilities from birth through age twenty-six.

Able Tech

Oklahoma ABLE Tech partners with OSDE to serve children with disabilities from birth through graduation who need access to and help acquiring needed assistive technology (AT) devices and services. Through the provision of core programs and services, ABLE Tech collaborates with OSDE to increase awareness, provide consultation, develop and expand training, and offer technical assistance on topics related to AT to support expressive and receptive language skills including reading and writing, accessible educational materials (AEM), and more. ABLE Tech helps local education agencies (LEAs), families and caregivers, health and allied health professionals, Pre-Employment Transition Service Providers, and students statewide by offering demonstrations and short-term loans of AT that supports literacy goals, objectives, and general activities for those with mild, moderate, severe, or complex needs. ABLE Tech's collaboration with OSDE also helps Oklahomans acquire needed AT, connect with funding resources across the state, and expands training and technical assistance opportunities related to digital accessibility. The synergy accomplished by this partnership has created endless opportunities to better serve children with disabilities and those who support them.

Tribal Partnerships

The Office of American Indian Education (OAIE) is deeply committed to establishing meaningful partnerships with Tribal Nations to enhance educational opportunities for American Indian/Alaska Native (AI/AN) students. Through initiatives such as the State Tribal Education Partnership (STEP) grant program, OAIE collaborates with the Sac and Fox Nation, Kiowa Tribe, and the Tribal Education Departments National Assembly (TEDNA). The STEP grant acts as a catalyst for these collaborations, providing essential funding and resources to support capacity-building efforts and literacy initiatives within tribal communities. By empowering tribes to develop culturally relevant curricula and implement tailored literacy programs, the STEP grant enables them to address the unique academic needs of AI/AN students while also preserving and celebrating their cultural heritage.

OSDE and OAIE strengthen their collaboration with tribes through data-sharing agreements, facilitating the exchange of vital information on student performance, attendance, and other key metrics. These agreements enable both OSDE and tribal education departments to gain valuable insights into the educational landscape and identify areas for improvement collaboratively. By leveraging data-driven decision-making, OAIE and tribes can develop targeted interventions and strategies to enhance educational outcomes and promote academic success among AI/AN students.

Tribal Guides

The Office of Indian Education and the Office of Standards and Learning are working with all thirty-nine recognized tribes to create tribal guides. The tribal guides will tell the story of the tribe from before their arrival in Oklahoma until now. Tribes are encouraged to share primary documents, photographs, maps, literature from Native authors, and more to impart authenticated stories of their heritage and culture with teachers and students. The guides will include each tribe's current location and number of citizens and will be available through the OSDE website and linked in the social studies framework.

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 childcare. 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, neighborhoods, and communities. 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. They address community issues at a deeper level through three focus areas: Parent Engagement and Early Education, Health and Family Well-Being, and Civic Engagement.

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 has 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 100 clinics statewide and serves young children and their families. The program is for children 6 months to 5 years of age.

State & Federal Programs

Community Action Project Tulsa Oklahoma Early Childhood Program (OECF)

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 ensuring children entering school are prepared for success, helping families create a nurturing and secure environment for their children, and helping families stay connected 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 provides supports and resources for family members that enhance infant and toddler development through everyday learning opportunities.

Head Start

Early Head Start is a program that includes services for 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, and services for children with disabilities, coordinated with community-based service systems. The program is for children from 3 to 5 years old.

Sooner SUCCESS

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.

Oklahoma Parents Center

The Oklahoma Parents Center supports families of children with disabilities. The program provides guidance to families on navigating the myriad services that are available to children with disabilities so they can make informed decisions and fully participate in their child's development and education.

US Department of Education - Family and Community Engagement

The U.S. Department of Education (USDE) provides guidance on how schools can engage families and communities to strengthen learning. This website contains resources for districts based on USDE's framework for family-school partnerships.

Information about how to host a ParentCamp is provided so districts can bring all members of their community together to have conversations about what is best for students.

Summary: Lasting Family and Community Partnerships

The goal of literacy for all students becomes obtainable when schools collaborate with families and community-based partners to address barriers to achieving literacy proficiency. Strong family and community partnerships are essential for creating an environment where students can thrive academically.

As school districts and educators prioritize lasting family and community partnerships, they should consider how their educational practices support and foster these partnerships within and among their communities. By building and sustaining these collaborative relationships, schools can ensure they are providing the necessary support systems to help all students succeed in their literacy development.

Summary

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

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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 PROPEL Literacy Elements.

Step 2. With a literacy leadership team, consider the ratings from each of the reflection tools using the Implementation Rubrics.

- To what extent is there evidence of this practice in your literacy setting?
- 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.

PURPOSEFUL LEADERSHIP

REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

Purposeful leadership in literacy development fosters a shared commitment to a collective vision that supports the success of all children. Effective leaders prioritize creating organizational structures that enable strong partnerships, ensuring that every stakeholder plays a role in advancing literacy outcomes. Purposeful leadership is rooted in a clear and unified mission and vision, with leaders at all levels—state, district, school, and community—aligning efforts to implement, sustain, and continuously improve literacy initiatives.

Successful purposeful leadership cultivates collaboration across diverse stakeholders, including state agencies, educational institutions, policy councils, and community organizations. This collaborative effort is essential in achieving positive literacy outcomes, not only enhancing educational performance but also contributing to the broader success of the state. By intentionally guiding and supporting these partnerships, purposeful leadership ensures that literacy development is both a priority and a shared responsibility across all levels of education, from birth through grade 12.

RECOMMENDATIONS: PURPOSEFUL LEADERSHIP

Develop a district-wide Literacy Leadership Team representative of all stakeholders to:

- Lead the development of the District Birth to Grade 12 Literacy Plan that includes a clear vision.
- Analyze school and student data to inform decisions about professional learning, instruction, and intervention.
- Communicate literacy goals and expectations of the plan to school, families, and communities.
- Actively develop and nurture a culture of literacy in the school, district, and community.

REFLECTION: PURPOSEFUL LEADERSHIP

Consider the challenges to the following recommendations for this element.

Recommendations for Purposeful 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: PURPOSEFUL LEADERSHIP

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

ACTION PLAN CONSIDERATIONS: PURPOSEFUL LEADERSHIP

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

1. What are our goals for addressing purposeful leadership to increase literacy achievement from birth to grade 12?
2. What existing structures do we have for purposeful leadership that contribute to our local literacy achievement?
3. How will we adjust existing structures for purposeful leadership to achieve these goals and what new practices, processes, or strategies will we implement?
4. What other considerations (i.e., persons responsible, resources, and timelines) will we need to create a culture of purposeful leadership?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for creating structures for purposeful leadership?

RESEARCH-BASED RESOURCES

REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

The state comprehensive literacy plan must prioritize the use of curricular resources that are grounded in research and aligned with the science of reading. These research-based instructional materials are critical in providing students with the foundational skills they need for reading success. High-quality resources should be systematically designed to address the full range of literacy development, from phonemic awareness to comprehension, ensuring that instruction is both effective and equitable for all learners.

Furthermore, the materials selected must be aligned with the Oklahoma Academic Standards to ensure coherence and consistency across educational settings. This alignment guarantees that curricula meet the state's academic expectations and help students build the knowledge and skills required for college and career readiness. By using research-backed, high-quality instructional resources, the state can ensure that every student has access to the best possible tools for achieving strong literacy outcomes.

RECOMMENDATIONS: RESEARCH-BASED RESOURCES

Identify and implement resources based on scientific research to support literacy.

- Work with families and caregivers to ensure they are utilizing the Early Childhood Guidelines ([Birth to Age Two](#) and [Ages Three through Five](#))
- Identify [high-quality materials](#) aligned to the Oklahoma Academic Standards for English Language Arts (OAS-ELA) PreK-grade 12 and based on scientific research.
- Provide training to staff members for the application of high-quality instructional materials.
- High-quality curriculum materials should provide instruction and diagnostic support in all areas of literacy, including concepts of print, phonological awareness, phonics including decoding and encoding, building background knowledge, vocabulary development, syntax, fluency, and writing in a logical and transparent progression.
- Research-based resources should be relevant, engaging, rigorous, and should build content knowledge in students.
- Develop and use a comprehensive scope and sequence aligned to the Oklahoma Academic Standards for English Language Arts (OAS-ELA) PreK-grade 12.
- Ensure coherence among instructional strategies, curriculum choices, and classroom assessments that reflect the Oklahoma Academic Standards for English Language Arts (OAS-ELA) PreK-grade 12.
- Create a process for monitoring implementation of research-based resources aligned to the Oklahoma Academic Standards English Language Arts (OAS-ELA) PreK-grade 12.

REFLECTION: RESEARCH-BASED RESOURCES

Consider the challenges to the following recommendations for this element.

Recommendations for Research-Based Resources	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.	
Identify high-quality materials aligned to the OAS-ELA PreK-grade 12 and based on scientific research.	
Provide training to staff members for the application of high-quality instructional materials.	
High-quality curriculum materials should provide instruction and diagnostic support in all areas of literacy, including all literacy components listed in bullet #3 above.	
Research-based resources should be relevant, engaging, rigorous, and should build content knowledge in students.	
Develop and use a comprehensive scope and sequence aligned to the OAS-ELA PreK-grade 12.	
Ensure coherence among instructional strategies, curriculum choices, and classroom assessments that reflect the OAS-ELA PreK-grade 12.	
Create a process for monitoring implementation of research-based resources aligned to the OAS-ELA PreK-grade 12.	

IMPLEMENTATION RUBRIC: RESEARCH-BASED RESOURCES

To what extent is this expectation practiced in my literacy setting? (check one)	Expectations for Research-Based Resources	How challenging will it be to achieve full implementation of expectation in my literacy setting? (check one)
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Work with families and caregivers to ensure they are aware of the Early Childhood Guidelines.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Identify high-quality materials aligned to the OAS-ELA PreK-grade 12 and based on scientific research.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Provide training to staff members for the application of high-quality instructional materials.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	High-quality curriculum materials should provide instruction and diagnostic support in all areas of literacy, including all literacy components listed in bullet #3 above.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Research-based resources should be relevant, engaging, rigorous, and should build content knowledge in students.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Develop and use a comprehensive scope and sequence aligned to the OAS-ELA PreK-grade 12.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Ensure coherence among instructional strategies, curriculum choices, and classroom assessments that reflect the OAS-ELA PreK-grade 12.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Create a process for monitoring implementation of research-based resources aligned to the OAS-ELA PreK-grade 12.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge

ACTION PLAN CONSIDERATIONS: RESEARCH-BASED RESOURCES

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

1. What are our goals for addressing research-based resources alignment to increase literacy achievement from birth to grade 12?
2. What existing research-based resources alignment practices or processes contribute to our local literacy achievement?
3. How will we adjust existing research-based resources alignment practices or processes to achieve these goals, and what new practices, processes, or strategies will we implement?
4. What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement our practices, processes, and strategies?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing research-based resources alignment?

ONGOING EDUCATOR DEVELOPMENT

REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

Oklahoma's State Comprehensive Literacy Plan underscores the necessity of ongoing professional learning as a foundation for improving literacy outcomes. Recognizing that both educators and leaders play vital roles in student success, the plan emphasizes equipping teachers, administrators, and district leaders with the knowledge, skills, and tools to implement and sustain evidence-based literacy practices. This commitment to professional growth fosters a culture of continuous improvement, where reflective practice, data-driven decisions, and collaborative professional learning communities empower all educators to meet the diverse literacy needs of students effectively.

Professional learning opportunities must also address the unique responsibilities of administrators and instructional leaders. By deepening their understanding of the science of reading and evidence-based instructional strategies, leaders can better support teachers, align resources, and create conditions for high-quality literacy instruction. When leaders prioritize their own development, they model a culture of lifelong learning and shared accountability for student success.

RECOMMENDATIONS: ONGOING EDUCATOR DEVELOPMENT

Identify and provide ongoing educator development to support literacy.

- Complete a needs assessment of teacher content and strategy knowledge.
- Establish and sustain professional learning communities focused on evidence-based literacy practices.
- Ensure professional learning opportunities align with the science of reading and state literacy standards for teachers and leaders.
- Provide training for administrators and district leaders to enhance their capacity to support literacy instruction and lead systemic improvements.
- Use student and school data to guide instructional and organizational decision-making.
- Evaluate professional learning programs for effectiveness in improving both instructional practices and literacy outcomes.
- Expand access to high-quality resources and networks through partnerships with state and regional organizations.
- Develop a continuum of professional learning for educators and leaders.

REFLECTION: ONGOING EDUCATOR DEVELOPMENT

Consider the challenges to the following recommendations for this element.

Recommendations for Ongoing Educator Development	What does this recommendation currently look like in our school/district/community context?
Complete a needs assessment of teacher content and strategy knowledge.	
Establish and sustain professional learning communities focused on evidence-based literacy practices.	
Ensure professional learning opportunities align with the science of reading and state literacy standards for teachers and leaders.	
Provide training for administrators and district leaders to enhance their capacity to support literacy instruction and lead systemic improvements.	
Use student and school data to guide instructional and organizational decision-making.	
Evaluate professional learning programs for effectiveness in improving both instructional practices and literacy outcomes.	
Expand access to high-quality resources and networks through partnerships with state and regional organizations.	
Develop a continuum of professional learning for educators and leaders.	

IMPLEMENTATION RUBRIC: ONGOING EDUCATOR DEVELOPMENT

To what extent is this expectation practiced in my literacy setting? (check one)	Expectations for Ongoing Educator Development	How challenging will it be to achieve full implementation of expectation in my literacy setting? (check one)
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Complete a needs assessment of teacher content and strategy knowledge.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Establish and sustain professional learning communities focused on evidence-based literacy practices.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Ensure professional learning opportunities align with the science of reading and state literacy standards for teachers and leaders.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Provide training for administrators and district leaders to enhance their capacity to support literacy instruction and lead systemic improvements.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Use student and school data to guide instructional and organizational decision-making.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Evaluate professional learning programs for effectiveness in improving both instructional practices and literacy outcomes.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Expand access to high-quality resources and networks through partnerships with state and regional organizations.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Develop a continuum of professional learning for educators and leaders.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge

ACTION PLAN CONSIDERATIONS: ONGOING EDUCATOR DEVELOPMENT

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

1. What are our goals for addressing ongoing educator development to increase literacy achievement from birth to grade 12?
2. What existing educator development practices or processes contribute to our local literacy achievement?
3. How will we adjust existing educator development practices or processes to achieve these goals, and what new practices, processes, or strategies will we implement?
4. What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement our practices, processes, and strategies?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing ongoing educator development?

PRACTICES THAT WORK FOR ALL STUDENTS

REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

The *PROPEL Oklahoma Forward* Plan emphasizes literacy as the foundation for academic success and lifelong achievement. High-quality Tier 1 instruction aligned with the Oklahoma Academic Standards for English Language Arts and grounded in the science of reading research is essential to preparing students for college, career, and beyond. Effective Tier 1 practices, including systematic, explicit, and engaging instruction, not only improve outcomes for the largest number of students but also reduce the need for interventions and Special Education services.

By fostering collaboration among educators, parents, and administrators and integrating literacy across all content areas, districts can create equitable opportunities for all learners, including English Learners, students with IEPs, and underserved populations. A strong foundation in reading ensures that students are equipped to excel in all subjects, laying the groundwork for success in their academic and professional journeys.

RECOMMENDATIONS: PRACTICES THAT WORK FOR ALL STUDENTS

Identify and provide ongoing educator development to support literacy.

- Align core literacy instruction with the Oklahoma Academic Standards for English Language Arts and the science of reading.
- Ensure school schedules are structured so that all areas of the language arts – speaking and listening, foundational skills, reading and writing processes, critical reading and writing, vocabulary, language, research, multimodal literacies, and independent reading and writing – are taught in a recursive, integrated setting.
- Use research-based, systematic, and explicit teaching methods for whole group and small group settings.
- Actively engage students in meaningful literacy activities that build foundational skills and comprehension.
- Provide Tier 2 and Tier 3 interventions tailored to students' individual needs and aligned with their growth toward state standards.
- Use progress-monitoring tools to evaluate student performance and adjust instruction and interventions as needed.

- Establish systems for ongoing communication between educators, parents, and administrators to identify and support students in need of intervention.
- Develop personalized plans that address specific gaps and include clear goals and strategies for improvement for struggling students, including English Learners, students with IEPs, and underserved populations.
- Develop a seamless process for transitioning students between literacy settings, such as from early childhood programs to elementary school.
- Embed reading and writing practices in all subjects to enhance content learning and reinforce literacy skills.

REFLECTION: PRACTICES THAT WORK FOR ALL STUDENTS

Consider the challenges to the following recommendations for this element.

Recommendations for Practices that Work for All Students	What does this recommendation currently look like in our school/district/community context?
Align core literacy instruction with the Oklahoma Academic Standards for English Language Arts and the science of reading.	
Ensure school schedules are structured so that all areas of the language arts – speaking and listening, foundational skills, reading and writing processes, critical reading and writing, vocabulary, language, research, multimodal literacies, and independent reading and writing – are taught in a recursive, integrated setting.	
Use research-based, systematic, and explicit teaching methods for whole group and small group settings.	
Actively engage students in meaningful literacy activities that build foundational skills and comprehension.	
Provide Tier 2 and Tier 3 interventions tailored to students' individual needs and aligned with their growth toward state standards.	
Use progress-monitoring tools to evaluate student performance and adjust instruction and interventions as needed.	
Establish systems for ongoing communication between educators, parents, and administrators to identify and support students in need of intervention.	
Develop personalized plans that address specific gaps and include clear goals and strategies for improvement for struggling students, including English Learners, students with IEPs, and underserved populations.	
Develop a seamless process for transitioning students between literacy settings, such as from early childhood programs to elementary school.	
Embed reading and writing practices in all subjects to enhance content learning and reinforce literacy skills.	

IMPLEMENTATION RUBRIC: PRACTICES THAT WORK FOR ALL STUDENTS

To what extent is this expectation practiced in my literacy setting? (check one)	Expectations for Practices that Work for All Students	How challenging will it be to achieve full implementation of expectation in my literacy setting? (check one)
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Align core literacy instruction with the Oklahoma Academic Standards for English Language Arts and the science of reading.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Ensure school schedules are structured so that all areas of the language arts – speaking and listening, foundational skills, reading and writing processes, critical reading and writing, vocabulary, language, research, multimodal literacies, and independent reading and writing – are taught in a recursive, integrated setting.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Use research-based, systematic, and explicit teaching methods for whole group and small group settings.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Actively engage students in meaningful literacy activities that build foundational skills and comprehension.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Provide Tier 2 and Tier 3 interventions tailored to students' individual needs and aligned with their growth toward state standards.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Use progress-monitoring tools to evaluate student performance and adjust instruction and interventions as needed.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge

IMPLEMENTATION RUBRIC: PRACTICES THAT WORK FOR ALL STUDENTS (Continued)

To what extent is this expectation practiced in my literacy setting? (check one)	Expectations for Practices that Work for All Students	How challenging will it be to achieve full implementation of expectation in my literacy setting? (check one)
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Establish systems for ongoing communication between educators, parents, and administrators to identify and support students in need of intervention.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Develop personalized plans that address specific gaps and include clear goals and strategies for improvement for struggling students, including English Learners, students with IEPs, and underserved populations.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Develop a seamless process for transitioning students between literacy settings, such as from early childhood programs to elementary school.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Embed reading and writing practices in all subjects to enhance content learning and reinforce literacy skills.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge

ACTION PLAN CONSIDERATIONS: PRACTICES THAT WORK FOR ALL STUDENTS

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

1. What are our goals for addressing practices that work for all students to increase literacy achievement from birth to grade 12?
2. What existing effective literacy instructional practices or processes contribute to our local literacy achievement?
3. How will we adjust existing effective literacy instructional practices or processes to achieve these goals, and what new practices, processes, or strategies will we implement?
4. What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement our practices, processes, and strategies?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing effective practices that work for all students?

EVIDENCE-BASED DECISIONS

REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

The *PROPEL Oklahoma Forward* Comprehensive Literacy Plan emphasizes the importance of data-based decision-making to improve student literacy outcomes. By leveraging data, educators can identify student needs, assess program effectiveness, and implement strategic interventions. Data-driven practices enable schools to tailor instruction to individual learners, fostering equitable and evidence-based solutions. The plan ensures that districts use comprehensive assessment systems, such as the Strong Readers initiative, to monitor foundational reading skills, identify characteristics of dyslexia, and develop targeted Student Literacy Intervention Plans (SLIPs). These systems provide educators with actionable insights to drive meaningful progress in student literacy development.

RECOMMENDATIONS: EVIDENCE-BASED DECISIONS

Identify and provide evidence-based decisions to support literacy.

- Use reliable assessments to identify student needs, monitor progress, and inform instruction.
- Analyze school- and district-wide literacy data to evaluate the effectiveness of practices and make necessary adjustments.
- Create rubrics or [scales](#) determining level of student growth throughout the school year in the Oklahoma Academic Standards English Language Arts PreK-grade 12.
- Implement a comprehensive assessment system that includes formative, interim, and summative assessments aligned to Oklahoma Academic Standards for English Language Arts.
- Implement frequent opportunities for data analysis and discussions to increase teacher capacity to assess learning.
- Disaggregate and analyze data for instructional decision-making to support student learning.
- Communicate assessment results in a timely and differentiated manner in formats that are easily understandable by students, parents, teachers, and community members.
- Ensure a process for assessment results to follow students as they transition from one literacy setting to the next.
- Regularly assess the effectiveness of the district's assessment system and make necessary adjustments to improve outcomes.

REFLECTION: EVIDENCE-BASED DECISIONS

Consider the challenges to the following recommendations for this element.

Recommendations for Evidence-Based Decisions	What does this recommendation currently look like in our school/district/community context?
Use reliable assessments to identify student needs, monitor progress, and inform instruction.	
Analyze school- and district-wide literacy data to evaluate the effectiveness of practices and make necessary adjustments.	
Create rubrics or scales determining level of student growth throughout the school year in the Oklahoma Academic Standards English Language Arts PreK-grade 12.	
Implement a comprehensive assessment system that includes formative, interim, and summative assessments aligned to Oklahoma Academic Standards for English Language Arts.	
Implement frequent opportunities for data analysis and discussions to increase teacher capacity to assess learning.	
Disaggregate and analyze data for instructional decision-making to support student learning.	
Communicate assessment results in a timely and differentiated manner in formats that are easily understandable by students, parents, teachers, and community members.	
Ensure a process for assessment results to follow students as they transition from one literacy setting to the next.	
Regularly assess the effectiveness of the district's assessment system and make necessary adjustments to improve outcomes.	

IMPLEMENTATION RUBRIC: EVIDENCE-BASED DECISIONS

To what extent is this expectation practiced in my literacy setting? (check one)	Expectations for Evidence-Based Decisions	How challenging will it be to achieve full implementation of expectation in my literacy setting? (check one)
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Use reliable assessments to identify student needs, monitor progress, and inform instruction.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Analyze school- and district-wide literacy data to evaluate the effectiveness of practices and make necessary adjustments.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Create rubrics or scales determining level of student growth throughout the school year in the OAS-ELA PreK-grade 12.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Implement a comprehensive assessment system that includes formative, interim, and summative assessments aligned to OAS-ELA.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Implement frequent opportunities for data analysis and discussions to increase teacher capacity to assess learning.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Disaggregate and analyze data for instructional decision-making to support student learning.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Communicate assessment results in a timely and differentiated manner in formats that are easily understandable by students, parents, teachers, and community members.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Ensure a process for assessment results to follow students as they transition from one literacy setting to the next.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge
<input type="checkbox"/> No Implementation <input type="checkbox"/> Beginning Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation <input type="checkbox"/> Revising Implementation	Regularly assess the effectiveness of the district's assessment system and make necessary adjustments to improve outcomes.	<input type="checkbox"/> Very Easy or No Challenge <input type="checkbox"/> Moderate Challenge <input type="checkbox"/> Difficult Challenge

ACTION PLAN CONSIDERATIONS: EVIDENCE-BASED DECISIONS

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

1. What are our goals for addressing evidence-based decisions to increase literacy achievement from birth to grade 12?
2. What existing evidence-based decisions practices or processes contribute to our local literacy achievement?
3. How will we adjust existing evidence-based decisions practices or processes to achieve these goals, and what new practices, processes, or strategies will we implement?
4. What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement our practices, processes, and strategies?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing evidence-based decisions?

LASTING FAMILY AND COMMUNITY PARTNERSHIPS

REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

Everyone in a student's life contributes to the development and learning of that student from birth through adulthood. For Oklahoma to reach its literacy goals, educators must work together with families and communities to ensure all students have access to important supports that will ensure their ability to read and read well. Research shows that collaboration with families and communities correlates to increased academic performance and success for students.

Literacy development is the shared responsibility of all literacy partners. Local partners play a vital role in supporting educators, parents, and learners in community literacy efforts. Strong literacy partnerships are an investment that can change lives and brighten the future of the community. Schools must team with families, 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.

RECOMMENDATIONS: LASTING FAMILY AND COMMUNITY PARTNERSHIPS

Identify and implement lasting family and community partnerships to support literacy.

- 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.

REFLECTION: LASTING FAMILY AND COMMUNITY PARTNERSHIPS

Consider the challenges to the following recommendations for this element.

Recommendations for Lasting Family & Community Partnerships	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: LASTING FAMILY AND COMMUNITY PARTNERSHIPS

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

ACTION PLAN CONSIDERATIONS: LASTING FAMILY AND COMMUNITY PARTNERSHIPS

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

1. What are our goals for addressing lasting family and community partnerships to increase literacy achievement from birth to grade 12?
2. What existing lasting family and community partnership practices or processes contribute to our local literacy achievement?
3. How will we adjust existing lasting family and community partnership practices or processes to achieve these goals, and what new practices, processes, or strategies will we implement?
4. What other considerations (i.e., persons responsible, resources, and timelines) will we need to implement our practices, processes, and strategies?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing lasting family and community partnerships?