

Step 1: Program Review Tool

This resource connects the content of *Oregon's Early Literacy Framework* to the required review of the applicant's early literacy program.

Directions

This review is developed to help applicants think deeply into the design of their efforts and should be completed before the application template, application, or inventory and budget.

STEP 1: Read the [Oregon Early Literacy Framework](#), which describes the research about reading and the practices that are research-aligned and culturally responsive.

STEP 2: Complete a reflection for each Section below (1-8) (Appendix optional). Be sure evidence and a connection to the indicators is provided in each section. Applicants should consider including perspectives from across the early literacy program (i.e., teachers, administrators, students, families) when completing this reflection. An example protocol for doing so can be found in the call out box on page 2.

STEP 3: Enter answers (1-8) in the Application (in Smartsheet after December 1st).

Additional Considerations

These indicators are an initial resource that draws from key ideas and recommendations from Oregon's Early Literacy Framework and are not exhaustive of all of the depth in the Framework. Therefore, the primary source for reflection should be the full text of each section of the Framework. If, when reviewing the Framework, another portion of the section stands out as it relates to the early literacy program, do draw from it in the response as well.

Indicators represent a well-established early literacy program that has benefitted from deep learning and support; in the Jumpstart Biennium applicants may find the indicators far from their current capacity.

After completing questions 1-8, consider reviewing the district's readiness for implementation (see Appendix A). Readiness for implementation will help with identifying next steps for early literacy program improvement. This document will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Example Response for Student Belonging

The following example response for the first section of the review, Student Belonging, illustrates how an applicant could connect evidence from their review to the indicators.

Example: This is an area of strength, generally, for our early literacy program. Evidence includes the robust curriculum adoption that included additional student voice in the process, and an increased focus on the criteria for cultural responsiveness as we made decisions on our new curriculum. Additionally, we provide annual training for all of our teachers in social emotional learning that emphasizes the integration of those practices into classroom instruction, including K-3 literacy. We have engaged through partnership with families and local community groups in an initiative to increase the books in our school and classroom libraries to better reflect and honor student identity, home languages, and culture. We have seen improvements in data from our student-family surveys that indicate the experience of students and families, particularly those from historically marginalized communities, has improved over the past three years.

Program Review Tool Outline

Program Review Tool Questions

1. Student Belonging
2. Family and Community Partnerships
3. Oral Language as the Root of Literacy Development
4. Reading Models Based in Research
5. Foundational Skills
6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge
7. Core Instruction & Assessment
8. Reaching All Learners

Appendix A: Readiness for Implementation (Optional)

Vision

Materials

Data

Team

Time

Revision Summary: Version 1.1 - Updated 10/23/2023

Sections	Revision Summary
7 & 8	Includes additional indicators to reflect robust assessment practices and supporting students with disabilities.

Program Review Tool Questions

1. Student Belonging

([Framework Section 1, pg 8.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students' "academic prowess" at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the "risk, fail, try again" stamina that supports literacy achievement.

What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Pleasant Hill School District's mission statement is: To graduate all students with high levels of academic and personal achievement, who are ready for post-secondary excellence, and who are prepared for productive, compassionate citizenship, through research-based instruction and a collaborative system of support.

Pleasant Hill Elementary's Literacy Vision Statement is the following, "Pleasant Hill Elementary staff is committed to assisting all students in seeing themselves as successful readers and writers who persevere at reaching their full potential by providing systematic and explicit instruction.

We achieve this in all classrooms by establishing a print-rich environment where student work is displayed, materials are organized and accessible to students who are actively engaged in oral language, reading and writing.

Our staff will have time to collaborate in a positive, respectful way by having honest conversations that involve reflecting on our practices and problem-solving around student's learning."

Both our district mission statement and elementary vision statement talk of educating all students. In addition, our adoption process included an increased awareness of cultural responsiveness. As we worked through our

adoption process both our Site Council made up of parents including representatives from our focal groups students who participate in special education and classified as economically disadvantaged, and staff as well as our parent community were engaged in the selection process including having materials available for viewing and comment prior to school board approval.

We provided training for all staff prior to implementation of our current core literacy program, Benchmark Advance. As part of the training, we also included training in the integration of social emotional learning. All trainings are revisited each year.

In addition, in partnership with our PTO and local community businesses books are provided as students incentives in our schoolbook vending machine. Books are also purchased for classroom libraries to better reflect student identity, home languages and culture as selected by the classroom teachers.

As a staff we have designed school-wide systems and an environment built upon trust through the development of relationships staff – staff, staff – families, staff – student promoting belonging and safety. We have seen improvements in our data since implementing systems such as weekly grade level PLC meetings based upon Dufour’s four questions, data teams by grade level every six weeks, and monthly MTSS meetings.

2. Family and Community Partnerships

[\(Framework Section 2, pg 13.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Families are honored as students’ first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and [Kindergarten Guidelines](#) are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services. .
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians.
- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.

What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Families are honored as their students first teachers of language development. To capture that knowledge as part of our kindergarten round up / registration process we have designed a Kindergarten Questionnaire. The questionnaire asks families a series of questions centered around preschool attendance, early literacy skills, oral language development, and social emotional development providing staff insights as well as meeting and conferencing with families within the first two weeks of school by phone or in-person.

Our kindergarten teachers have met with our preschool area providers discussing the need to align our programs. All providers have a copy of Oregon's Early Learning and Kindergarten Guidelines. Our goal is to reopen these conversations this year, as we started last year by creating transition activities during the school day such as our local preschoolers joining our kindergarten students for lunch and recess.

In addition, our Family Resource program offers a Kindergarten Readiness Camp in August prior to the start of school. This camp is designed to expose students to readiness activities as well as introduce them to the school each day visiting the kindergarten wing and meeting teachers as they are setting up their rooms, as well as other staff and areas of the building Kindergarten students visit.

Our school has an incredible library for a rural school. We are fortunate to have a paraprofessional staffing our library under the supervision of a certified librarian housed at the Lane ESD. All kindergarten students access the library once a week for a story and library check out of two books. Parents know they can also access the library checking out as many books as they would like to read with their student too.

During the summer, one of our community libraries in Dexter offers all students summer library. This year we are also planning to host a weekly summer library program through our Family Resource Center.

3. Oral Language as the Root of Literacy Development

[\(Framework Section 3, pg 19.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child's ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students' home languages, as well as English.
- Educators learn about the cultural and linguistic backgrounds of children in their care and value each child's linguistic strengths.

- Indigenous languages are honored.
- Educators use storytelling to bring life to students' (and their ancestors') histories, cultures, and traditions.
- Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectal students.

What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Pleasant Hill Elementary is committed to assisting all students in seeing themselves as successful readers and writers who persevere at reaching their full potential by providing systematic and explicit instruction.

One necessary component for students to reach their full potential is to ensure all students have oral language skills. Our staff recognizes and understands the need to develop oral language skills and how these skills lay the foundation for reading comprehension.

The staff strives to develop students listening and speaking skills, provide opportunities for conversation and vocabulary development, telling and retelling of stories from various sources, read aloud stories and poems, including student sharing opportunities, as well as practicing such skills as asking "wh" and how questions. The staff embeds opportunities for students to develop these skills not only through whole group daily reading curriculum lessons from Benchmark Advance and the use of Heggerty Phonemic Awareness supplemental program but incorporate these skills during small group Walk to Reading time. Daily. In addition, teachers embed opportunities to develop these skills across all disciplines, math, science, social sciences, counseling guidance lessons and small group instruction, etc.

The staff also works to engage students in extending conversations, telling and retell stories they have either heard or read. New vocabulary is introduced as part of all curricular units of study.

In addition, staff spend time at the beginning of each year developing relationships with our families learning about their history and culture. Many of our classes 2nd grade and up do a personal, " My Culture study," creating flipbooks about what is culture, spoken language within their family, sharing of popular foods, description of clothing that is worn from your culture, celebrations or holidays celebrated, traditions, music and arts that can be found in your culture allowing students to share about their cultures. Also, whenever appropriate incorporating family involvement.

Staff also incorporate stories from various cultures when appropriate during genre studies such as folk tales as well as country / cultural studies and tribal lessons embedded at each grade level. When appropriate inviting families and community members to come in as guest speakers too.

In addition, staff are either ESOL endorsed or have received SIOP training to assist in the language development of any student who is multi-dialectal.

The staff incorporates activities for parents to do at home with their students as part of their classroom newsletter and homework activities. They also provide parents with handouts and suggestions during conferences of how to assist their

students at home too including sending home of decodable text for students to read with families aligning with the skills presented in class.

It should be noted we are a small district. We have two focal groups, one made up of students identified as needing special education supports, and the other students who are economically disadvantaged.

4. Reading Models Based in Research

[\(Framework Section 4 pg 24.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators understand that reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
- Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
- Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

The science of reading has provided clarity and a framework for the staff in the understanding of the skills and processes needed to provide students during reading instruction. Staff fully understands that it is proven that teaching students the big five, phonemic awareness, phonics, vocabulary, fluency and comprehension students develop the necessary skills to become skilled readers.

Our tier II, Title I schoolwide program, K-5, has been delivering intervention instruction to students by applying the science of reading model. Since moving to this model, we have seen our student data, DIBELS universal screening and progress monitoring data, increase from students in staying within the intensive support range for long periods of time to moving up if not one level and one subtest at a time to strategic but even higher to core or core plus level.

Students who are not progressing are given the diagnostic screener, the Core Phonics Survey. This survey is administered to take a closer look at key phonic skills students have yet to develop as well as to monitor student growth, guide instruction, and target underdeveloped areas in student learning. Skill areas are

targeted needing additional supports, strategies, and or the implementation of supplemental materials to assist these students in closing the gap.

Students not progressing in becoming skilled readers, every six weeks data is reviewed by the data team comprised of the building administrator, the Title I reading interventionist, the three grade level teachers, school counselor, and our special education department. If the trend line is not showing growth after at least three interventions our data is reviewed and instructional strategies are reviewed every six weeks as part of our school wide MTSS model.

As a result, models such as Scarborough's Reading Rope, the Simple View of Reading, and the Five Pillars of Early Literacy, along with the Structured Literacy approach, are embedded now in our core reading instruction. Lessons contain a word identifications component, instruction in the areas of phonemic awareness, decoding – phonics, and sight word recognition. In addition, students are provided with instruction in language comprehension drawing upon background knowledge, facts, concepts, etc., vocabulary development, language development examining such things as syntax and semantics, verbal reasoning skills and literary knowledge concepts of print and genre knowledge.

As we continue our journey implementing the science of reading, we are looking to improve is the delivery of the science of reading model to one of our focal groups, students receiving special education services. Presently, this group is monitored at grade level showing little to no consistent growth, therefore we are changing their monitored level to each student monitored at their present instructional level. The core of their reading instruction time is spent at the word identification level. We will be adjusting curriculum providing coaching expand the development of lessons across language comprehension as well as word identification.

5. Foundational Skills

[\(Framework Section 5 pg 32.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon's English Language Arts and Literacy Standards for K-5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.

- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Within the building daily schedule all grade levels K-5 have 90 minutes of time designated for reading instruction. This block is divided into two 45-minute blocks of time, one focused on comprehension skills including oral language, as well as background knowledge, vocabulary language structures, verbal reasoning and literacy knowledge and the other differentiated small group decoding skills.

We started implementing a Walk to Read model last year formulating groups based upon student data, DIBELS universal screening scores in the fall, teacher observation and previous student data and teacher observations of students in grades 1 -5 who attended our school last year. In addition, if needed the Core Phonics Survey is also administered to determine the gaps in a students' phonics knowledge especially if they are identified as needing either Tier II or Tier III intervention supports..

Grade level teams work together to formulate four groups, an intervention level, strategic level, a on core level, and a core plus level. Within those groups educational support is provided, as well as parent volunteers are utilized. Each student is provided with explicit and systematic instruction, phonemic awareness skills, decoding and sight word recognition. Skills are systematically taught increasing from simple skills to more complex skills.

Students also are provided time to read decodable text. Decodable texts are read and re-read repeatedly over the course of a week providing students with multiple opportunities to apply their decoding skills while working on developing fluency skills leading to eventually transitioning to authentic texts.

Students needing additional support receive high dosage tutoring five days a week for 25 – 30 minutes. This time is focused on the skills the students need additional practice to master in groups of no more than 2-3 students working with either a licensed or classified staff member.

Students who are participating in either a group identified as needing intensive or strategic are progress monitored, DIBELS progress monitoring assessments are administered every three weeks. Adjustments to instructional strategies and grouping is implemented as needed. All student data is reviewed weekly at grade level plc meetings and every six weeks at grade level data team meetings.

6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

[\(Framework Section 6 pg 43.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects.
- Educators continually reflect on the question, “Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?”

What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Our staff prides itself on providing students with a print rich environment emphasizing the importance of speaking, reading and writing for all students. Teachers use our core basal program Benchmark Advance for 45 minutes of the 90-minute literacy block dedicating this time for language comprehension work.

Each unit is well rounded drawing from a knowledge strand such as government, life or physical science, character social emotional topics, cultural themes, history, culture and geography, economics and technology to name a few of the strands. Each unit also has an essential question for students to address.

A unit opens with an introduction to the topic of the week with a video stimulating oral language and beginning to develop background knowledge. Moving next to developing vocabulary through the use of graphic organizers and providing many opportunities to practice using the vocabulary adding new vocabulary, as appropriate, throughout the unit which lasts three weeks.

Each unit has at least two texts related through topic to be used for building knowledge. In addition, for skill development for such skills as key details and main idea, cause and effect, comparing and contrasting two texts focused on the same topic, drawing inferences, genre work such as identifying features of an informational text and the answering of text related questions.

Students are also provided opportunity to develop their writing skills ranging from producing short answers to finding text evidence to support an answer. Students also write an actual piece such as an informational text. Over the course of the unit the students create the piece working through the writing process of planning, drafting, editing, and publishing.

Our staff also works to embed language comprehension skills across all disciplines. In addition, the staff devotes 15 – 20 minutes daily to a class read aloud stimulating oral language skills, listening and discussing text experiences,

In addition, our staff strives at looking at the work they do checking to see how they can remove barriers. It is important all students have access to instruction. Even though we work to remove the barriers an area that we need to examine our practices and provide more support to staff is in the area of writing instruction through professional development.

7. Core Instruction & Assessment

[\(Framework Section 7 pg 54.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption.
- Educators avoid “curricular chaos” by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.
- Formative assessment process is used by educators and involves students in the course of learning, to respond to, and adjust instruction for growth.
- Educators use early literacy tests, such as universal screeners, as a starting point to get curious about potential areas of growth and by looking at additional data sources to get a clearer picture of students’ literacy development.
- Multiple assessment methods are used by educators for their intended purpose, to help both educators and students understand where students are in their learning process and identify next instructional moves.

What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Prior to our beginning the adoption process of any curricular area the staff prioritizes their grade level standards. Then moves to grade level articulation of standards to ensure all standards are covered during a student’s K-5 experience introducing, developing and master of the standards.

After that process has been completed, a committee made up of staff and parents review all ODE approved curriculums determining which met the minimum criteria. If a curriculum or two stands out, then we will pursue bringing in samples and teaching actual lessons followed by a discussion with the staff about the pros and cons discovered with our

students. The selected curriculum is available for parent input before moving our curriculum recommendation to the school board for adoption.

Our current core program Benchmark Advance provides students with weekly opportunities to interact with complex texts as well as listening opportunities too. Students use this text for skill development as well as developing the skill of citing text.

The program has built-in weekly formative tests as well as unit summative tests which resemble the Oregon State Assessments. In addition, our staff uses DIBELS universal screener three times a year, as well as progress monitoring minimum every three weeks. These are administered to assist teachers in planning instruction to meet student needs as well as provide additional intervention to acceleration of skills for students.

Unfortunately, due to the needs of all students we have found no one core curriculum meets the needs of everyone regardless of their skill level. We have found the need to use supplemental materials to assist with closing the gaps and extending learning.

8. Reaching All Learners

[\(Framework Section 8 pg 62.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction.
- Educators make connections between English and a child's home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student's home language and English.
- Striving readers have access to extended learning programs that use research-aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high-dosage tutoring programs that use qualified tutors and developmentally appropriate practices.
- Prevention of, and intervention for, early reading difficulties includes a systematic approach for providing increasingly intensified and individualized instructional support informed by multiple data sources and matched to students' areas of strength and need.
- Instructional support for students with reading and writing difficulties is provided *in addition to* high-quality core literacy instruction.
- Explicit, systematic, evidence-based instruction is provided by qualified educators across all tiers of support.

What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Every fall all students are screened using DIBELS universal screener. In kindergarten this tool is also used for assessing students for risk factors indicative of reading difficulties. This data is also used to form our differentiated Walk to Read model that all students participate in 45 minutes a day in addition to 45 minutes a day of core whole group classroom instruction.

All students in our classrooms, K-5, have access to and are fully engaged in the classroom whole group core curriculum instruction. Our staff employs SIOP / GLAD strategies when appropriate. They ensure all students learning styles are addressed ensuring curriculum can be accessed auditorial, visual and kinesthetically for students. In addition, staff employs engagement strategies such as Kagan Cooperate Learning structures such as think-pair-share, stand up – hand up – partner up, as well as group work, peer partnerships to name a few.

We also provide students with accessibility supports. Our core reading curriculum has many digital materials videos, textbooks, audio of the textbook, the ability to enlarge print, text to speech, and speech recognition features that can support students. Formative and summative assessments are also available in students' native language if needed. In addition, during our 25 - 30-minute daily writing time student Chromebooks are set up for text to speech for those students who need this support.

Students identified as needing additional supports through DIBELS universal screening and progress monitoring tools as well as classroom assessments, formative and summative, teacher observation are provided with differentiated instruction for 45-minutes during Walk to Read providing students with intervention to accelerated instruction. After school acceleration groups are available for our Talented and Gifted students

In addition, we are fortunate in our school to offer high-dosage tutoring through our Title I program during the school day for students who need additional intervention support 25 – 30 minutes a day in groups no larger than 2-3 students. The services are provided by licensed staff and educational assistances following plans created by licensed staff.

Students are provided with explicit, systematic, evidence-based instruction by qualified educators across all tiers of support. In addition, all educational assistants assigned to work with reading instruction follow the plans prepared by a licensed teacher. In addition, we have put together a professional development program for our educational assistances providing them with an understanding of skill development and implementation of various programs.

Even though we are a small district who has a very limited ELL population, we are continuously looking at how we provide all students access to the core curriculum. As I reflect on our work, we have accomplished so far, I am amazed. Our data is presently trending upward on our local universal screening tool, DIBELS, used to inform instruction and student growth. We have put together many systems resulting in students being identified earlier and have implemented supports working to close the learning gap for our students and in some cases have been able to keep a student from entering special education.

Appendix A: Readiness for Implementation (Optional)

The [Early Literacy Playbook](#) and [accompanying comprehensive rubric](#) outline the how of literacy improvement. There are [five essential practices](#) that speak to the implementation process:

- **Vision**
- **Materials**
- **Data**
- **Team**
- **Time**

While embedded within the indicators, they are called out here because schools that have seen improvements in reading engage in these practices. Additionally, the Playbook outlines a phased process for incorporating each of these elements into your early literacy program. As a resource, it should be used to help you organize your actions and budget accordingly.

Vision

Essential practices to support a research-aligned, culturally responsive literacy program include:

- The school/system has a *written vision for early literacy* that:
 - Is anchored in the science of reading research;
 - Reflects the mindset that every student, especially those in focal groups (i.e., students of color, students experiencing poverty, multilingual learners, and students experiencing disabilities) can read proficiently by the end of 2nd grade; and
 - Includes a focus on leveraging and building students' linguistic and cultural assets (e.g., primary language, language dialects, language varieties).
- All stakeholders have a *clear understanding of the vision* for early literacy, including their individual role in working toward that vision, which is consistently reflected in team communication, collaboration, and instructional decision making.

Taken as a whole, to what extent are the Vision indicators embedded in your early literacy program?

(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Materials

Essential practices to support a research-aligned, culturally responsive literacy program include:

- Core curricular materials are anchored in the science of reading and include a systematic and explicit foundational skills program as well as content-rich reading materials that support knowledge building.
- The core curriculum, tests, formative assessment practices, and instructional resources in use are closely aligned.
- Curricular materials are reviewed¹ based on whether they are culturally responsive and, where needed, supplemented to ensure students experience belonging within their learning environment.
- Intervention programs in use are structured and systematic; they amplify and accelerate learning from core materials.
- Assessment practices and materials contribute to planning for whole- and small-group learning experiences that move every student toward reading, writing, listening, and speaking proficiency.

Taken as a whole, to what extent are the Materials indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

¹ Note: For more information about instructional materials in Oregon and additional helpful resources, please see the [Instructional Materials Toolkit](#).

Data

Essential practices to support a research-aligned, culturally responsive literacy program include:

- A coherent, comprehensive, and continuous assessment system includes:
 - A universal screener that assesses all students' performance on a common measure of foundational skills;
 - Progress monitoring tools to determine how students are progressing in relation to their individual goals and student growth targets;
 - A diagnostic assessment that pinpoints the specific skills students have mastered and/or where specific students may need further instruction and practice; and
 - Interim tests and formative assessment practices (e.g., from observation, informal records, the curriculum, anecdotal records) to assess students' mastery of what is being taught.
- Assessment and evaluation honor multilingual learners' (MLs') primary languages and current English proficiency levels. There is a written policy to ensure that MLs are not held back in the curriculum sequence or small-group work based on primary language influence or current English proficiency level.
- Each student has clear, individual learning goals and learning targets that teachers, students, and families/caregivers understand.
- There is a clear and efficient data cycle process in place that supports leaders and teachers in collecting and analyzing student data, as well as adjusting instruction based on what is and is not working. The process includes:
 - ensuring that all educators providing or supporting early literacy instruction are included (e.g., K–5 and language development teachers);
 - gathering collected data from multiple types of assessment (e.g., funds of knowledge information from families/caregivers, universal screener, progress monitoring, interim tests, curriculum assessment, teachers' observation notes about skills individual students have and have not yet mastered);
 - collaboratively analyzing data from each type of assessment alongside student goals to determine what is working and what may need to be refined to support students in moving toward skill mastery; and providing (core + more) for students based on clear entry and exit criteria with an emphasis on exiting students as flexibly and quickly as possible.
- Student data is disaggregated and analyzed by demographics; team members use this data to ensure that the needs of students in focal groups are centered when making instructional decisions (see *Assessment and Data Consideration to Reach All Learners*).
- Families and caregivers are kept up-to-date on their child's progress toward goals and play an active role in supporting their child's journey to becoming a skilled reader.

Taken as a whole, to what extent are the Data indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Team

Essential practices to support a research-aligned, culturally responsive literacy program include:

- Each school has an *early literacy team*, composed of (but not limited to) school and system leaders, coaches, teachers, interventionists, and coordinators of special populations (e.g., MLs) who:
 - Strategically and collaboratively support whole- and small-group core instruction as well as interventions to ensure that students meet their goals;
 - Evaluate the implementation of early literacy strategies through analysis of a variety of data sources (e.g., student assessment, staff surveys) and classroom walkthroughs using an observation tool to identify trends and areas of strength and opportunity; and
 - Plan for and provide targeted support based on data collected.
- Early literacy team members and all early literacy educators:
 - Have the content knowledge and instructional skill set necessary to use data to move every student, especially those in focal groups, toward reading, writing, listening, and speaking proficiency; and
 - Engage in ongoing professional learning, including training and coaching in the science of reading, practices for supporting all learners (e.g., students who are emergent bilingual), the specific curricular resources in use, and relevant classroom observation tools
- A subset of members serve as the early literacy leadership team and are responsible for ensuring that early literacy initiatives are implemented effectively and continuously improving.
- Members understand their roles and responsibilities.

Taken as a whole, to what extent are the Team indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Time

Essential practices to support a research-aligned, culturally responsive literacy program include:

- School and system schedules allocate consistent and protected time for students to engage in core literacy instruction that includes foundational skills, language comprehension, and differentiated small-group instruction.
- School and system schedules allocate consistent and protected time for teacher professional development in early literacy.
- School and system schedules provide the appropriate amount of time for language instruction educational program services such as bilingual education or English language development (ELD) programs and services.
- Members of the early literacy leadership team have *protected time* to:
 - Conduct regular, collaborative whole- and small-group classroom walkthroughs, meet and analyze data, and reflect on intervention program effectiveness. The amount of time a school or system decides to protect will depend on local context;
 - Engage in weekly, ongoing professional learning; and
 - Engage in the data cycle process.

Taken as a whole, to what extent are the Time indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)