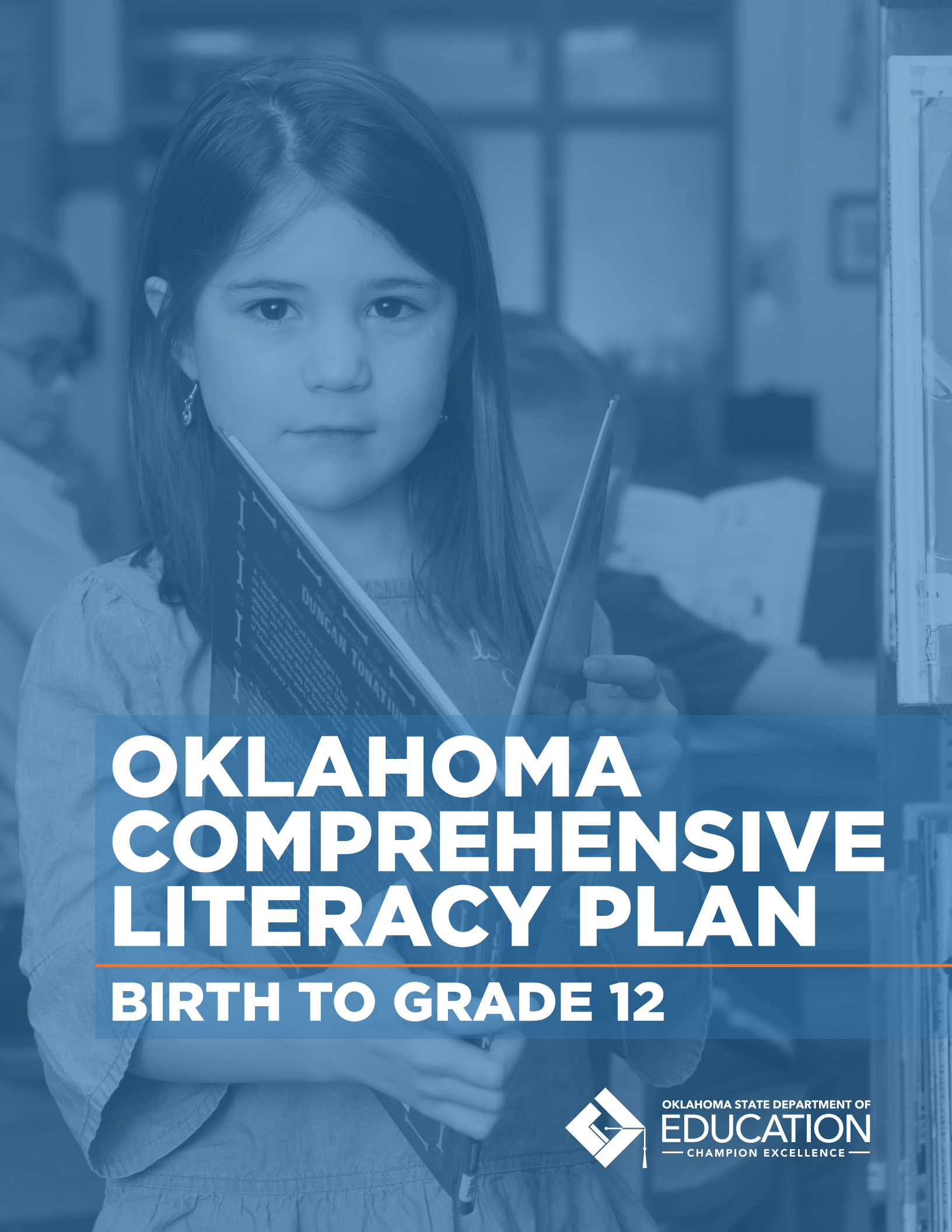

OKLAHOMA COMPREHENSIVE LITERACY PLAN

BIRTH TO GRADE 12

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

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OKLAHOMA COMPREHENSIVE LITERACY PLAN

Oklahoma's vision is for all children to **reach their full potential** and be ready to make a positive contribution to our state. We are committed to **improving literacy rates** for all children birth to grade 12. The state's future economic success is dependent on a well-educated, **literate community**. The Oklahoma State Department of Education (OSDE) is committed to ensuring **all students obtain the critical literacy skills** needed to be college and career ready so they can lead self-sufficient and personally fulfilling lives. Achieving this goal **requires systemic and collaborative efforts** among educators, families, and community members.

The purpose of the Oklahoma Comprehensive Literacy Plan is to assist schools and districts in developing the structures necessary for literacy acquisition in all areas of literacy, including oral language, vocabulary, foundational reading and writing processes, critical reading and writing, research, and language study, birth to twelfth grade. 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.

Literacy is the gateway to success in school and beyond. **Equitable access to quality literacy experiences and instruction** beginning at birth provides all students with opportunities for achievement in careers of their choosing and a foundation for their personal success. This literacy plan is in alignment with the Oklahoma **Every Student Succeeds Act (ESSA) Consolidated Plan** (2017) which outlines **several goals** for the state of education by 2025:

- Score among the top 20 highest-performing states on National Assessment of Educational Progress (NAEP) in all subjects for fourth grade and eighth grade;
- Reduce by 50% the need for math and English language arts remediation after high school;
- Align early childhood education and learning foundations to ensure at least 75% of students are "ready to read" upon kindergarten entry;
- Increase student access to effective teachers, thereby reducing the need for emergency certified teachers by 95%;
- Rank among the top 10 states with the highest graduation rate for students in four-, five-, and six-year cohorts.
- Ensure that 100% of students in grades 6 through 12 develop a useful and meaningful Individual Career Academic Plan (ICAP).

OKLAHOMA'S LITERACY BELIEFS

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

- **Literacy is the channel** through which we communicate ideas and understandings of the present, reflections on the past, and visions of the future. Through reading, writing, listening, speaking, and viewing, we learn to appreciate, integrate, and apply what is learned for practical purposes in our homes, schools, communities, and workplaces.
- **Families are** their children's **first and most important lifelong teachers** and should have access to programs designed to maximize a child's overall development during the first three years of life, laying the foundation for school success and continued support for literacy achievement throughout their schooling.
- **Early childhood, elementary school, middle school, and high school programs** must **provide a literacy-rich environment** and exposure to a wide variety of print materials and literacy experiences including reading, writing, speaking and listening, language study, and research..
- **The goal** of literacy instruction is to **prepare students** for college, career, life, and citizenship.
- A clearly articulated **sequence of literacy expectations** for all learners in all subjects is the foundation for high achievement from birth through postsecondary study.
- Students in all grades and all content areas require **explicit and systematic instruction** to increase reading achievement. Phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction is required at the **appropriate levels of development** in order to reach full literacy potential.
- Any student, at the earliest sign of difficulty in acquiring literacy skills, is entitled to **appropriate and effective interventions**; every student who cannot demonstrate grade-level literacy skills is entitled to successful remediation.

THE STATE OF LITERACY ACHIEVEMENT IN OKLAHOMA

While Oklahoma students show promising gains with literacy achievement in some areas, other areas remain stagnant and indicate there is still much work to do to ensure all students are college- and career-ready. The Oklahoma Reading Sufficiency Act (RSA) (OSDE, 2016a) provides support and structure for early literacy kindergarten through grade 3. RSA mandates early screening, appropriate intervention, and progress monitoring; however, in order to meet the state goal of ensuring all students are proficient, support structures continue to be added or revised by school districts and the state.

The following table shows the percentage of Kindergarten students who are identified by the Reading Sufficiency Act using a beginning of year screening assessment. The data show the long term trend of a third or more of our Kindergarteners being identified for possible reading difficulties as defined by the Reading Sufficiency Act. This data suggests the importance of early learning experiences birth to age 5 and the continuing need for increasing positive early literacy experiences.

Table 1. Kindergarten Students Identified as in Need of Reading Assistance

Year	Percent
2013	34.4%
2014	37.2%
2015	34.3%
2016	36.3%
2017	35.3%
2018	34%

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

Table 2. Comparison of Grade 3 Reading Scores for Oklahoma by Population

Description	2015	2016	2017	2018
Free/Reduced Lunch Students	65%	66%	64%	62%
Total Free/Reduced Lunch Students at or Above Proficient	57%	59%	30%	24%
Non-Free/Reduced Lunch Students	35%	34%	35%	37%
Total Non-Free/Reduced Lunch Students at or above Proficient	42%	41%	54%	48%
IEP Students	19%	17%	17%	18%
Total IEP Students at or Above Proficient	11%	9%	15%	13%
EL Students	12%	12%	10%	12%
Total EL Students at or Above Proficient	7%	7%	13%	12%

The Oklahoma School Testing Program began assessing the new Oklahoma Standards for ELA in year 2016-2017. Additionally, performance levels were adjusted for college and career readiness. Comparing data would not be appropriate.

While **62% of 3rd grade students in Oklahoma are classified as free/reduced** lunch, they represent only **24% of students** who scored proficient or higher in 2018 and 30% in 2017. Clearly our disadvantaged students are not performing at the same rate as their peers. Likewise, students receiving services for special education or identified as English Learner are under-represented in the percentage of students scoring Proficient or higher. Data for 2017 and beyond reflect changes in curriculum standards and assessment performance expectations.

The following table shows scores at or above proficient disaggregated by ethnicity.

Table 3. Comparison of Grade 3 ELA Scores for Oklahoma by Ethnicity

Student Ethnicity	2018
African-American Students	9%
Total African-American Students at or Above Proficient	5%
Hispanic Students	19%
Total Hispanic Students at or Above Proficient	11%
American Indian Students	13%
Total American Indian Students at or Above Proficient	12%
Caucasian Students	47%
Total Caucasian Students at or Above Proficient	59%

Oklahoma's African-American and Hispanic students are not well represented in the "at or above Proficient" scores as compared to the percentage of the total population. Addressing equity gaps in access and achievement continue to be a focus for our state.

While the Reading Sufficiency Act has provided support for all students and could be a factor in 4th-grade NAEP scores, there is clearly much work to do in under-represented disadvantaged populations. Trend data from the National Assessment of Educational Progress, or NAEP, (National Center for Educational Statistics [NCES], 2018) show Oklahoma **reading scores for grade four remain close to the national average** as shown in the table below.

Table 4. Grade 4 NAEP Reading Scores for Oklahoma

Description	2015	2016	2017	2018
Average State Score	215	217	222	217
Difference from National Average	-5	-4	(-)	-4
Students at or Above Basic	64%	65%	71%	63%
Students at or Above Proficient	27%	30%	33%	29%
Students at Advanced	4%	5%	6%	5%

NAEP reading scores for **eighth-grade students are lower than fourth-grade scores, but are still in line with national scores** for that grade level by 3-4 points. The structure of support for grades 5-8 is not as consistent across the state as it is in K-4 due to RSA. **As in fourth grade, eighth-grade students need to score "at or above proficient" to be considered college and career ready.** These scores are shown in table 5.

Table 5. Grade 8 NAEP Reading Scores for Oklahoma

Description	2015	2016	2017	2018
Average State Score	260	262	263	261
Difference from National Average	-3	-4	-1	-4
Students at or Above Basic	73%	75%	76%	74%
Students at or Above Proficient	27%	29%	29%	28%
Students at Advanced	2%	2%	2%	2%

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

In the 2017-2018 school year, Oklahoma began using the ACT and SAT as the 11th grade state assessment. Districts made the decision to use the ACT or the SAT for their 11th grade assessment. A total of 425 districts with 11th-graders chose the ACT while 12 districts chose the SAT. Scores on these **assessments were converted to a College and Career Readiness Performance Level Range.** The performance levels indicate that a student who meets proficient or advanced will have a 50 percent chance or better of making a "C" or higher in the college freshman equivalent coursework. Table 6 shows that **38 percent of our 2017-18 11th grade students** were found to be **proficient or advanced on this index.**

Table 6. Grade 11 State Reading Scores for Oklahoma

Description	2018
Students Below Basic	15%
Students at or Above Basic	47%
Students at or Above Proficient	31%
Students at Advanced	7%

Four-year trend data for the Oklahoma ACT Sub-Scores for English and Reading indicate that **Oklahoma students are consistently below the national average for English and are at or below the national average for Reading** (ACT, 2017a), as shown in table 7.

Table 7. Oklahoma ACT Sub-Scores for English and Reading

ACT Test Area	2015	2016	2017	2018
English: State	20.1	19.8	18.5	18.4
English: National	20.4	20.1	20.3	20.2
Reading: State	21.5	21.3	20.1	20.1
Reading: National	21.4	21.3	21.4	21.3

FACTORS IMPACTING LITERACY ACHIEVEMENT IN OKLAHOMA

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

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

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

IMPACT - A FRAMEWORK TO IMPROVE LITERACY

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

I Instruction and curriculum aligned to standards

M Multi-tiered support system of interventions

P Professional learning network to increase teacher effectiveness

A Assessment system to demonstrate student and district progress

C Collaborative leadership among various stakeholders

T Teaming with families and communities to build relationships

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

Figure 1. Oklahoma IMPACT Framework for Literacy Improvement

INSTRUCTION AND CURRICULUM

BASED ON ALIGNED STANDARDS AND GUIDELINES

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

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

THE OKLAHOMA EARLY LEARNING GUIDELINES FOR INFANTS TO FIVE YEARS

Literacy is a gateway to success and that gateway begins at birth. **Families and caregivers have an extremely important role** in the development of a child's early literacy skills. The *Oklahoma Early Learning Guidelines* (OKDHS, 2011) for **Ages Birth through 36 months**[1] and **Ages Three though Five**[2] 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**[3] serve as a link between the Early Learning Guidelines and the learning goals for students in four-year old programs in Oklahoma and can be utilized by educators in schools or child care centers who offer Pre-Kindergarten.

In the transition to Pre-Kindergarten and Kindergarten, children will meet new people and spend time in a new 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.

1 http://www.okdhs.org/OKDHS%20Publication%20Library/10-23.pdf

2 http://www.okdhs.org/OKDHS%20Publication%20Library/10-54.pdf

3 https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/PK%20ELA.pdf

The ***Kindergarten Readiness Literacy Inventory*** (KRLI), represented in Table 8 below, provides guidance to families, caregivers, and teachers as to what children should know and be able to do to be ready for Kindergarten. The *Oklahoma Academic Standards* for Pre-Kindergarten and **Kindergarten**[4] are the basis for the KRLI. While **mastery of these skills is not required**, it is beneficial to work toward these skills during everyday routines with children.

Table 8. Oklahoma Kindergarten Literacy Readiness Inventory

Indicator	Description of Kindergarten Readiness Skills	Oklahoma Standards
Recognizes familiar signs, words, or logos	Child can "read" familiar signs or labels in their environment such as food labels or restaurant names.	▪ PK.2PC.2 ▪ K.2.PC.2
Holds a book correctly	Child can hold a book right side up and turn pages one at a time from front to back.	▪ PK.2PC.3 ▪ K.2.PC.3
Writes first name and possibly last name with help	Child can write and recognize their first name and possibly last name. Child responds to their name.	▪ PK.2PC.1 ▪ K.2.PC.1
Knows names of most upper- and lower-case letters	Child can identify the letters in their name and other letters in the alphabet.	▪ PK.2PC.1 ▪ K.2.PWS.1
Knows some letter sounds	Child can recognize the sounds of some letters.	▪ PK.2.PWS.1 ▪ K.2PW.3
Recognizes rhyming words	Child can say rhyming words (such as *cat, bat, sat*) with help.	▪ PK.2PA.2 ▪ K.2PA.2
Recognizes the first sound in a word	Child can say the first sound in a word such as /b/ in the word, *ball*.	▪ PK.2PA.4 ▪ K.2PA.3
Expresses ideas using pictures, shapes, and some letters	Child can use pictures to express ideas such as drawing a circle to represent the sun. At this age, children may be using random letters to express ideas.	▪ PK.2.W ▪ K.3.W
Demonstrates an interest in reading and writing	Child can show an interest in reading and writing by choosing to read a book and drawing on paper.	▪ PK.8 ▪ K.8

4 https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/Kindergarten%20ELA.pdf

THE OKLAHOMA ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS

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

In 2016, the Oklahoma State Department of Education, through collaboration with stakeholders statewide, developed the **Oklahoma Academic Standards for English Language Arts**[5] (ELA). These standards are more comprehensive and offer a renewed focus on foundational skills in reading, basic grammar and writing, vocabulary, critical reading and analytic writing, and research in ELA.

THE PURPOSE OF OKLAHOMA ACADEMIC STANDARDS IS TO ENSURE:

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

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

STANDARD 1: SPEAKING AND LISTENING

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

STANDARD 2: READING FOUNDATIONS/READING PROCESS AND WRITING PROCESS

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

STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

STANDARD 4: VOCABULARY

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

5 https://sde.ok.gov/language-arts

STANDARD 5: LANGUAGE
Students will apply knowledge of grammar and rhetorical style to reading and writing.

STANDARD 6: RESEARCH
Students will engage in inquiry to acquire, refine, and share knowledge.

STANDARD 7: MULTIMODAL LITERACIES
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

STANDARD 8: INDEPENDENT READING AND WRITING
Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.

In addition to the ELA standards, educators can find disciplinary literacy connections within the **Oklahoma Academic Standards for mathematics, science, and social studies**.[6] Disciplinary literacy, "embedded within content-area classes such as math, science, and social studies, should be a focus of middle and secondary school settings" (Shanahan, 2008).

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

THE OKLAHOMA ENGLISH LANGUAGE ARTS CURRICULUM FRAMEWORK

The **ELA Curriculum Framework**[7] is a set of curricular resources developed by Oklahoma teachers to help educators translate the Oklahoma Academic Standards for ELA into classroom practice. It illustrates **what is expected of students at each grade level** by examining the intent of each standard and providing instructional options, proficiency levels, and literacy progressions to support student learning.

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

ENGLISH LEARNER INSTRUCTIONAL RESOURCES

Resources provided by World-class Instructional Design and Assessment (WIDA) include:

1. **Guiding Principles for Language Development**[8]

6 https://sde.ok.gov/oklahoma-academic-standards

7 http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework

8 https://wida.wisc.edu/sites/default/files/resource/Principles-of-Language-Development.pdf

2. **WIDA Standards Framework and its Theoretical Foundations**[9]
3. **WIDA Standards for Early Development**[10]
4. **The English Language Development Standards K-12**[11]

In addition to the WIDA resources, the ***Comprehensive Academic Resource and Training Toolkit (CARTT)***[12] provides the necessary support educators need to deliver instruction in a highly skilled and knowledgeable manner to assist English learners as they move toward English proficiency. This toolkit emphasizes current promising practices for teachers, administrators, parents, and educational stakeholders.

INSTRUCTIONAL RESOURCE SELECTION GUIDANCE FOR ESSA

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

EVIDENCE OF EFFECTIVENESS

- **What Works Clearinghouse**[13] provides research of evidence-based programs and strategies for literacy
- **Evidence for ESSA**[14] provides a list of evidence-based programs meeting moderate to strong evidence.
- **Practice Guides**[15] provides recommendations for practices with moderate to strong evidence.

SUMMARY: ALIGNING INSTRUCTION AND CURRICULUM TO STANDARDS

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

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

9 https://wida.wisc.edu/sites/default/files/resource/WIDA-Standards-Framework-and-its-Theoretical-Foundations.pdf

10 https://wida.wisc.edu/sites/default/files/resource/Early-ELD-Standards-Guide-2014-Edition.pdf

11 https://wida.wisc.edu/teach/standards

12 https://cartt.sde.ok.gov

13 https://ies.ed.gov/ncee/wwc

14 https://www.evidenceforessa.org

15 https://docs.google.com/document/d/1q9Rh314Pz9MOe-CwDq5FRnNQdWRxJJ50F-FPGY2VjmU/edit

OKLAHOMA STATE DEPARTMENT OF EDUCATION RECOMMENDATIONS FOR INSTRUCTION AND CURRICULUM

- Work with families and caregivers to ensure they are utilizing the Early Childhood Guidelines birth to age 5.
- Develop and use a comprehensive scope and sequence aligned to the Oklahoma Academic Standards for English Language Arts PreK-grade 12.
- 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.
- Ensure coherence among instructional strategies, curriculum choices, and classroom assessments that reflect the Oklahoma Academic Standards for English Language Arts PreK-grade 12.
- Create a process for monitoring implementation of Oklahoma Academic Standards English Language Arts PreK-grade 12.
- Create rubrics or scales determining level of student growth throughout the school year in the Oklahoma Academic Standards English Language Arts PreK-grade 12.

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

MULTI-TIERED SYSTEM OF SUPPORTS

RESEARCHED BASED PRACTICES FOR EFFECTIVE INSTRUCTION

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

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

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

DEVELOPMENT IN THE EARLY YEARS

Since the state literacy plan supports the idea that literacy begins at birth, it is vital that students struggling with reading are identified early. During the early years, when a family member, caregiver, or practitioner has concerns that a child is not developing as expected, 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.

MULTI-TIERED SYSTEM OF SUPPORTS

When children enter school, a more formalized multi-tiered system of support begins and can continue through the end of the child's schooling. Multi-Tiered System of Supports (MTSS) is an approach for designing and establishing teaching and learning environments that are effective, efficient, relevant, and durable for all students, families, and educators. **MTSS is "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).** The primary goal is to improve student achievement using research-based interventions matched to the instructional need and level of the student as well as frequently monitoring student progress to guide instruction.

All students should receive evidence-based, grade-appropriate foundational skill instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, inclusive of the Oklahoma Academic Standards. This is referred to as Tier 1 instruction.

WITHIN A MULTI-TIERED SYSTEM OF SUPPORT, SCHOOLS:

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

SEVERAL CONSIDERATIONS MUST BE ADDRESSED FOR STUDENTS WHO REQUIRE INTERVENTIONS:

- Interventions should be based on the **needs of individual students** and informed by the data collected with assessments, such as a literacy screener, a diagnostic, or other formative assessments.
  - Screener
  - Diagnostic
  - Formative
- Interventions should be delivered with sufficient intensity, frequency, and duration to effectively support the student meeting benchmarks for literacy.
- Interventions should be flexible based on data and guided by continued progress monitoring.
- Interventions must be directed by a teacher and be both systematic and explicit.

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

The Oklahoma Tiered Intervention System of Support (OTISS) is Oklahoma's structure for MTSS and is the state intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. Additional guidance for OTISS can be found on the **OTISS website**.[16]

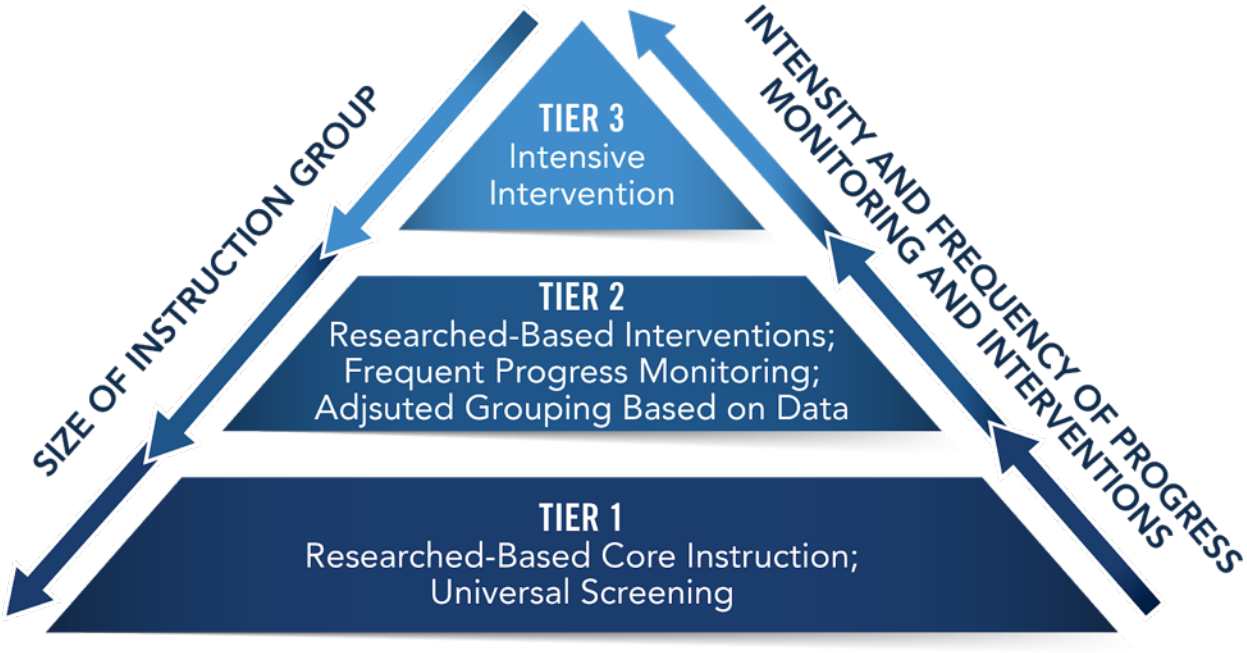
The literacy needs of all students are classified into three tiered categories.

- **TIER 1**
  - Core literacy instruction provided to all students.
- **TIER 2**
  - Strategic instruction provided to some students not making progress in Tier 1.
- **TIER 3**
  - Intensive literacy instruction provided to a few students who have received Tier 1 and Tier 2 and are still below benchmark.

16 https://sde.ok.gov/oklahoma-tiered-intervention-system-support-otiss

Figure 2 represents a multi-tiered system of support which addresses the needs of ALL students.

Figure 2. Multi-Tiered System of Support



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

- **STEP 1. IDENTIFY THE NEED**
  - Determine the gap or difference between the expectation and what is actually occurring in terms of student performance. Needs of all students may be defined using school-wide, small group, or individual student data.
- **STEP 2. ANALYZE THE NEED**
  - Use information collected from a variety of sources, such as universal screening, progress monitoring, student work, parents' input, etc., to determine why the learning need may be occurring.
- **STEP 3. DEVELOP AND IMPLEMENT A PLAN**
  - Set a goal that describes the expected improvement in learning. Select the instruction and/or intervention(s) that will address the need and identify how progress will be monitored. Carry out the instructional changes and/or interventions and monitor fidelity of implementation.
- **STEP 4. EVALUATE THE PLAN**
  - Collect and use school-wide, small group, and individual student data to determine if the plan is working or if changes are needed to adjust guide instruction.

EFFECTIVE STRATEGIES FOR ALL STUDENTS

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

READING SUFFICIENCY ACT

The **Oklahoma Reading Sufficiency Act (RSA)**[17] (OSDE, 2016a) focuses on early literacy serving as the MTSS for the early grades. RSA provides structures for identifying students who are struggling or behind their peers in literacy development and provides appropriate interventions to meet those students' needs effectively. **RSA aligns with a larger multi-tiered system of support**, emphasizing the importance of early identification and intervention in the primary grades, when the majority of students are still working on foundational skills.

Beginning with kindergarten, **Oklahoma students are screened a minimum of twice yearly** through the third grade on foundational reading skills. Students who do not meet general benchmarks are placed on a student **Academic Progress Plan**,[18] which outlines targeted interventions, communication with families, and regular monitoring of progress toward reading goals. See Appendix D for additional information regarding the correlation of RSA and the Oklahoma Comprehensive Literacy Plan.

TIERED INTERVENTION PROFESSIONAL DEVELOPMENT

The Oklahoma State Department of Education provides **online RSA professional development**[19] to support districts in meeting RSA requirements. Professional development modules include best practices for Tier II intervention and examples of tiered interventions.

17 https://sde.ok.gov/reading-sufficiency

18 https://sde.ok.gov/rsa-coordinators-distict-administrators-reading-sufficiency

19 https://sde.ok.gov/rsa-professional-development

ENGLISH LEARNERS AND STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS (IEPS AND LANGUAGE IEPS)

When addressing student literacy needs, intervention strategies should be tailored for the specific population of students. Students with IEPs and Language IEPs should have their progress towards goals and objectives documented in accordance with the student's education plan. Teachers ensure fidelity and frequent progress monitoring, develop smaller flexible groupings and customize interventions to support students.

Several resources are available for districts and educators to support English learners with literacy development through **WIDA**.[20] WIDA aims to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

Several resources are available for districts and educators to support students identified through **IDEA**.[21]

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

Table 9. Intervention Support Structure

Expectations for Instruction and Intervention	Administrator Actions	Data to Support Evidence of Effectiveness
Plan effective Tier 1 instruction for ALL students based on Oklahoma Academic Standards for English Language Arts.	▪ Provide time for teachers to collaboratively plan lessons and units. ▪ Provide literacy resources such as curriculum frameworks needed for effective instruction. ▪ Develop and support Professional Learning Communities.	▪ Progress Monitoring Data ▪ Formative Assessment ▪ Summative Assessment ▪ Peer Observation ▪ Walk-Throughs ▪ Lesson Plans
Plan effective Tier 2 and Tier 3 interventions addressing individual needs of students and their growth in the Oklahoma Academic Standards for English Language Arts.	▪ Provide time for teachers to collaboratively plan lessons and units. ▪ Provide teachers with resources such as curriculum frameworks needed for effective instruction. ▪ With site literacy team, plan job-embedded professional development to support effective differentiated instruction. ▪ Develop and support Professional Learning Communities.	▪ Schoolwide Intervention Plan ▪ Progress Monitoring Data ▪ Formative Assessment data ▪ Peer Observation ▪ Walk-Throughs ▪ Lesson Plans

20 https://wida.wisc.edu

21 https://sde.ok.gov/special-education-instruction

Expectations for Instruction and Intervention	Administrator Actions	Data to Support Evidence of Effectiveness
Implement high-quality instructional practices. ▪ Provide differentiated and age-appropriate small group and individualized instruction in order to maximize student learning. ▪ Provide instruction that is systematic and explicit in whole group, small group, and individual settings. ▪ Provide instruction that actively engages students in literacy processes.	▪ Provide effective literacy coaching for teachers. ▪ Provide time for teachers to collaboratively plan lessons and units. ▪ Provide literacy resources such as curriculum frameworks needed for effective instruction and intervention. ▪ Develop and support Professional Learning Communities. ▪ Support teachers in Professional Learning Plans	▪ Progress Monitoring Data ▪ Formative Assessments ▪ Summative Assessments ▪ Walk-Throughs ▪ Lesson Plans ▪ Peer Observation ▪ Professional Learning Focus Documentation
Establish a process for monitoring student progress to ensure ongoing appropriate placement in and among the tiers.	▪ Support and monitor tiered instruction. ▪ Provide ongoing support staff with planning and collaboration time. ▪ Develop and support Professional Learning Communities.	▪ Progress Monitoring Data
Collaborate with families, teachers, and administrators to identify children in need of intervention services in their current school setting and transitioning from one literacy setting to the next.	▪ Support staff in communicating literacy achievement with families. ▪ Engage families in meaningful literacy activities that support learning at home.	▪ Site Literacy Team Agendas and Action Plans ▪ Family Night Agendas ▪ Family Feedback
Develop individual literacy plans to meet instructional needs of all struggling students, including English learners, students with Individual Education Plans, and under-served, under-resourced students.	▪ Support structures that allow teachers to collaborate, share data, and make needed changes to address individual learning needs. ▪ Develop and support Professional Learning Communities.	▪ Site Literacy Team Agendas and Action Plans ▪ Progress Monitoring Data ▪ Academic Progress Plans (RSA)
Integrate literacy skills across curricular areas to support content learning.	▪ Provide effective literacy coaching for teachers. ▪ Provide time for teachers to collaboratively plan lessons and units. ▪ Provide literacy resources such as curriculum frameworks needed for effective instruction and intervention. ▪ Develop and support Professional Learning Communities.	▪ Site Literacy Team ▪ Progress Monitoring Data ▪ Summative Assessments ▪ Walk-Throughs

SUMMARY: IMPLEMENTING A MULTI-TIERED SUPPORT SYSTEM OF INTERVENTIONS

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

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION RECOMMENDATIONS FOR MULTI-TIERED SYSTEMS OF SUPPORT

- Plan effective Tier 1 instruction for all students based on the Oklahoma Academic Standards for English Language Arts.
- Plan effective Tier 2 and Tier 3 interventions addressing individual needs of students and their growth in the Oklahoma Academic Standards for English Language Arts.
- Implement high-quality instructional practices.
  - Provide differentiated and age-appropriate small group and individualized instruction in order to maximize student learning.
  - Provide instruction that is systematic and explicit in whole group and small group settings.
  - Provide instruction that actively engages students in literacy processes.
- Establish a process for monitoring student progress to ensure ongoing appropriate placement in and among the tiers.
- Collaborate with parents, teachers, and administrators to identify children in need of intervention services in their current school setting and when they transition from one literacy setting to the next.
- Develop individual literacy plans to meet instructional needs of all struggling students, including English Learners, students with Individual Education Plans, and under-served, under-resourced students.
- Integrate literacy skills where appropriate across curricular areas to support content learning.

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

PROFESSIONAL LEARNING

DEVELOPING COMMUNITIES AND NETWORKS TO INCREASE TEACHER AND LEADER EFFECTIVENESS

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

Student achievement is directly correlated to teacher collaboration 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). Ongoing and job embedded **professional learning** is essential to accomplishing one of our most pressing challenges: **graduating students prepared with literacy skills and knowledge essential for college and career readiness.**

Professional development that improves teaching and increases student achievement is rooted in the principles and practices of effective professional learning. The **Standards for Professional Learning**[22] recommended by the Professional Learning Association outline the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results by building the knowledge and skills of educators.

STANDARDS FOR PROFESSIONAL LEARNING FRAMEWORK

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

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

22 https://learningforward.org/standards-for-professional-learning

LITERACY ACHIEVEMENT THROUGH PROFESSIONAL LEARNING COMMUNITIES

Professional learning communities are an ongoing process where educators work collaboratively in cycles of inquiry and research to make the greatest impact on student achievement (DuFour, 2016). Effective professional learning communities (PLCs) have instructionally focused teacher teams as the basic unit and are committed to continuous improvement, collective responsibility, and goal alignment leading to student achievement (Schmoker, 2006). Well-structured PLCs can serve to support educators in understanding and implementing standards (Dufour, 2004). Effective PLCs engage in collaborative conversations and goal setting linked to school and district goals. Optimal leading and learning opportunities for PLCs come when they are afforded the time to meet regularly.

Meaningful collaboration in PLCs must go beyond presenting educators with state standards or pacing guides developed by others in the state or district and focus on student achievement within their own schools and classrooms. The work of a PLC is to increase student achievement and individualize literacy instruction for all students. There are three main ideas that drive the work of the PLC: a focus on learning, a collaborative culture and collective responsibility, and a results orientation (DuFour, 2016). Within those ideas are questions to guide the work of a PLC:

- What do we want students to learn?
- How will we know if they learned it?
- What will we do if they did not learn it?
- How will we provide extended learning opportunities for students who have mastered it?

Educators must be given **time to analyze standards and curricular resources** and **discuss** their **understanding of those documents** and how they **relate to current student learning** to inform instruction and curriculum. All content area educators need to have an understanding of literacy implications for their particular content areas. For example, this means asking science area content educators to teach students how to read, write, and communicate like scientists and to use written responses as forms of meaningful assessments. Student work should be analyzed for a deeper level of students' content knowledge. This is particularly important for effective instruction in literacy to occur across a school or district. All content area educators need time to grapple with literacy.

SUPPORT FOR PROFESSIONAL LEARNING THROUGH COLLABORATION

- Provides **professional learning communities** committed to continuous improvement, collective responsibility, and goal alignment of literacy achievement centered around **student work and achievement.**
- Empowers skillful **leaders** (district administrators, principals, and teachers) who develop capacity, advocate, and **create support systems** for professional learning.
- Encourages teachers to recognize and share the best of what they already know, allows for **teachers to learn from one another,** and promotes a desire to develop effective practices.

- Requires prioritizing, monitoring, and coordinating **resources** for educator learning.
- Uses a variety of sources and types of student (achievement data, writing, current student work), educator, and **system data** to plan, assess, and evaluate student learning. Integrates **theories, research, and models of human learning** to achieve its intended outcomes.
- Applies research on **change and sustains support** for implementation of professional learning that is **job embedded and ongoing** for long-term change.
- Aligns its **outcomes** with educator performance and student curriculum standards.

SUPPORT FOR EDUCATOR GROWTH THROUGH JOB-EMBEDDED PROFESSIONAL LEARNING

Job-embedded professional learning requires a systematic approach that honors the needs of the educator while directly supporting students' literacy achievement and reflects the literacy goals of the school and district. The National Staff Development Council recommends that all professional development for educators have the following characteristics:

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

Central to job-embedded professional learning is the idea that educators have common learning experiences driven by current student data. Some job-embedded practices include modeling, coaching, peer observation, lesson study, and PLCs. Literacy professional learning is based on student achievement, intentional, and ongoing. This ensures an alignment of literacy standards and smooth vertical transitions as students move through different literacy settings.

OKLAHOMA PROFESSIONAL LEARNING (PL) FOCUS

Professional learning in literacy is focused on student outcomes. Educators engaged in a continuous cycle of improving their own effectiveness in instruction may decide to establish a professional learning focus for literacy. A Professional Learning Focus (PL Focus) is an individualized program of professional development chosen by the teacher that allows for autonomy in developing their own professional growth. The OSDE provides administrators and educators with several **resources to assist in developing and implementing a PL Focus**,[23] including **PL Focus Guidelines**,[24] **PL Focus Templates**[25] and **PL Focus Feedback Templates**.[26]

23 http://www.sde.ok.gov/sde/professional-learning-focus

24 http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Guidelines%20for%20Developing.pdf

25 http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/PL%20Focus%20Template_Print.pdf

26 http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Feedback%20Template_Print.pdf

Additionally, the OSDE[27] provides webinars, video conferences, regional workshops, the EngageOK conference, podcasts, online tools and resources, **teacher and leader effectiveness resources**,[28] **summer institutes**,[29] and many more supports for educators to continue their professional growth in literacy instruction.

SUMMARY: PROFESSIONAL LEARNING

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

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION RECOMMENDATIONS FOR PROFESSIONAL LEARNING

- Use multiple sources of student and teacher data, including teacher content and strategy knowledge when choosing, planning, and implementing professional development to support literacy achievement.
- Structure ongoing and job-embedded professional development with consideration to the Professional Learning standards.
- Ensure all professional development aims to strengthen coherence among standards, instruction, curriculum, and assessments.
- Implement a support structure for professional learning that includes PLCs, modeling, workshop/in-service, and job-embedded opportunities.
- Provide common learning opportunities for all literacy stakeholders to ensure a smooth transition as students move from one literacy setting to the next.

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

27 http://sde.ok.gov

28 http://sde.ok.gov/sde/tle

29 http://sde.ok.gov/sde/advanced-placement-professional-development

ASSESSMENT SYSTEM

TO DEMONSTRATE STUDENT LEARNING

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

"Oklahoma recognizes that a robust assessment system is tied closely to students' learning and teachers' instructional practices by valuing and promoting local, classroom-based formative assessments that help make student learning visible. At the same time, that system should provide a strong summative assessment program that fits as a component within a multifaceted state, district and school accountability system. (Oklahoma ESSA plan, pp. 48-49)

THE ROLE OF ASSESSMENTS IN LITERACY PROGRESS:

- Identify student needs at all levels of literacy development.
- Determine a student's progress toward the goal of meeting standards.
- Guide classroom instruction and identify interventions to ensure literacy learning.
- Evaluate educational programs at the classroom, school, and district level.

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

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

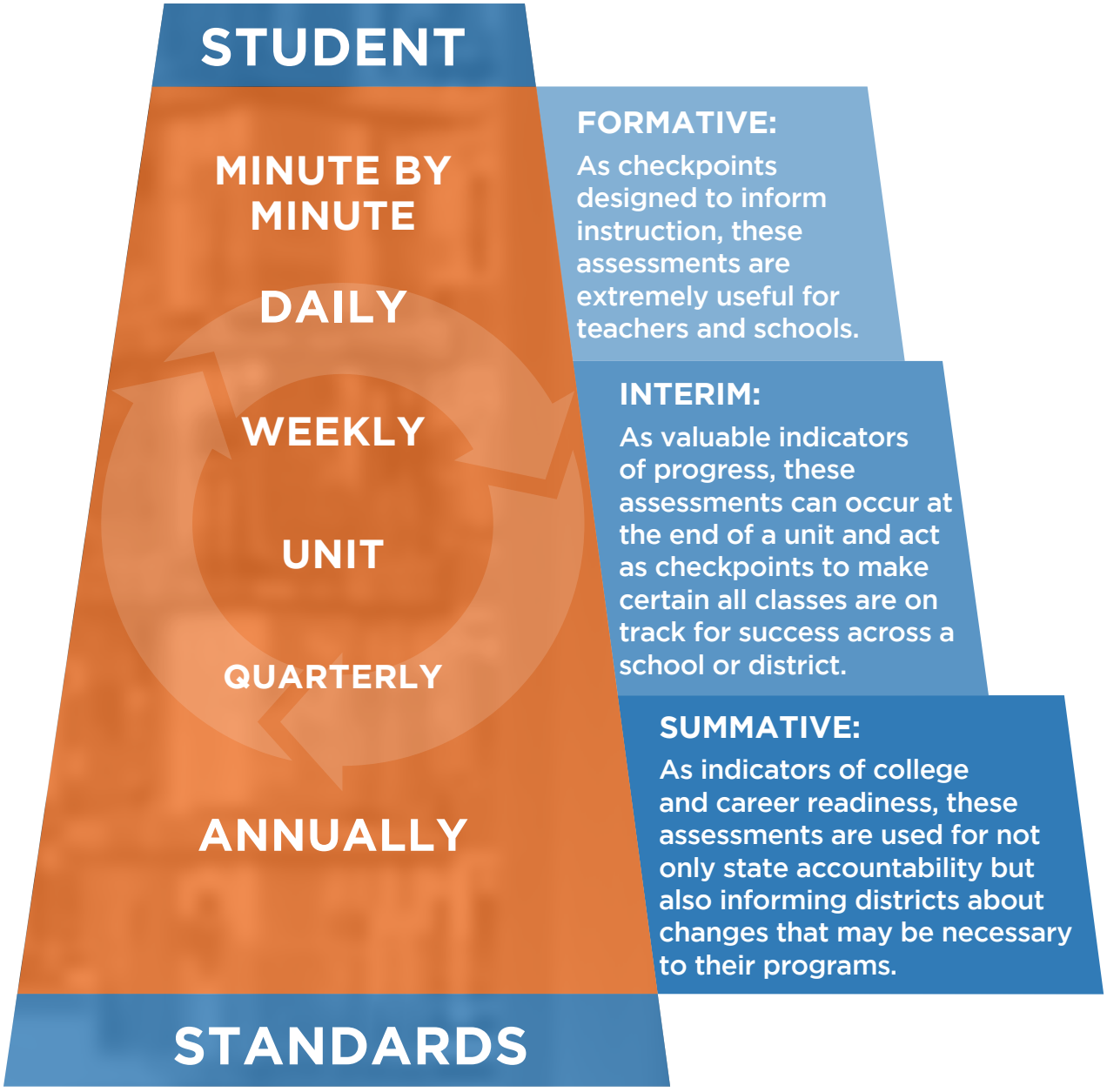
Summative Assessment – Summative assessments are generally infrequent and cover major components of instruction such as units, semesters, courses, credits, or grade levels. They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for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

Figures 3 represent the components of an effective system of assessment and showcase how formative, interim, and summative assessments must be coherent and aligned to state standards.

ASSESSMENT IN THE SYSTEM

Oklahoma recognizes that a robust assessment system is tied closely to students' learning and teachers' instructional practices by valuing and promoting local, classroom-based formative assessments that help make student learning visible. At the same time, that system should provide a strong summative assessment program that fits as a component within a multifaceted state, district and school accountability system. [Oklahoma ESSA Plan (p 48)](#)[30]

Figure 3. Assessment in the System



30 https://sde.ok.gov/sde/sites/ok.gov.sde/files/OK_Consolidated_StatePlan_Final_web.pdf

An assessment system utilizes different types of assessments to gather information of what students know and can do relative to a set of standards.

ASSESSMENT DATA USES

Formative assessment should be used to make **instructional decisions and monitor student learning.** Since these types of assessments are used at all stages of a learning cycle, initial scores are not expected to be high, and incorrect answers help teachers understand students' thought processes as much as the correct answers.

Data gathered through formative assessment are not used for evaluation or accountability purposes such as student grades, educator accountability, school/district accountability, or even public reporting that could allow for inappropriate comparisons. There are at least four reasons for this:

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

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

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

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

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

ASSESSMENTS IN OKLAHOMA

Assessments in Pre-K and Kindergarten provide foundational data for PreK and Kindergarten teachers to address the strengths and needs of our youngest learners.

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

While assessments provide necessary data, an effective comprehensive system requires teachers to have the skills and ability to interpret and use assessment data to drive improvements and communicate results. Effective use of assessment data can also provide important communication for families and community members engaged as stakeholders in the literacy development of students. For current assessment resources visit the **Oklahoma State Department of Education webpage**.[31]

COMMUNICATING RESULTS

Assessment results should be communicated by schools to students and families in an understandable manner and in the language spoken in the home. Communications should be timely and differentiated and include as face-to-face discussion, phone calls, electronic communication, and/or letters home.

The Oklahoma State Department of Education provides resources to assist families and communities in understanding assessment information. The **Helping Your Child Become a Successful Reader - The Reading Sufficiency Act: A Guide for Families brochure**[32] provides tips for families on how to support reading and describes the reading screeners required by law. Additional resources for families outline key information for accessing and understanding Oklahoma State Testing Program scores are available on the **Oklahoma Assessment Office website**.[33]

SUMMARY: ASSESSMENT SYSTEM

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

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

31 http://sde.ok.gov

32 https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/RSA-Family-Guide-successful-reader.pdf

33 https://sde.ok.gov/assessment-guidance

OKLAHOMA STATE DEPARTMENT OF EDUCATION RECOMMENDATIONS FOR ASSESSMENT

- 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.
- Utilize a comprehensive plan to assess the effectiveness of the assessment system and guide adjustments for improvement.

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

COLLABORATIVE LEADERSHIP

ESTABLISHING A SHARED LEADERSHIP MODEL TO IMPROVE LITERACY ACROSS SYSTEMS

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

SHARED RESPONSIBILITY FOR MISSION AND VISION

Positive literacy outcomes start with strong **leadership committed to implementing, supporting, and sustaining** a quality literacy plan developed through district and site level literacy leadership teams. Administrators and teachers should be focused on a **shared mission and vision** of improving literacy education for all students by working cooperatively to **meaningfully oversee and improve instruction** (Schmoker, 2006). Administration and teachers should be engaged in analyzing school and student data to inform decisions about district and school site goals, professional learning instruction, and intervention. In addition, the principal and/or administrator are the **primary change agents** and influential in setting the vision and mission for the school.

DISTRICT LEADERSHIP

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

- Create a **District Literacy Leadership Team**.
- Lead the development and adoption of the district Birth to Grade 12 Literacy plan.
- Work with site leadership to commit to a **system-wide literacy goal and plan**.
- **Communicate and support** the expectation of **maximum time for literacy instruction** in every classroom.
- Actively **develop and nurture a culture of literacy** in the district, schools, and community.
- Commit guidance, support, and resources to **improve alignment, partnerships, and pathways** from birth to college and career.
- In conjunction with site leadership, analyze district, school, and student data to inform decisions about district and site goals, professional learning, instruction, and intervention.
- Enrich personal knowledge and understanding of **exemplary teaching strategies**, materials, assessment, and evaluation procedures through ongoing and job-embedded professional development.
- Provide **time for collaboration** among staff members to ensure smooth transitions for students as they move from one literacy setting to another.
- **Maximize time for literacy instruction** within the classroom.
- **Communicate literacy goals** and high expectations to schools, families, and the community.
- Work with **district leadership** to **ensure equity and coherence** among schools both horizontally and vertically.

ELEMENTARY LEADERSHIP

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

- Create a **Site Literacy Leadership Team**.
- 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 supports necessary for successful transitions for students.
- Develop a **daily schedule** that provides for a **90-minute reading block** and **additional time** for students who are not meeting benchmarks.
- Ensure PLCs are effective so that teachers have access to and the ability to **analyze data** and identify the specific needs of students and **coordinate instruction** to meet those needs.
- Utilize **professional learning communities** to build deep **understanding** and **vertical alignment** of the Oklahoma Academic Standards.
- Participate with faculty in literacy training offered through **professional organizations and/or privately offered workshops**.
- Provide **time and support** for teachers to practice and refine **literacy instructional strategies**.
- 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, and **extra-curricular activities related to literacy**.
- Work with **district leadership** to ensure **equity** and **coherence** among schools both horizontally and vertically.

SECONDARY LEADERSHIP

- Create a **Site Literacy Leadership Team** representing ELA and non-ELA **content areas**.
- Include and support **all subject areas** in literacy goals and plans, ensuring literacy strategies are infused in all content areas.
- Provide guidance, support, and resources to **improve alignment, partnerships, and pathways** to college and career readiness.
- Participate in professional development opportunities to **develop personal knowledge of literacy principles** and practices in all curricular areas.
- 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 access to and the ability to **analyze data** and identify the specific needs of students and **coordinate instruction** to meet those needs.
- Utilize **professional learning communities** to build deep understanding and vertical alignment of the Oklahoma Academic Standards and **deepen subject area instruction** in the areas of content specifically for writing and vocabulary acquisition.
- Work with **district leadership** to ensure **equity** and **coherence** among schools, both horizontally and vertically.
- Participate in the development of **support opportunities for students**, both within and outside the

school day, such as needed interventions, homework help, early learning and parent involvement, credit recovery, and extra-curricular activities related to literacy.

The National Association of Secondary Schools Principals provides a comprehensive guide for school leadership in **Creating a Culture of Literacy: A Guide for Middle and High School Principals**.[34]

Effective leaders focus on **promoting and supporting partnerships between schools, child care services, and community programs** that support families and children. Leadership from committed administrators, teachers, caregivers, community members, and families 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.

> ***"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)***

KNOWLEDGE BASE FOR EFFECTIVE LITERACY REFORM

DISTRICT AND BUILDING LEADERS NEED TO HAVE KNOWLEDGE OF:

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

Through **active participation in literacy initiatives**, the building principal or district administrator will be able to assess the use of literacy strategies within the classroom through walk-throughs and evaluation and **collaborate with a literacy coach or literacy leader** to provide appropriate support for the classroom teacher.

34 https://pdst.ie/sites/default/files/Creatingacultureofliteracy.pdf

CLASSROOM TEACHERS, SPECIAL EDUCATION TEACHERS, LIBRARY MEDIA SPECIALISTS, READING SPECIALISTS/INTERVENTIONISTS NEED:

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

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

LITERACY LEADERSHIP TEAMS

The establishment of a **District Literacy Leadership Team** provides **vision and coherence** across schools. 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 role of the District Literacy Leadership Team can include:

- Build a District Literacy Plan
- Analyzing district data for trends, coherence, and alignment both vertical and horizontal
- Provide for instructional materials
- Provide for professional learning in literacy across the district.

The establishment of a **Site Literacy Leadership Team** at each building provides for the **decision-making process** to be as close as possible to student and teacher needs. 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 role of the Site Literacy Leadership Team can include:

- 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.

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

SUMMARY: COLLABORATIVE LEADERSHIP

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

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION RECOMMENDATIONS FOR COLLABORATIVE 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
- 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.

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

TEAM WITH FAMILIES AND COMMUNITIES

DEVELOPING RELATIONSHIPS TO FOSTER AN ENVIRONMENT OF GROWTH AND LITERACY DEVELOPMENT

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 literacy development.** Research shows that collaboration with families and communities correlates to increased academic performance and success for students.

Family, school, and community partnerships are vital to students' school success. **Strong partnerships among schools, families, and communities facilitate a climate where:**

- Families want their children to succeed in school and desire information on their role.
- Programs and interventions explicitly engage families in supporting their children's learning at home are linked to higher achievement.
- Students benefit in multiple ways from partnering, beginning in the early years and extending through secondary levels, including those who experience differences in culture, language, learning, and economic resources.
- Students are better able to transfer and sustain learning.

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

1. **Shared responsibility** results when clear roles for students, educators, family members, and community resources are identified and data is shared.
2. **Developmental continuity** results when seamless transitions occur in literacy learning, both in and out of school, from birth through secondary school.
3. **Community collaboration** results when various partners intentionally commit to working together to support literacy development from early childhood through postsecondary.

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

BUILDING AUTHENTIC PARTNERSHIPS

The goal of partnerships is to provide resources and supports for families, for schools, and for communities that embrace and demonstrate these foundational beliefs.

FAMILIES

Families are the child's first teacher, and they play a vital role in literacy development. A child's language abilities thrive in an atmosphere of trusting relationships that includes talking, singing, and playing. As children grow, families continue to play a pivotal role as they talk with, read to, and provide experiences that support an understanding of the world beyond school.

Four core beliefs serve as the foundation for working with families to build authentic partnerships (Henderson, Mapp, Johnson, and Davies, 2006).

Core Belief 1
All families have dreams for their children and want the best for them.

Core Belief 2
All families have the capacity to support their children's learning.

Core Belief 3
Families and school staff should be equal partners.

Core Belief 4
The responsibility for building partnerships between school and home rests primarily with school staff, especially school leaders.

WHAT DOES A FAMILY-SCHOOL PARTNERSHIP LOOK LIKE?

Schools that create effective partnerships with families have the following qualities adapted from the description of a Partnership School (Henderson, Mapp, Johnson, and Davies 2007, p. 15; Powerful Partnerships, pp. 41-42).

BUILDING RELATIONSHIPS

- Family center is open and full of interesting learning materials to borrow.
- Activities honor families' contributions.
- Building is open and welcoming to families, caregivers, and community members.
- Community services are identified and coordinated to support the needs of students and their families.
- Contact is made with new families.

LINKING TO LEARNING

- Family activities connect to what students are learning.
- Parents and teachers look at student work and test results together.
- Community groups offer tutoring and homework programs at the school.
- Students' work goes home every week.

ADDRESSING DIFFERENCES

- Translators are readily available.

- Teachers use books and materials about families' cultures.
- PTA/PTO or parent advisory groups include all families
- Local groups help staff reach parents.

SUPPORTING ADVOCACY

- There is a clear, open process for resolving problems.
- Teachers contact families to discuss student progress.
- Student-led, parent-teacher conferences are held three times a year.

SHARING POWER

- Families and educators research issues such as inequities.
- Parent group is focused on improving student achievement.
- Families are involved in all major decisions.
- Families have access and assistance to technology when needed.
- Staff work with local organizers to improve the school and neighborhood.

IDEAS FOR PROVIDING FAMILIES WITH TOOLS TO SUPPORT LITERACY ACHIEVEMENT

- Engage families in the planning and implementation of literacy activities.
- Ask families for input on thow they would like to receive literacy information and support.
- Partner with community members or community sites/locations to host literacy events (for example, hosting a literacy night at the local library or church).
- Host literacy and math nights, provide home learning packets, and create career portfolios.
- Host smaller literacy events to allow families to engage and learn from one another.
- Evaluate your family activities and determine if they are linked to learning. Aim for a balance, and integrate learning objectives when you can.
- Provide families information about learning in actionable, jargon-free language.
- Schedule family conferences that include teachers, parents/guardians, and students reflecting on learning and goal setting. (Powerful Partnerships, pp. 74-80)
- Celebrate literacy achievements. Below are suggestions for various celebrations (Powerful Partnerships, pp. 116-118). Use this **Family Literacy Event Planning Checklist**[35] to help you plan your family literacy event.

ELEMENTARY SCHOOL

- Family Literacy Night
- Culminating events that display student work
- End-of-the-year celebrations

35 https://y4y.ed.gov/tools/family-literacy-event-planning-checklist

MIDDLE SCHOOL

- Parent Panels
- Plays/Theatre Productions
- Be a Middle Schooler for a Day for Parents

HIGH SCHOOL

- Student Exhibitions
- Community Projects

> ***"Powerful family engagement tends to have a ripple effect across a school and community, transforming mindsets and approaches."***
>
> ***(Henderson, Mapp, Johnson, and Davies 2017, p. 121)***

FAMILY RESOURCES

The **OSDE Family Guides**[36] are resources aligned with the Oklahoma Academic Standards and developed specifically for Oklahoma families to complement classroom learning.

The **Reading Rockets website**[37] has reading tips for parents of children birth through 3rd grade. These tip sheets are provided in multiple languages.

The **National Parent Teacher Association**[38] provides guides for parents of students in kindergarten through high school.

COMMUNITIES

Community Members partner with schools and families to maximize resources to promote health, well-being, and learning for all students. When community members and schools coordinate resources, it promotes healthy behaviors that enable students to learn. This may include providing needed medical services, tutoring students, improving schools, or collaborating on decisions related to the school and community. When schools, families, and communities work together, it translates into better school attendance and academic achievement for students.

WHAT DOES A COMMUNITY-SCHOOL PARTNERSHIP LOOK LIKE?

Community-School Partnerships have the following elements:

- Clear goals driven by the identified values and needs of the school district and community
- Diverse groups representing various individuals, organizations, and perspectives in the community
- Committed to ongoing, effective communication to discuss and revise goals
- Mutually beneficial seeking to strengthen assets and share resources
- Clearly defined roles, responsibilities, outcomes, and evaluation methods
- Accountability for their contribution to the group

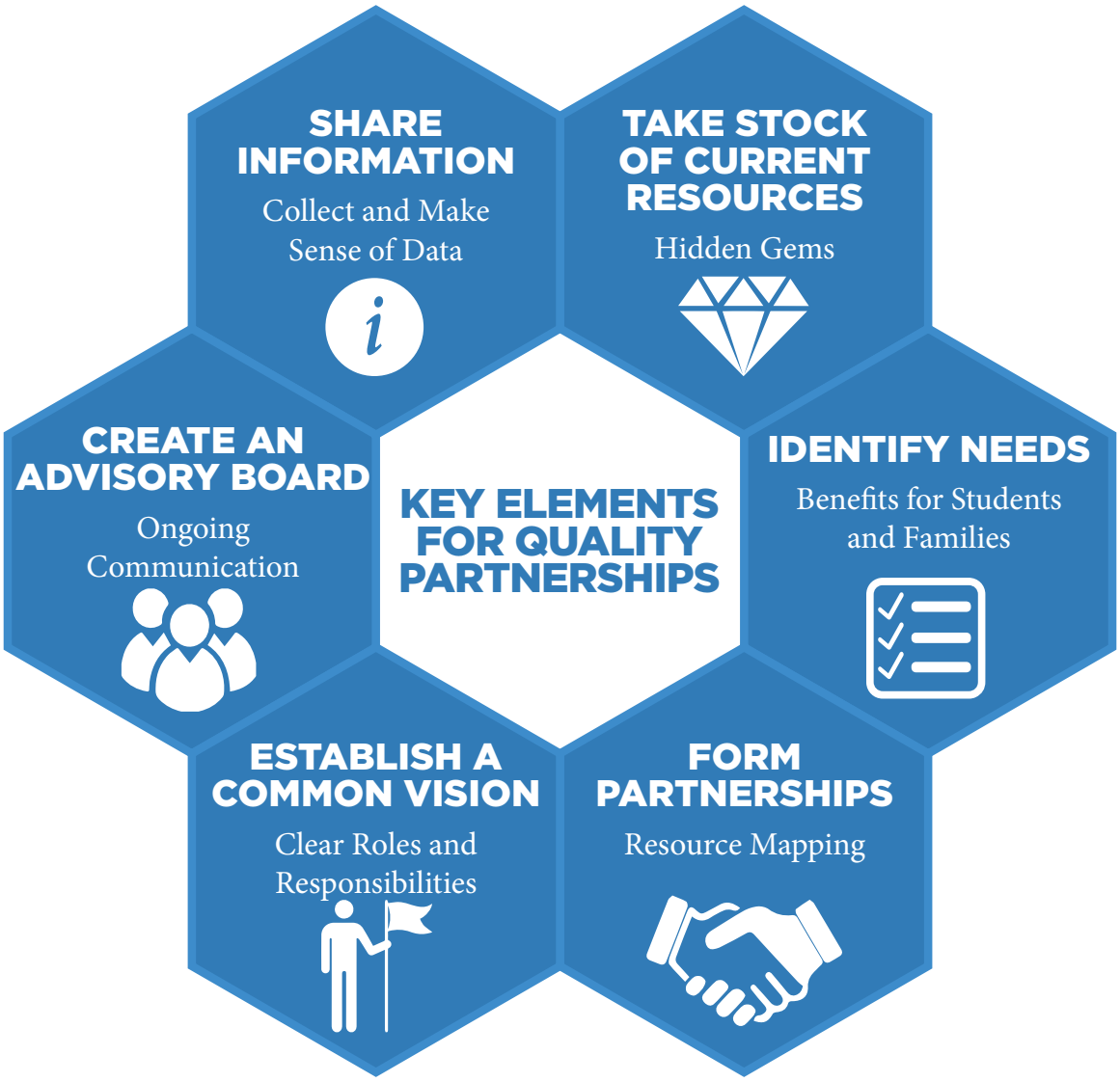
36 https://sde.ok.gov/oklahoma-family-guides

37 http://www.readingrockets.org/article/reading-tips-parents-multiple-languages

38 https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success

The following figure comes from the US Department of Education's **You for Youth website provides free resources**[39] and a **professional development course on creating partnerships**.[40]

Figure 4. Key Elements for Quality Partnerships



WHO ARE POTENTIAL PARTNERS?

Consider all of the resources in your community and think outside the box when it comes to engaging partners. Partners may include, but are not limited to, faith-based institutions, libraries, colleges or universities, businesses, museums, tribal organizations, childcare, restaurants, law enforcement, libraries, banks, senior citizen groups, art and cultural institutions or medical entities.

For a tool to support partnerships, see **Strengthening Partnerships: Community School Assessment Checklist**.[41]

39 https://y4y.ed.gov/tools

40 https://y4y.ed.gov/learn/partnerships

41 http://bit.ly/2YaGnZm

IDEAS FOR CREATING COMMUNITY-SCHOOL PARTNERSHIPS

LIBRARIES

School districts can connect with the local library to facilitate family literacy night where families, caregivers, and children can learn about literacy, books, and resources. Families can sign up for library cards to encourage reading at home. Libraries may have reading tutoring, English classes, or reading programs that would benefit families.

BUSINESSES AND UNIVERSITIES

Businesses can donate books or other literacy materials to support classrooms or families in literacy. Businesses may be able to provide after-school tutors for struggling readers. Local universities could provide training for tutors. Student mentors and internships could be developed through local businesses.

LOCAL LITERACY TEAMS

Local literacy teams are smaller groups that incorporate community members to determine if literacy goals are being met, analyze data, and make recommendations. Local literacy teams should include school administrators, teachers, early childhood partners, library media and/or reading specialists, community members, and parents.

LITERACY COALITIONS

A literacy coalition is a larger group of diverse stakeholders in a community who work together to increase literacy levels for citizens from birth through adulthood. Stakeholders may include representatives from education, healthcare, human services, housing, faith-based institutions, government, philanthropy, business, child care providers, correctional institutions, libraries, and community members. These groups come together to increase communication and delivery of services to minimize gaps and increase literacy achievement. Increased literacy skills lead to a skilled workforce that supports strong economies. The **Community Toolbox**[42] provides information on starting a coalition. The **Oklahoma City Metro Literacy Coalition**[43] is a prominent coalition in Oklahoma that can provide various resources.

EARLY CHILDHOOD PARTNERSHIPS

Literacy development begins at birth as children listen to speech and learn to respond and communicate with others. The foundations of literacy are being developed as children learn new vocabulary, notice print, manipulate books, and have experiences inside and outside the home. Harvard University's Center on the Developing Child (2009) states that "disparities in vocabulary begin to appear by 18 months" and there is a "$4 to $9 return for every dollar invested in early childhood programs."

To focus on ensuring that children have the literacy skills needed to be successful in school, school districts and communities would benefit from partnering with early childhood entities including Head Start, child care, libraries, and pediatricians.

42 https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coaltion/main

43 https://okcliteracycoalition.org

OKLAHOMA COMMUNITY PARTNERSHIPS SUPPORTING LITERACY

PRIVATE FOUNDATIONS/COALITIONS

Oklahoma Library Association[44]

The Oklahoma Library Association is an example of a group that works in public, school, academic, and special libraries of all sizes to strengthen the quality of libraries and library services.

25 X 25 Early Childhood Coalition[45]

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

Inasmuch Foundation[46]

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

George Kaiser Family Foundation (GKFF)[47]

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

Early Childhood Education Institute - OU Tulsa (ECEI-OU)[48]

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)[49]

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.

44 https://www.oklibs.org

45 http://ok25by25.org

46 http://inasmuchfoundation.org

47 http://www.gkff.org

48 http://www.ou.edu/tulsa/early-childhood-education-institute.html

49 http://www.opsrfoundation.org

Reach Out and Read[50]
Reach Out and Read (ROR) is an evidence-based early childhood intervention that encourages literacy promotion and positive parent-child interaction that support healthy early brain development. The intervention is based in primary practices during well child visits from 6 months to 5 years. Eighty-five Reach Out and Read clinics are located across the state. Numerous studies demonstrate that ROR increases early childhood vocabulary, enhances brain development, and contributes to future school success.

Reading Partners - Tulsa[51]
Reading Partners became part of the Tulsa educational landscape in 2013, when the organization first began placing community volunteers in low-income schools to help kids master basic reading skills. The one-on-one tutoring model empowers students to succeed in reading and in life by engaging community volunteers to provide individualized, personal attention to each student in our program.

STATE & FEDERAL PROGRAMS

Community Action Project Tulsa[52] - Oklahoma Early Childhood Program (OECP)
CAP Tulsa specifically focuses on a two-generation approach that aims not only to prepare young children for future success in school but also their parents through programs designed to increase parenting skills, employability, and earning potential. The goals include children entering school prepared for success, families creating a nurturing and secure environment for their children, and families connecting to one another.

SoonerStart[53] (OSDE and Department of Health partnership)
SoonerStart is Oklahoma's early intervention program. It is designed to meet the needs of families with infants or toddlers with developmental delays. In accordance with the Individuals with Disabilities Education Act (IDEA), the program builds upon and provides supports and resources to assist family members to enhance infant and toddler learning and development through everyday learning opportunities.

Oklahoma Head Start[54]
Early Head Start is a program that includes services to low income families with infants and toddlers and to pregnant women. The program is for children birth to 3 years old. Head Start is a comprehensive program of health, education, parent involvement, social services, and services for children with disabilities, all of which are coordinated with community-based service systems. The program is for children 3 years old to 5 years old.

50 http://www.reachoutandread.org/oklahoma
51 https://readingpartners.org/location/tulsa
52 https://captulsa.org
53 http://sde.ok.gov/soonerstart
54 https://www.benefits.gov/benefit/1934

Sooner SUCCESS[55]
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[56]
The Oklahoma Parents Center supports families of children with disabilities. The program provides guidance to families on how to navigate the various services that are available to children with disabilities so families can make informed decisions and fully participate in their child's development and education.

US Department of Education - Family and Community Engagement[57]
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: TEAM WITH FAMILIES AND COMMUNITIES

Schools must team with families and community-based partnerships and coalitions to address the barriers to achieving literacy for all students.

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION RECOMMENDATIONS FOR TEAMING WITH FAMILIES AND COMMUNITIES

- Establish a literacy coalition to enhance literacy support in the community.
- Provide families with the tools to support the literacy achievement of all children birth to grade 12.
- Collaborate with families to provide opportunities to celebrate literacy achievement of all students.
- Assess community needs for literacy services and identify gaps where needs are not being met.
- Identify and/or leverage resources in support of local literacy activities.
- Support literacy through public, private, and faith-based partnerships.

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

55 http://soonersuccess.ouhsc.edu/

56 http://oklahomaparentscenter.org/

57 https://www.ed.gov/parent-and-family-engagement

OKLAHOMA COMPREHENSIVE LITERACY PLAN

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

I Instruction and curriculum aligned to standards

M Multi-tiered support system of interventions

P Professional learning network to increase teacher effectiveness

A Assessment system to demonstrate student and district progress

C Collaborative leadership among various stakeholders

T Teaming with families and communities to build relationships

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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 IMPACT 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.

INSTRUCTION AND CURRICULUM: REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

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

REFLECTION: INSTRUCTION AND CURRICULUM

Consider the challenges to the following recommendations for this element.

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

IMPLEMENTATION RUBRIC: INSTRUCTION AND CURRICULUM

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

ACTION PLAN CONSIDERATIONS: INSTRUCTION AND CURRICULUM

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 instruction and curriculum alignment to increase literacy achievement from birth to grade 12?
2. What existing instruction and curriculum alignment practices or processes contribute to our local literacy achievement?
3. How will we adjust existing instruction and curriculum alignment practices or processes to achieve these goals, and what new practices, processes, or strategies will we implement?
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 instruction and curriculum alignment?

MTSS: REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

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

REFLECTION: MTSS

Consider the challenges to the following recommendations for this element.

Recommendation for MTSS	What does this recommendation currently look like in our school/ district/community context?
Plan effective instruction based on the Oklahoma Academic Standards for English Language Arts, including all components of literacy to support student learning.	
Integrate literacy skills across curicular areas.	
Implement high-quality instructional practices. ▪ Provide differentiated small group and individualized instruction in order to maximize student learning. ▪ Provide instruction that is systematic and explicit in whole group and small group settings. ▪ Provide instruction that actively engages students in literacy processes.	
Establish and support Tier 1, 2 and 3 instruction and intervention to meet the needs of all learners.	
Collaborate with all local literacy stakeholders to identify children who are likely to need intervention services when they transition from one literacy setting to the next.	
Develop individual literacy plans to meet instructional needs of struggling students, including English Learners, students with Individualized Education Programs and under-served, under-resourced students.	

IMPLEMENTATION RUBRIC: MTSS

To what extent is this expectation practiced in my literacy setting? (check one)	Implementing a Multi-Tiered Support System of Interventions	How challenging will it be to achieve full implementation of expectation in my literacy setting? (check one)
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Align instruction practices with Oklahoma Professional Learning Standards.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Plan effective instruction based on Oklahoma Academic Standards to include all components of literacy to support student learning.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Integrate literacy skills across curricular areas.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Implement high-quality instructional practices. ▪ Provide differentiated small group and individualized instruction in order to maximize student learning. ▪ Provide instruction that is systematic and explicit in whole group and small group settings. ▪ Provide instruction that actively engages students in literacy processes.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Establish and support tiered instruction to meet the intervention needs of all learners, including Response to Intervention (RTI) and Oklahoma Tiered Intervention System of Support (OTISS).	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge

To what extent is this expectation practiced in my literacy setting? (check one)	Implementing a Multi-Tiered Support System of Interventions	How challenging will it be to achieve full implementation of expectation in my literacy setting? (check one)
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Collaborate with all local literacy stakeholders to identify children who are likely to need intervention services when they transition from one literacy setting to the next.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Develop individual literacy plans to meet instructional needs of struggling students, including English Learners, students with Individualized Education Programs and under-served, under-resourced students.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge

ACTION PLAN CONSIDERATIONS: MTSS

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 multi-tiered systems of support to increase literacy achievement from birth to grade 12?
2. What existing systems of support contribute to our local literacy achievement?
3. How will we adjust existing systems of support 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 a multi-tiered system of support?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing multi-tiered systems of support?

PROFESSIONAL LEARNING: REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

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

REFLECTION: PROFESSIONAL LEARNING

Consider the challenges to the following recommendations for this element.

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

IMPLEMENTATION RUBRIC: PROFESSIONAL LEARNING

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

ACTION PLAN CONSIDERATIONS: PROFESSIONAL LEARNING

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 professional learning and structures to increase literacy achievement from birth to grade 12?
2. What existing professional learning and structures contribute to our local literacy achievement?
3. How will we adjust existing professional learning structures 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 effective professional learning structures?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing professional learning structures?

ASSESSMENT: REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

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

REFLECTION: ASSESSMENT

Consider the challenges to the following recommendations for this element.

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

IMPLEMENTATION RUBRIC: ASSESSMENT

To what extent is this expectation practiced in my literacy setting? (check one)	Expectations for Assessment Systems	How challenging will it be to achieve full implementation of expectation in my literacy setting? (check one)
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Develop and implement a process for evaluating the alignment of assessment to the Oklahoma Academic Standards and determine areas of need and a plan for addressing those needs.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Implement a comprehensive assessment system that includes formative, interim, and summative assessments.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Increase teacher capacity to assess learning by scheduling frequent opportunities for data analysis and discussions.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Disaggregate and analyze data for instructional decision-making to guide instruction and interventions to support student learning.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Communicate assessment results in a timely manner to all literacy stakeholders in a format that is easily understandable.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Collaborate with all literacy stakeholders to ensure assessment results are available when students transition from one literacy setting to the next.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge
☐ No Implementation ☐ Beginning Implementation ☐ Partial Implementation ☐ Full Implementation ☐ Revising Implementation	Utilize a comprehensive plan to assess the effectiveness of the assessment system and guide adjustments for improvement.	☐ Very Easy or No Challenge ☐ Moderate Challenge ☐ Difficult Challenge

ACTION PLAN CONSIDERATIONS: ASSESSMENT

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 development of an assessment system to increase literacy achievement from birth to grade 12?
2. What existing assessment systems contribute to our local literacy achievement?
3. How will we adjust existing assessment systems 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 a comprehensive assessment system?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for addressing developing assessment systems?

COLLABORATIVE LEADERSHIP: REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

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

REFLECTION: COLLABORATIVE LEADERSHIP

Consider the challenges to the following recommendations for this element.

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

IMPLEMENTATION RUBRIC

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

ACTION PLAN CONSIDERATIONS

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 collaborative leadership to increase literacy achievement from birth to grade 12?
2. What existing structures do we have for collaborative leadership that contribute to our local literacy achievement?
3. How will we adjust existing structures for collaborative 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 collaborative leadership?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for creating structures for collaborative leadership?

TEAMING WITH FAMILIES AND COMMUNITIES: REFLECTION, IMPLEMENTATION, AND PLANNING TOOLS

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.

REFLECTION: TEAMING WITH FAMILIES AND COMMUNITIES

Consider the challenges to the following recommendations for this element.

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

IMPLEMENTATION RUBRIC: TEAMING WITH FAMILIES AND COMMUNITIES

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

ACTION PLAN CONSIDERATIONS: TEAMING WITH FAMILIES AND COMMUNITIES

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 teaming with families and communities to increase literacy achievement from birth to grade 12?
2. What existing structures do we have for teaming with families and communities as they contribute to our local literacy achievement?
3. How will we adjust existing structures for teaming with families and communities to achieve these goals and what new practices, processes, or strategies will we implement?
4. What other considerations (i.e., persons responsible, resources, and timelines) will we need to strengthen teaming with families and communities?
5. How will we evaluate the impact of our practices, processes, or strategies related to our goals for teaming with families and communities?

APPENDIX B: 9 ESSENTIAL ELEMENTS OF EFFECTIVE SCHOOLS

NEEDS ASSESSMENT CHECKLIST

The Nine Essential Elements[58] provide a framework for a continuous school improvement process for all schools – urban, suburban, rural; large or small; high-performing or low-performing. Table 1B shows the six high IMPACT elements for literacy improvement are aligned to the Oklahoma Nine Essential Elements and serve to create coherence among several improvement efforts at the Oklahoma State Department of Education.

Table 1B. Nine Essential Elements vs. IMPACT Elements

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

58 http://sde.ok.gov/sde/sites/ok.gov.sde/files/WISE-PerfIndicators.pdf

Nine Essential Elements	Six Literacy IMPACT Elements
Collaborative Leadership: Effective Leaders	▪ Instruction and Curriculum ▪ Multi-Tiered System of Support (MTSS) ▪ Professional Learning ▪ Assessment ▪ Collaborative Leadership
Collaborative Leadership: Effective Leaders, and Organizational Structure and Resources	▪ Instruction and Curriculum ▪ Multi-Tiered System of Support (MTSS) ▪ Professional Learning ▪ Assessment ▪ Collaborative Leadership
Collaborative Leadership: Effective Leaders, and Comprehensive and Effective Planning	▪ Instruction and Curriculum ▪ Multi-Tiered System of Support (MTSS) ▪ Professional Learning ▪ Assessment ▪ Collaborative Leadership

The **Oklahoma Nine Essential Elements Needs Assessment Checklist**[59] includes performance indicators for each of the nine essential elements and is intended to support educators as they make decisions about how to best facilitate student learning. When utilized together, Appendix A and Appendix B provide comprehensive analysis tools to assist districts as they determine the structures and practices they currently have in place to support literacy improvement and the structures and practices they need to include in their efforts to improve literacy instruction.

59 http://sde.ok.gov/sde/documents/2017-10-30/oklahoma-9-essential-elements-effective-schools-needs-assessment-checklist

APPENDIX C: CONTINUUM OF LEARNING

UNDERSTANDING THE STAGES OF LITERACY DEVELOPMENT

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

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

BIRTH - AGE 3

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

EARLY LITERACY SKILLS:

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

To support these skills, the Oklahoma Department of Human Services has developed the **Early Learning Guidelines for Infants, Toddlers, and Twos**[60]. These guidelines are aligned with the **Oklahoma Academic Standards**[61] and **Head Start Framework**[62] and provide a structure for understanding early literacy and how to support it. Head Start and other agencies provide assessments that inform a child's developmental progress.

INSTRUCTION

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

60 http://www.okdhs.org/OKDHS%20Publication%20Library/10-23.pdf

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

62 https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework

FAMILIES

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

AGES 4 AND 5 - PRE-KINDERGARTEN/KINDERGARTEN

This age signifies a critical transition as literacy skills are expanding and many children move into a formal school setting. Oklahoma's voluntary pre-kindergarten program includes 73 percent of the state's 4-year-olds, and full day kindergarten is offered in all public school systems. Four- and five-year-olds are building foundational skills vital to further literacy development.

FOUNDATIONAL LITERACY SKILLS:

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

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

"The huge expansion of language development during the preschool and kindergarten periods is followed by a dramatic transition in the primary grades – movement from listening, speaking, and emerging reading skills to 'real' reading and written expression."

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

PROGRESS MONITORING

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

INSTRUCTIONAL METHODS

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

FAMILIES

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

GRADES 1-3

The early elementary grades build upon language development of the early years. First- through third-grade experiences are characterized by a significant transition as students move from primarily listening and speaking into reading and writing skills. In reading, students move from reading sight words and easily decodable to words to decoding advanced words, reading with fluency, and inferring word meanings using prefixes, suffixes, and roots. In writing, students move from emergent writing to narrative, informative, and opinion writing that includes main ideas, details, accurate spellings, and a logical sequence.

EXPLICIT INSTRUCTION IN LITERACY SKILLS:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing
  - Invented spelling
  - Basic punctuation
  - Capitalization rules
  - Grade-appropriate grammar and vocabulary

These components of literacy are clearly outlined in the Oklahoma Academic Standards for English Language Arts and provide a structure that emphasizes the building of literacy skills as students become increasingly proficient.

Additionally, embedding literacy skills into all subject areas supports well-developed readers and writers.

PROGRESS MONITORING

To focus on ensuring the proper development of literacy skills, students are screened throughout the year to determine if remediation is necessary. Progress monitoring and diagnostic assessments provide meaningful information to guide instructional practices. At the end of the third-grade year, a summative assessment is given to understand the student's knowledge of literacy standards. Students are supported through a Multi-tiered System of Support, which provides interventions to meet the unique needs of the child. Literacy screeners, formative and interim assessments, and teacher observation combine to ensure each child progresses in literacy acquisition.

INSTRUCTION

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

FAMILIES

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

GRADES 4-6

Students in upper elementary and middle school continue to build foundational literacy by applying critical reading and writing skills in literature, informational text, and mixed media. Most students have mastered phonics and phonemic awareness, but fluency and comprehension instruction continues in these grades. The instructional focus turns to application of critical reading and writing components.

CRITICAL READING AND WRITING SKILLS:

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

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

PROGRESS MONITORING

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

INSTRUCTION

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

FAMILIES

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

"After all, as educators, our intent is to develop a set of skills in each learner that ultimately can be used outside the presence of the teacher."

(Frey and Fisher, 2013, p. 99)

GRADES 7-12

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

CRITICAL READING AND WRITING SKILLS:

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

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

INSTRUCTION

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

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

FAMILIES

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

CONTINUUM AT A GLANCE

The following table provides a visual overview of some components of the Continuum of Learning described in this appendix. While the table and the narrative in this appendix are not exhaustive of all the skills and developmental milestones of children, they do provide a glimpse into the complexity of literacy acquisition.

Table 1C. Continuum at a Glance

Age/Grade	Purpose of Literacy Instruction	Components of Literacy	Aligned Standards
Birth - Age 3	Introduction to language, communication and the foundations of literacy.	▪ Speaking ▪ Listening ▪ Early Print Concepts ▪ Pre-Alphabetic Writing	Early Learning Guidelines
Age 4 - Pre-K/K	Introduction to language, communication and the foundations of literacy.	▪ Oral Language ▪ Phonemic Awareness ▪ Phonics ▪ Fluency ▪ Vocabulary ▪ Comprehension ▪ Semi-Phonetic/Phonetic Writing	Oklahoma Academic Standards
Grades 1-3	Students develop literacy skills.	▪ Phonemic Awareness ▪ Phonics ▪ Fluency ▪ Vocabulary ▪ Comprehension ▪ Structural Analysis ▪ Transitional Writing	Oklahoma Academic Standards
Grades 4-6	Students apply literacy skills.	▪ Phonemic Awareness (if needed) ▪ Phonics (if needed) ▪ Fluency ▪ Vocabulary ▪ Comprehension ▪ Structural Analysis ▪ Conventional Writing	Oklahoma Academic Standards
Grades 7-12	Students independently apply literacy skills.	▪ Fluency ▪ Vocabulary ▪ Academic Vocabulary ▪ Comprehension ▪ Structural Analysis ▪ Conventional Writing	Oklahoma Academic Standards

Assessment	Instruction	Support Systems	Family Engagement
▪ Developmental Screeners ▪ Assessments	▪ Oral Language ▪ Learning through social interactions ▪ Exploratory Play	▪ Families ▪ Practitioners	▪ Family is the primary caregiver ▪ Child Care
▪ Screeners ▪ Assessment Tools	▪ Experience-based learning ▪ Purposeful Play ▪ Modeling ▪ Explicit, direct and sequential instruction	▪ Whole Class ▪ Small Groups ▪ Individual	▪ Family partnership with school ▪ Possibly Child Care
▪ Screenings ▪ Formative Assessment Practices ▪ Diagnostic Assessment ▪ Progress Monitoring ▪ Summative	▪ Modeling ▪ Explicit, direct and sequential instruction ▪ Project-based Learning ▪ Active Engagement	▪ Classroom instruction for all students ▪ Strategic intervention for struggling students ▪ Intensive intervention for severely struggling students	▪ Family partnership with school ▪ Possibly Child Care
▪ Screenings ▪ Formative Assessment Practices ▪ Diagnostic Assessment ▪ Progress Monitoring ▪ Summative	▪ Modeling ▪ Explicit, direct and sequential instruction ▪ Project-based Learning ▪ Active Engagement	▪ Classroom instruction for all students ▪ Strategic intervention for struggling students ▪ Intensive intervention for severely struggling students	▪ Family partnership with school
▪ Screenings ▪ Formative Assessment Practices ▪ Diagnostic Assessment ▪ Progress Monitoring ▪ Summative	▪ Modeling ▪ Explicit, direct and sequential instruction ▪ Project-based Learning ▪ Active Engagement	▪ Classroom instruction for all students ▪ Strategic intervention for struggling students ▪ Intensive intervention for severely struggling students	▪ Family partnership with school ▪ Increased student involvement with decision making

APPENDIX D: READING SUFFICIENCY ACT

RELATIONSHIP TO COMPREHENSIVE LITERACY PLAN

The Oklahoma Comprehensive Literacy Plan(OCLP) and the Reading Sufficiency Act (RSA) have a strong relationship with one another. The purpose of both is to improve student literacy. Each **IMPACT** element in the OCLP provides opportunities to enhance aspects of Reading Sufficiency plans.

These plans have been in place at the elementary level for many years. As a result, elementary schools likely have many of the structures and processes, such as multi-tiered system of supports, in place. For grade spans where these elements are not yet in place, the OCLP will allow districts to view these elements as part of ongoing instruction, applying structures to other areas as appropriate.

INSTRUCTION AND CURRICULUM ALIGNED TO STANDARDS

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

MULTI-TIERED SYSTEM OF SUPPORTS

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

PROFESSIONAL LEARNING

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

ASSESSMENT SYSTEM

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

COLLABORATIVE LEADERSHIP

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

TEAM WITH FAMILIES AND COMMUNITIES

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

APPENDIX E: LOCAL LITERACY PLAN TEMPLATE

PLANNING TOOL FOR SCHOOLS AND DISTRICTS

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

[SCHOOL DISTRICT]

Date

INTRODUCTION

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

SECTION 1: STATE OF DISTRICT LITERACY ACHIEVEMENT

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

SECTION 2: LITERACY IMPROVEMENT GOALS BY GRADE BAND

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

SECTION 3: LITERACY IMPROVEMENT IMPACT FRAMEWORK

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

INSTRUCTION AND CURRICULUM ALIGNED TO STANDARDS

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

MULTI-TIERED SUPPORT SYSTEM OF INTERVENTIONS

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

PROFESSIONAL LEARNING NETWORK TO INCREASE TEACHER EFFECTIVENESS

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

ASSESSMENT SYSTEM TO DEMONSTRATE STUDENT AND DISTRICT PROGRESS

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

Table 1E. Assessment System to Demonstrate Student and District Progress

Grade Band	Assessment	Target Group	Purpose	Data Rules
Early Childhood: Birth-Age 5	Name of Assessment	All students, Students below proficiency, etc.	Screener, Diagnostic, Progress monitoring, Formative, etc.	What determines proficiency by the end of the year? Or, how is the data used to inform the element of MTSS?
Elementary: Grades K-5	Name of Assessment	All students, Students below proficiency, etc.	Screener, Diagnostic, Progress monitoring, Formative, etc.	What determines proficiency by the end of the year? Or, how is the data used to inform the element of MTSS?
Middle School: Grades 6-8	Name of Assessment	All students, Students below proficiency, etc.	Screener, Diagnostic, Progress monitoring, Formative, etc.	What determines proficiency by the end of the year? Or, how is the data used to inform the element of MTSS?
High School: Grades 9-12	Name of Assessment	All students, Students below proficiency, etc.	Screener, Diagnostic, Progress monitoring, Formative, etc.	What determines proficiency by the end of the year? Or, how is the data used to inform the element of MTSS?

COLLABORATIVE LEADERSHIP AMONG VARIOUS STAKEHOLDERS

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

TEAM WITH FAMILIES AND COMMUNITIES TO BUILD RELATIONSHIPS

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

SECTION 4: PLAN FOR MONITORING IMPLEMENTATION

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

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