



The Texas State Literacy Plan

A guide for creating comprehensive site/campus-based literacy programs

Age 0 through Grade 12

Version 3.0 (Draft)

Texas State Literacy Plan

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The Texas State Literacy Plan (TSLP) was funded by the Striving Readers Comprehensive Literacy Formula Grant. The TSLP was developed by a broad-based committee of educators from across the state. The TSLP Development Committee received input from teachers, administrators, university professors, and staff representing the public schools, charter schools, education service centers, universities, and the Texas Education Agency. The TSLP was vetted by a panel of national literacy experts at multiple time points during development.

This document is the working draft of the TSLP Version 3.0. It is provided to support sites, campuses, and districts in improving their language and literacy instruction practices and programs. This draft was updated to enhance the alignment from age 0 (birth) through grade 12 and to make it more user-friendly for all audiences. State level review and approval is pending at the time of printing.

Texas State Literacy Plan

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Texas State Literacy Plan

Overview

The goal of the Texas State Literacy Plan (TSLP) is to ensure that every Texas child is strategically prepared for the literacy demands of college and career by high school graduation. To achieve this goal, the plan centers on the integration and alignment of early language and pre-literacy skills for children 0 to school entry and on reading and writing instruction for students in kindergarten through grade 12. The TSLP is sensitive to the diversity of students in the state, including the significant percentage of students who are English learners. The TSLP outlines practices and systems in schools, homes, and early childhood education settings that support successful literacy development and college and career readiness. The guiding principles include the following:

- Leadership teams guide and support the implementation of the TSLP.
- Valid and reliable assessments, including the use of assessments that are appropriate for English learners, are used to gather information. Data analysis informs all levels of decision making.
- Prior to school entry, children's literacy-related development is supported through age-appropriate services and resources provided to families in various settings, which may include homes; Head Start, Title I, and private or public preschools; pediatric clinics; public libraries; Preschool Programs for Children with Disabilities (PPCDs); and other early childhood education sites. The Texas Infant, Toddler, and Three-Year-Old Early Language Guidelines and Texas Prekindergarten Guidelines (revised in 2008) provide the frameworks informing instruction for children age 0 to school entry.
- Systematic, explicit, and coherent instruction using evidence-based instructional materials and practices in reading and writing is provided following the Texas Essential Knowledge and Skills in English and Spanish, the English Language Proficiency Standards across all grade levels and content areas, and the College and Career Readiness Standards for every school-age student.
- Effective instruction, differentiated based on assessed needs, is provided to all learners through a response to intervention framework. Classroom teachers, interventionists, and specialists in dyslexia, gifted and talented education, special education, and bilingual and English as a second language programs coordinate to meet the diverse needs of all learners.
- Achievement goals are clearly defined, and progress is monitored at every age/grade level.

- Sustainability requires the ongoing evaluation of effectiveness and the building of capacity to continue and expand practices and systems that are working well to improve literacy outcomes. This includes tracking progress toward literacy goals, developing leadership, monitoring and supporting teaching and learning, providing ongoing professional development, leveraging funding sources, and making decisions through the use of comprehensive data analysis.
- Professional development is based on student and campus data, aligned to campus initiatives, and focused on specific outcome goals. Instructional staff and campus leaders should have professional growth opportunities that are differentiated according to their roles and needs, including ongoing support to implement and refine practices learned. Professional development is not limited to traditional workshops, but also can include coaching, book studies, peer observation, collaborative planning, and other job-embedded formats.

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Framework

The Texas State Literacy Plan is organized into a framework of six essential components: **L**eadership, **A**ssessment, **S**tandards-based Instruction, **E**ffective Instructional Framework, **R**eporting and Accountability, and **S**ustainability (**LASERS**). Increasing capacity at the state, district, campus, and classroom levels in these six areas is necessary to ensure the success of the next generation of college- and career-ready Texans.



Leadership at the state, district, organization, campus, site, and classroom levels is critical to the success of children in Texas. At every age/grade level, leadership teams meet regularly to examine student performance data, determine what students need to be successful, and identify what adults need to learn to ensure that success. The teams create a plan of action, implement the plan, and evaluate its results.

Assessment provides the foundation for student data, which in turn guides decision making at every level. Measures must be valid, reliable, and appropriate for the age, language background, and other unique characteristics of each learner. Assessments serve to provide data for identifying students at risk of difficulties with literacy, determining specific instructional needs, monitoring progress toward literacy goals, and evaluating the success of the learning program.

Standards-based Instruction uses evidence-based materials and practices that align to the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines; Texas Prekindergarten Guidelines (revised in 2008); and Texas Essential Knowledge and Skills for language arts and reading (in both English and Spanish). Providing a solid foundation of literacy instruction based on state guidelines and standards is central to developing well-prepared Texans.

Effective Instructional Framework is built on a response to intervention model, providing a foundation of high quality literacy instruction to all students and additional literacy instruction for students who demonstrate a need for more support.

Reporting and Accountability involves sharing information to facilitate continuity of instruction and services for learners, as well as holding individuals and the school as a whole accountable for student literacy development.

Sustainability is the ultimate key to ensuring all students leave school as college- and career-ready Texans. Leveraging funding resources, evaluating implementation, monitoring and supporting teaching and learning, providing effective professional development, and focusing decision-making on data are necessary steps in assuring sustainability.

Texas State Literacy Plan

Organization

Levels

The Texas State Literacy Plan is designed for use at the site/campus level and is divided into three age/grade-level groups.



Components

Each age/grade-level group of the TSLP is then divided into six components: **L**eadership, **A**ssessment, **S**tandards-based Instruction, **E**ffective Instructional Framework, **R**eporting and Accountability, and **S**ustainability (**LASERS**).



Each component of the TSLP includes:

1. **Summary Statement:** A summary statement for each of the LASERS components is provided before its *Implementation Guide* in each of the age/grade levels.

2. **Action Steps:** Each component of the TSLP is comprised of a set of key *Action Steps* at each age/grade level grouping (Age 0 to School Entry, Kindergarten through Grade 5, and Grades 6 through 12). While actions at the district, regional, and state levels are necessary for the TSLP to be a cohesive whole, the actions in this phase are designed to support implementation in classrooms and by site/campus-based leadership teams. These *Action Steps* are numbered but are not meant to be implemented in sequential order.
3. **Implementation Status Ratings:** *Implementation Status Ratings* (see chart below) are provided for each *Action Step*.

Implementation Status Ratings			
A	B	C	D
<i>Planning Implementation</i>	<i>Initial Implementation</i>	<i>Full Implementation with Fidelity</i>	<i>Reflective Sustainability</i>

Adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005.

4. **Implementation Indicators:** These *Indicators* further explain the *Action Step* by describing what practices and systems are being planned or taking place at the different levels of implementation. Sites and campuses use the *Indicators* as a guide during self-evaluation and to develop plans of action when implementing *Action Steps* of the TSLP.
5. **Sample Evidence:** *Sample Evidence* for the implementation of *Action Steps* is listed below the *Implementation Indicators*. The samples might include agendas, sign-in sheets, or lesson plans. These samples are intended to serve as guides and should not be considered an exhaustive list.

Support for Implementation of the Texas State Literacy Plan

Texas State Literacy Plan Resource Website (TSLPResource.org)

The website has the following tools to support implementation:

Implementation Inventory

The *Implementation Inventory* serves as a starting point for taking stock of current literacy practices and identifying strengths and challenges. The inventory also leads users to monitor progress and change over time. It consists of six LASERS components, each containing specific *Action Steps*.

Implementation Maps

When a site/campus-based leadership team completes the *Implementation Inventory* for a LASERS component, the site or campus receives a customized *Implementation Map* for that component. The map provides sites and campuses with a visual representation of the level of implementation they have indicated for each LASERS component of the TSLP. They can use the map to prioritize their work in fully implementing the TSLP.

Resource Library

The *Resource Library* contains a rich repository of materials and links that provide support in implementing the TSLP. Users can also create their own resource libraries using these materials.

Texas State Literacy Plan Online Course

The course consists of modules for each LASERS component plus a module focused on the process for implementing a TSLP *Action Step*. The component modules explain each *Action Step* and provide scenarios, examples, resources, and sample next steps that sites and schools might take when working on each given *Action Step*. The process module provides guidance on one approach to working on an *Action Step* at the site or campus level.

Literacy Lines

Integration and alignment of language development and literacy instruction along the continuum of age 0 through grade 12 is critical to student success and is best ensured by coordination at the district level. Districts are encouraged to form Literacy Lines composed of feeder patterns of campuses and the early childhood education sites who serve the age 0 to school age population to facilitate and ensure effective literacy development.

Implementation Guide

for Age 0 to School Entry



Leadership

Age 0 to School Entry

In this component of the LASERS model, the Texas State Literacy Plan (TSLP) asks early childhood education sites to establish site/campus-based leadership teams. These teams will guide efforts to improve early learning and development for infants and toddlers, and language and pre-literacy development for preschool children. Teams will include site leaders, instructional coaches, teachers, preschool educators, and others who impact learning and pre-literacy development at the schools. The site/campus-based leadership team is responsible for creating or revising a data-informed plan for improving language and pre-literacy instruction. This plan expresses the school's goals and initiatives and is informed by multiple sources of data, state guidelines, and validated research. Throughout the TSLP, the site/campus-based leadership team is asked to support the use of language and pre-literacy practices outlined in the *Action Steps* and *Indicators* of each component.

The Leadership component also includes *Action Steps* focused on other key areas related to leading quality language and pre-literacy instruction and improvement. These include ensuring all children receive instruction aligned to their individual strengths and needs, providing instructional leadership for evidence-based instruction, supporting communication between school and families, and partnering with community organizations to coordinate resources that support child development.

Leadership *Action Steps*: Age 0 to School Entry

- L1.** Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.
- L2.** Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.
- L3.** Create and implement a data-informed plan for improving language and pre-literacy instruction.
- L4.** Provide instructional leadership and support for evidence-based language and pre-literacy instruction.
- L5.** Facilitate communication between school and families to support language and pre-literacy development.
- L6.** Partner with community organizations to coordinate resources that support child development.

Leadership: Age 0 to School Entry			
L1. Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
Administrators and other site/campus leaders plan to:	Administrators and other site/campus leaders begin to:	The site/campus-based leadership team meets regularly , allowing members to:	The site/campus-based leadership team has met regularly for more than a year . The site/campus-based leadership team and administrators continue to:
Form a site/campus-based leadership team made up of members knowledgeable in various aspects of language and pre-literacy development. Create a meeting schedule.	Determine and communicate roles and responsibilities for each team member with the focus on improving language and pre-literacy development for all children. Create a process to address leadership team member turnover.	Share ideas and resources to best improve language and pre-literacy development for all children. Follow a process to address leadership team member turnover.	Share ideas and resources to best improve language and pre-literacy development for all children. Follow a process to address leadership team member turnover.
Identify data that can be used to guide efforts to improve language and pre-literacy instruction.	Hold site/campus-based leadership team meetings to collect and examine data to determine language and pre-literacy strengths and needs.	Collect and examine data to guide efforts to improve language and pre-literacy instruction.	Collect and examine data to guide and adjust efforts to improve language and pre-literacy instruction.

Leadership: Age 0 to School Entry			
L1. Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.			
Identify procedures for communication between site/campus-based leadership team and instructional staff.	Encourage communication between the site/campus-based leadership team and instructional staff.	Communicate with instructional staff.	Communicate with instructional staff.
Assess needs for and plan professional development that supports the site/campus-based leadership team's deeper understanding of language and pre-literacy instruction.	Provide and participate in professional development to deepen understanding of language and pre-literacy instruction.	Assess needs for, provide, and participate in professional development to deepen understanding of language and pre-literacy instruction.	Reassess needs for and participate in professional growth opportunities that are matched to site/campus-based leadership team members' individual needs.
Sample Evidence			
A list of site/campus-based team members A list of roles and responsibilities for each site/campus-based team member Procedures for communicating with instructional staff Plan to address team member turnover			

Leadership: Age 0 to School Entry			
L2. Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Language and pre-literacy instruction that is aligned to children's individual strengths and needs is in place for all children. Site/campus-based leadership team and administrators routinely :	Language and pre-literacy instruction that is aligned to children's individual strengths and needs has been in place for more than a year . Site/campus-based leadership team and administrators continue to:
Establish ways to identify children's strengths and needs.	Support instructional staff in planning instruction that targets the strengths and needs of all children.	Support and monitor instructional staff in planning lessons that target the strengths and needs of all children.	Support and monitor instructional staff in planning lessons that target the strengths and needs of all children.
Consider additional resources that can be used along with the language and pre-literacy programs or curriculum to target individual strengths and needs.	Support instructional staff in planning instruction and using additional resources to target individual strengths and needs.	Support and monitor instructional staff in planning instruction and using additional resources to target individual strengths and needs.	Support and monitor the planning and use of the additional resources to target individual strengths and needs. Evaluate the effectiveness of the additional resources and make changes as needed.
Assess needs for and plan professional development on	Provide and participate in professional development	Reassess needs for, provide, and participate in professional	Reassess needs for, provide and participate in professional

Leadership: Age 0 to School Entry			
L2. Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.			
providing language and pre-literacy instruction that targets individual strengths and needs.	on language and pre-literacy instruction that targets individual strengths and needs.	development on language and pre-literacy instruction that targets individual strengths and needs.	growth opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
List of language and pre-literacy curriculum resources Procedure for identifying strengths and needs of children List of additional resources Lesson plans that reflect use of small groups and individual instruction Written timeline for professional development and monitoring instruction that may include • professional development topics, including use of curriculum resources; • the date, time, and names of people responsible for professional development (delivering, monitoring instruction, and implementation); and • a schedule for professional development follow-up (for existing and new instructional staff)			

Leadership: Age 0 to School Entry			
L3. Create and implement a data-informed plan for improving language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	A fully developed data-informed plan for improving language and pre-literacy instruction is in place . Administrators and instructional staff routinely :	A fully developed data-informed plan for improving language and pre-literacy instruction has been in place for more than a year . Administrators and instructional staff continue to:
Review data and state guidelines and gather input from instructional staff to determine the focus of the data-informed plan for improving language and pre-literacy instruction.	Write and share a data-informed plan for improving language and pre-literacy instruction that • uses data to identify children's language and pre-literacy strengths and needs; • sets language and pre-literacy goals; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal;	Carry out the data-informed plan for improving language and literacy instruction that • uses data to identify children's language and pre-literacy strengths and needs; • sets language and pre-literacy goals; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal;	Carry out and evaluate the data-informed plan for improving language and pre-literacy. Make changes in targeted actions and resources as needed.

Leadership: Age 0 to School Entry			
L3. Create and implement a data-informed plan for improving language and pre-literacy instruction.			
	• identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress.	• identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress.	
Assess needs for and plan professional development to support the goals of the data-informed plan for improving language and pre-literacy instruction.	Provide and participate in professional development to support the goals of the data-informed plan for improving language and pre-literacy instruction.	Reassess needs for, provide, and participate in professional development that supports the goals of the data-informed plan for improving language and pre-literacy instruction.	Reassess needs for, provide, and participate in professional growth opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Data-informed plan for improving language and pre-literacy instruction, including professional development to be provided Data sources			

Leadership: Age 0 to School Entry			
L4. Provide instructional leadership and support for evidence-based language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Strong instructional leadership on evidence-based language and pre-literacy instruction is in place . The site/campus-based leadership team and administrators routinely :	Strong instructional leadership on evidence-based language and pre-literacy instruction has been in place for more than a year . The site/campus-based leadership team and administrators continue to:
Develop expectations for language and pre-literacy instruction. Expectations should include responsive teaching and a language rich environment.	Communicate to instructional staff the expectations for language and pre-literacy instruction. Expectations should include responsive teaching and a language rich environment.	Support the instructional staff in meeting expectations for language and pre-literacy instruction for all children. Expectations include responsive teaching and a language rich environment.	Support the instructional staff in meeting expectations for language and pre-literacy instruction for all children. Expectations include responsive teaching and a language rich environment.
Develop procedures and identify tools for observation of language and pre-literacy instruction.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback using selected tools and procedures.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback using selected tools and procedures.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback. Assess and adjust observation tools and procedures as needed.

Leadership: Age 0 to School Entry			
L4. Provide instructional leadership and support for evidence-based language and pre-literacy instruction.			
Create a schedule and establish procedures for regular meetings with instructional staff to discuss data.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.
Assess needs for and plan professional development for administrators to deepen understanding of language and pre-literacy instruction and the role of a leader.	Provide and participate in professional development to deepen understanding of language and pre-literacy instruction and the role of a leader.	Assess needs for, provide, and participate in professional development to deepen understanding of language and pre-literacy instruction and the role of a leader.	Reassess needs for and participate in professional growth opportunities that are matched to individual needs.
Sample Evidence			
Written list of expectations for language and pre-literacy instruction to share with instructional staff Written procedures for observation of language and pre-literacy instruction Observation schedule and tools Schedule for data meetings Written procedures for reviewing data Professional development plan for administrators Agenda, minutes, and sign-in sheets			

Leadership: Age 0 to School Entry			
L5. Facilitate communication between school and families to support language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Communication between school and families is in place to support language and pre-literacy development. The administrators and instructional staff routinely :	Communication between school and families has been in place for more than a year to support language and pre-literacy development. The administrators and instructional staff continue to:
Set expectations and determine ways to develop strong relationships with parents and families.	Communicate expectations to teachers and share ways for them to develop strong relationships with parents and families.	Interact positively with parents and families to strengthen relationships.	Interact positively with parents and families to strengthen relationships.
Identify ways to gather information from parents and families about their child's development.	Gather and use information from parents and families about their child's development to support language and pre-literacy instruction.	Use information from parents and families about their child's development to support language and pre-literacy instruction.	Use information from parents and families about their child's development to support language and pre-literacy instruction.
Identify ways to share information about language and pre-literacy development with parents and families in	Share information about language and pre-literacy development with parents and families in languages they	Communicate with parents and families about language and pre-literacy development in languages they understand.	Communicate with parents and families about language and pre-literacy development in languages they understand.

Leadership: Age 0 to School Entry			
L5. Facilitate communication between school and families to support language and pre-literacy development.			
languages they understand.	understand.		
Sample Evidence			
Written list of expectations for positive interactions with parents and families Examples, models, or documentation of communication tools, such as • newsletters; • daily reports; • phone calls; • email; • parent surveys; and • parent teacher conferences			

Leadership: Age 0 to School Entry			
L6. Partner with community organizations to coordinate resources that support child development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Partnerships with community organizations are in place to coordinate resources that support child development. Administrators and the site/campus-based leadership team routinely :	Partnerships with community organizations have been in place to coordinate resources that support child development for more than a year . The site/campus-based leadership team and administrators continue to:
Identify child development needs and opportunities through tools such as family surveys, observations and/or assessment data.	Identify and prioritize child development needs and opportunities.	Assess and prioritize child development needs and opportunities.	Reassess and prioritize child development needs and opportunities.
Locate community organizations that support child development needs and opportunities and establish partnerships.	Plan for children and families to access services and opportunities from community partnerships.	Connect children and families to services and opportunities from community partnerships.	Connect children and families to services and opportunities from community partnerships. Gather feedback from parents and families and make changes as needed.

Leadership: Age 0 to School Entry
L6. Partner with community organizations to coordinate resources that support child development.
Sample Evidence
Tools for identifying needs and opportunities, such as • parent surveys; • teacher surveys; • observations; • developmental assessments; and • state guidelines Prioritized list of child development needs and opportunities List of community organizations and resources that support needs and opportunities Documentation of communication between partners Tools for gathering feedback from parents and families, such as • parent surveys; • phone log; • notes from informal interviews or face-to-face communication; and • email Agendas, sign-in sheets, or other documentation of services and opportunities provided to parents, families, and children

Assessment

Age 0 to School Entry

One of the founding principles of the Texas State Literacy Plan (TSLP) is the use of data to inform action. In the Assessment component, the *Action Steps* present the different ways that observation and assessment data inform early childhood instruction. They also guide teachers in meeting the diverse needs of all children. Site/campus-based leadership teams are asked to create a detailed observation and assessment system. This system should also communicate the timelines and instruments used to document the development of young children. The information collected through observation and assessment should be used to guide instruction and should be shared with families and specialists to support the identification of special needs or developmental delays.

Assessment Action Steps: Age 0 to School Entry

- A1.** Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.
- A2.** Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.
- A3.** Use observation and assessment information to guide instruction.
- A4.** Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.

Assessment: Age 0 to School Entry			
A1. Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	An observation system to document the development of children age 0–2 is in place . Administrators and instructional staff routinely :	An observation system to document the development of children age 0–2 has been in place for more than a year . Administrators and instructional staff continue to:
Review and select appropriate, user-friendly observation tool(s) to document the development of children age 0–2.	Document the development of children age 0–2.	Document the development of children age 0–2.	Document the development of children age 0–2. Evaluate the usefulness of the observation tools and make changes as needed.
Create a timeline for observation. Include scheduled times to collaboratively discuss the information that was gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.
Create or select a family questionnaire to gather information that instructional staff can use to guide planning.	Distribute and collect family questionnaires to obtain information about children served at the site or campus.	Use information gathered through family questionnaires to guide services and instruction provided to children.	Use information gathered through family questionnaires to guide services and instruction provided to children.

Assessment: Age 0 to School Entry			
A1. Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.			
Establish procedures for communicating with parents about their children's development. Provide professional development to instructional staff on these procedures.	Communicate with parents about their children's development.	Communicate with parents about their children's development.	Follow established procedures for communicating with parents about their children's development. Train new instructional staff on procedures.
Assess needs for and plan professional development on how to document children's development with accuracy and quality.	Provide and participate in professional development that supports effective and accurate documentation of children's development.	Reassess needs for, provide, and participate in professional development that supports effective and accurate documentation of children's development.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Observation tool for documenting child development, including language and pre-literacy development Family questionnaire Written procedures for documenting child development, including timeline Written procedures for communicating with parents about their children's development Agendas and/or sign-in sheets from professional development Minutes and/or sign-in sheets from meetings to discuss results of observations Timeline for observations that includes scheduled times to collaboratively discuss information gathered			

Assessment: Age 0 to School Entry			
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	An observation and assessment system to document the development of children age 3–5, including language and pre-literacy development, is in place . Administrators and instructional staff routinely :	An observation and assessment system to document the development of children age 3–5, including language and pre-literacy development, has been in place for more than a year . Administrators and instructional staff continue to:
Identify tools to measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet writing, and print knowledge. Ensure all tools are reliable and age appropriate.	Use selected tools to measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet knowledge, writing, and print knowledge.	Measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet knowledge, writing, and print knowledge.	Measure language and pre-literacy skills that predict later reading and writing success. Evaluate the usefulness of measurement tools and make changes as needed.
Create a timeline for ongoing observation and assessment. Include scheduled times to collaboratively discuss results.	Follow established timeline for ongoing observation, assessment, and discussions of results.	Follow established timeline for ongoing observation, assessment, and discussions of results.	Follow, review, and revise the timeline for ongoing observation, assessment, and discussions of results.

Assessment: Age 0 to School Entry			
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.			
Identify appropriate observation and assessment tools for children who speak languages other than English. Provide professional development as needed.	Use assessment and observation tools that are appropriate for children who speak languages other than English.	Use assessment and observation tools that are appropriate for children who speak languages other than English.	Use assessment and observation tools that are appropriate for children who speak languages other than English.
Create or select a family questionnaire to gather information that instructional staff can use to guide planning.	Distribute and collect family questionnaires to obtain information about children served at the site or campus.	Use information gathered through family questionnaires to guide services and instruction provided to children.	Use information gathered through family questionnaires to guide services and instruction provided to children.
Establish procedures for communicating with parents about their children's development. Provide professional development on these procedures.	Communicate with parents about their children's development.	Communicate with parents about their children's development.	Follow established procedures for communicating with parents about their children's development. Train new instructional staff on procedures.
Assess needs for and plan professional development on how to document children's development with accuracy and quality.	Provide and participate in professional development that supports effective and accurate documentation of children's development.	Reassess needs for, provide, and participate in professional development that supports effective and accurate documentation of children's development.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.

Assessment: Age 0 to School Entry
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.
Sample Evidence
Observation tool for documenting child development, including language and pre-literacy development Family questionnaire Selected assessment tool(s) and data collected Written procedures for documenting child development, including timeline Written procedures for communicating with parents about their children’s development Agendas and/or sign-in sheets from professional development sessions Minutes and/or sign-in sheets from meetings to discuss results of observations and assessments Timeline for observations that includes scheduled times to collaboratively discuss information gathered

Assessment: Age 0 to School Entry			
A3. Use observation and assessment information to guide instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using observation and assessment information to guide instruction is in place . Administrators and instructional staff routinely :	A system for using observation and assessment information to guide instruction has been in place for more than a year . Administrators and instructional staff continue to:
Ensure that instructional staff knows how to use the information from regular observations and family surveys to set goals, document progress, and match instruction to children's interests and needs.	Use the information from regular observations and family surveys to set goals, document progress, and match instruction to children's interests and needs.	Adjust instruction and environment as needed, based on state guidelines, goals, and the information gathered through the observation and assessment system.	Use the information from regular observations and family surveys to set goals, document progress, and match instruction to children's interests and needs. Train new instructional staff as needed.
Develop procedures and timelines for reviewing written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.

Assessment: Age 0 to School Entry			
A3. Use observation and assessment information to guide instruction.			
Assess needs for and plan professional development on how to use observation and assessment information to set goals and plan instruction.	Provide and participate in professional development that supports the use of observation and assessment information to plan instruction.	Reassess needs for, provide, and participate in professional development that supports the use of observation and assessment information to plan instruction.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Written timelines and procedures for reviewing written documentation and classroom observations Lessons plans that incorporate observation and assessment data, as appropriate Agendas and/or sign-in sheets from professional development sessions Observation and assessment tools Observation and assessment data collected			

Assessment: Age 0 to School Entry			
A4. Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for sharing observation and assessment information with families and specialists to support the identification of developmental delays or special needs is in place . Administrators and instructional staff routinely :	A system for sharing observation and assessment information with families and specialists to support the identification of developmental delays or special needs has been in place for more than a year . Administrators and instructional staff continue to:
Establish guidelines for how instructional staff will communicate with parents when observation and assessment information indicates a possible delay or special need. Expectations should address face-to-face, telephone, written, or electronic communication.	Follow established guidelines for communicating with parents when observation and assessment information indicates a possible delay or special need.	Communicate with parents about concerns when observation and assessment information indicates a possible delay or special need.	Follow, revise, and update guidelines for communicating with parents when observation and assessment information indicates a possible delay or special need. Train new instructional staff as needed.
Establish a system for encouraging parents to discuss	Encourage parents to discuss concerns about their children's	Actively encourage parents to discuss concerns about their	Actively encourage parents to discuss concerns about their

Assessment: Age 0 to School Entry			
A4. Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.			
concerns about their children's development with instructional staff.	development.	children's development.	children's development. Get input from parents for improving communication between parents and the site or campus.
Assess needs for and plan professional development on the following: • Indications from assessment and observation of a possible delay or special need • How to talk to parents about these indications • How to encourage parents to share their concerns	Provide and participate in professional development that supports communication with parents about concerns of possible delays or special needs. These concerns may arise from observation and assessment results and/or from parents.	Reassess needs for, provide, and participate in professional development that supports communication with parents about concerns of possible delays or special needs. These concerns may arise from observation and assessment results and/or from parents.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Written guidelines for interpreting observation and assessment results to identify possible delays or special needs Written procedures/expectations for communicating with parents about possible delays or special needs Agenda and/or sign-in sheets from professional development sessions Documentation of parent communication			

Standards-based Instruction

Age 0 to School Entry

Standards-based literacy instruction helps ensure that children enter kindergarten with the foundational skills needed to achieve reading and writing proficiency. Texas early learning and prekindergarten educators are provided with the following sets of guidelines:

- Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: These guidelines were developed to move Texas forward in assisting instructional staff in understanding early childhood development and ensuring that all children have the high-quality early experiences needed for optimal development.
- Texas Prekindergarten Guidelines (revised in 2008): These guidelines integrate research-based teaching strategies and developmental research on how children learn most effectively. The guidelines are designed to help instructional staff deliver playful, well-planned, and purposeful instruction that will jump-start school success and influence students' growth throughout their lives.

The Standards-based Instruction component outlines the key elements of an effective language and pre-literacy curriculum that is aligned to state guidelines. It includes intentionally designed opportunities to develop vocabulary and receptive and expressive language. Early childhood sites are asked to provide parents and families with strategies and resources to support their children's language and pre-literacy development.

Standards-based Instruction *Action Steps*: Age 0 to School Entry

- SBI 1.** Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.
- SBI 2.** Provide intentionally designed opportunities for children to develop vocabulary.
- SBI 3.** Provide intentionally designed opportunities for children to develop receptive language.
- SBI 4.** Provide intentionally designed opportunities for children to develop expressive language.
- SBI 5.** Provide parents with strategies and resources to support their children's language and pre-literacy development.

Standards-based Instruction: Age 0 to School Entry			
SBI 1. Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines is in place for all children. Administrators and instructional staff routinely :	Developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines has been in place for all children for more than a year . Administrators and instructional staff continue to:
Provide the state guidelines to all instructional staff and set expectations for their use.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.
Create a process to observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Follow the process to observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources. Evaluate the monitoring process and make changes as needed.
Identify language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum

Standards-based Instruction: Age 0 to School Entry			
SBI 1. Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.			
that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines. Evaluate the effectiveness of the language and pre-literacy programs or curriculum and make changes if needed.
Identify additional resources that address gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum. Evaluate the effectiveness of the additional resources and make changes if needed.
Review or develop the sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Follow the sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Use appropriate sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Use appropriate sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals. Evaluate sequence and pacing and make changes if appropriate.
Assess needs for and plan professional development on the state guidelines, the	Provide and participate in professional development on planning instruction using	Reassess needs for, provide, and participate in professional development on planning	Reassess needs for, provide, and participate in professional development that is matched

Standards-based Instruction: Age 0 to School Entry			
SBI 1. Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.			
language and pre-literacy programs or curriculum, and additional resources.	the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	instruction using the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	to each instructional staff member's individual needs.
Sample Evidence			
Texas Prekindergarten Guidelines (revised in 2008) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Sequence and pacing of programs or curriculum Instructional staff lesson plans that • follow pacing and sequence of programs or curriculum and • include learning objectives for the children List of language and pre-literacy programs or curriculum and additional resources Timeline for observations, monitoring, and support Observation and feedback forms Professional development schedule Agendas, minutes, and sign-in sheets			

Standards-based Instruction: Age 0 to School Entry			
SBI 2. Provide intentionally designed opportunities for children to develop vocabulary.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop vocabulary are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop vocabulary have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop vocabulary.	Include intentionally designed opportunities for children to develop vocabulary in lesson plans and the classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop vocabulary. Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop vocabulary. Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children's strengths and needs in vocabulary, based on observations and assessments.	Identify and address children's strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.	Identify and address children's strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.	Identify and address children's strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.

Standards-based Instruction: Age 0 to School Entry			
SBI 2. Provide intentionally designed opportunities for children to develop vocabulary.			
Consider additional resources that can be used to enhance vocabulary development.	Plan how to use additional resources intentionally to enhance vocabulary development.	Use additional resources intentionally to enhance vocabulary development.	Use additional resources intentionally to enhance vocabulary development. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop vocabulary.	Provide professional development on intentionally designing opportunities for children to develop vocabulary.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop vocabulary.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member's individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop vocabulary Texas Prekindergarten Guidelines (revised in 2008) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Instructional staff lesson plans Observation and feedback forms Assessment data List of language and pre-literacy programs or curriculum List of additional resources to provide vocabulary opportunities Professional development schedule Agendas, minutes, and sign-in sheets			

Standards-based Instruction: Age 0 to School Entry			
SBI 3. Provide intentionally designed opportunities for children to develop receptive language.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop receptive language are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop receptive language have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop receptive language (listening and reading).	Include intentionally designed opportunities for children to develop receptive language (listening and reading) in lesson plans and the classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop receptive language (listening and reading). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop receptive language (listening and reading). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children's strengths and needs	Identify and address children's strengths and needs in receptive language through intentionally	Identify and address children's strengths and needs in receptive language through intentionally	Identify and address children's strengths and needs in receptive language through intentionally

Standards-based Instruction: Age 0 to School Entry			
SBI 3. Provide intentionally designed opportunities for children to develop receptive language.			
in receptive language based on observations and assessments.	designed lessons and the classroom environment.	designed lessons and the classroom environment.	designed lessons and the classroom environment.
Consider additional resources that can be used to enhance receptive language.	Plan how to use additional resources intentionally to enhance receptive language.	Use additional resources intentionally to enhance receptive language.	Use additional resources intentionally to enhance receptive language. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop receptive language.	Provide professional development on intentionally designing opportunities for children to develop receptive language.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop receptive language.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member's individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop receptive language Texas Prekindergarten Guidelines (revised in 2008) (Listening Comprehension Skills, p. 50) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Listening and Understanding, p.51) Instructional staff lesson plans Observation and feedback forms			

Standards-based Instruction: Age 0 to School Entry
SBI 3. Provide intentionally designed opportunities for children to develop receptive language.
Assessment data List of language and pre-literacy programs or curriculum and additional resources Professional development schedule Agendas, minutes, sign-in sheets

Standards-based Instruction: Age 0 to School Entry			
SBI 4. Provide intentionally designed opportunities for children to develop expressive language.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop expressive language are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop expressive language have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop expressive language (speaking and writing).	Include intentionally designed opportunities for children to develop expressive language (speaking and writing) in lesson plans and classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop expressive language (speaking and writing). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop expressive language (speaking and writing). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children's strengths and needs	Identify and address children's strengths and needs in expressive language through	Identify and address children's strengths and needs in expressive language through	Identify and address children's strengths and needs in expressive language through

Standards-based Instruction: Age 0 to School Entry			
SBI 4. Provide intentionally designed opportunities for children to develop expressive language.			
in expressive language based on observations and assessments.	intentionally designed lessons and the classroom environment.	intentionally designed lessons and the classroom environment.	intentionally designed lessons and the classroom environment.
Consider additional resources that can be used to enhance expressive language.	Plan how to use additional resources intentionally to enhance expressive language.	Use additional resources intentionally to enhance expressive language.	Use additional resources that enhance expressive language in intentionally designed lessons. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop expressive language.	Provide professional development on intentionally designing opportunities for children to develop expressive language.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop expressive language.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member's individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop expressive language Texas Prekindergarten Guidelines (revised in 2008) (Listening Comprehension Skills, p. 50) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Listening and Understanding, p.51) Instructional staff lesson plans Observation and feedback forms Assessment data List of language and pre-literacy programs or curriculum and additional resources			

Standards-based Instruction: Age 0 to School Entry
SBI 4. Provide intentionally designed opportunities for children to develop expressive language.
Professional development schedule Agendas, minutes, and sign-in sheets

Standards-based Instruction: Age 0 to School Entry			
SBI 5. Provide parents with strategies and resources to support their children's language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	The practice of providing parents and families with strategies and resources to support their children's language and pre-literacy development is in place . Administrators and the instructional staff routinely :	The practice of providing parents and families with strategies and resources to support their children's language and pre-literacy development has been in place for more than a year . Administrators and instructional staff continue to:
Use state guidelines to identify strategies that can help parents and families develop their children's language and pre-literacy skills at home.	Plan and provide training for parents and families on strategies that can help them develop their children's language and pre-literacy skills at home.	Provide training for parents and families on strategies that can help them develop their children's language and pre-literacy skills at home.	Provide training for parents and families on strategies that can help them develop their children's language and pre-literacy skills at home. Collaborate with parents and families in identifying needs for support and/or additional trainings.
Identify resources that can help parents and families develop language and pre-literacy skills at home.	Plan and provide training on resources that can help parents and families develop language and pre-literacy skills at home.	Provide training for parents and families on resources that can help develop language and pre-literacy skills at home.	Provide training for parents and families on resources that can help develop language and pre-literacy skills at home.

Standards-based Instruction: Age 0 to School Entry			
SBI 5. Provide parents with strategies and resources to support their children’s language and pre-literacy development.			
			Collaborate with parents and families in identifying needs for support, additional training, and/or resources.
Identify well-qualified individuals to provide trainings that are accessible to all parents and families, including those with limited English and/or literacy skills.	Schedule and promote trainings that are accessible to all parents and families, including those with limited English and/or literacy skills.	Ensure trainings are provided by well-qualified individuals and are accessible to all parents and families, including those with limited English and/or literacy skills.	Ensure trainings are provided by well-qualified individuals and are accessible to all parents and families, including those with limited English and/or literacy skills.
Sample Evidence			
Feedback from parents and families on training events and resources Schedule of parent and family literacy events and training opportunities List of resources for home use List of language and pre-literacy strategies for home use Agendas and sign-in sheets from literacy and training events Documentation of materials provided to parents and families			



Effective Instructional Framework

Age 0 to School Entry

The goal of an effective instructional framework for children age 0 to school entry is to provide a language- and literacy-rich environment that is responsive to children's diverse needs. For early childhood settings, an effective instructional framework includes having a system in place for using data to inform instruction, to set goals for all children, and to respond to children's diverse needs. The *Action Steps* of this component call on leaders and instructional staff to ensure that evidence-based practices are used to address the different needs of children, whether those needs include accelerated learning opportunities or additional support and reinforcement in specific areas of development. This component also emphasizes the importance of empowering parents and families to be active participants in children's language and pre-literacy development.

Effective Instructional Framework *Action Steps*: Age 0 to School Entry

- E1.** Implement a system for using data to inform instruction and set goals for all children.
- E2.** Provide a language- and literacy-rich environment in early childhood settings.
- E3.** Provide additional instructional time for children in need of extra reinforcement or accelerated learning opportunities.
- E4.** Provide time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities.
- E5.** Ensure that evidence-based practices are used to respond to the diverse needs of all children.
- E6.** Empower families to provide a language- and literacy-rich environment at home.

Effective Instructional Framework: Age 0 to School Entry			
E1. Implement a system for using data to inform instruction and set goals for all children.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using data to inform instruction and set goals for children is in place . Administrators and instructional staff routinely :	A system for using data to inform instruction and set goals for children has been in place for more than a year . Administrators and instructional staff continue to:
Identify and select observation and assessment tools that are available and age appropriate. Tools might include checklists, screenings, and family questionnaires.	Obtain and use assessment tools that are available and age appropriate. Tools might include checklists, screenings, and family questionnaires to gather data.	Use assessment tools that are available and age appropriate. Tools might include checklists, screenings, and family questionnaires to gather data.	Use assessment tools that are available and age appropriate. Tools might include checklists, screenings, and family questionnaires to gather data. Evaluate the usefulness and effectiveness of the data collection system.
Support instructional staff in using data to set targeted goals for each child.	Use data to set targeted goals for each child.	Use data to set targeted goals for each child.	Use data to set targeted goals for each child.
Support instructional staff in planning and teaching lessons based on children's strengths	Plan and teach lessons based on children's strengths and needs as indicated by observations	Plan, teach, and adjust lessons based on children's strengths and needs as indicated by	Plan, teach, and adjust lessons based on children's strengths and needs as indicated by

Effective Instructional Framework: Age 0 to School Entry			
E1. Implement a system for using data to inform instruction and set goals for all children.			
and needs as indicated by observations and assessments. Create a schedule to meet to collaborate and plan using data.	and assessments.	observations and assessments.	observations and assessments.
Assess needs for and plan professional development on using the assessment tools and on using data to inform classroom instruction.	Provide and participate in professional development on using the assessment tools and on using data to inform classroom instruction.	Reassess needs for, provide, and participate in professional development on using the assessment tools and on using data to inform classroom instruction.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs. Support new instructional staff in collecting and using data to inform instruction and set targeted goals for all children.
Sample Evidence			
Observation and assessment schedules Observation and assessment data Professional development schedules Agendas, minutes, and sign-in sheets Targeted goals for each child Lesson plans			

Effective Instructional Framework: Age 0 to School Entry			
E2. Provide a language- and literacy-rich environment in early childhood settings.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A language- and literacy-rich environment is in place . Administrators and instructional staff routinely :	A language- and literacy-rich environment has been in place for more than a year . Administrators and instructional staff continue to:
Establish expectations for language- and literacy-rich learning opportunities. This may include identifying strengths and needs for growth in the current practice.	Communicate to instructional staff the expectations for providing language- and literacy-rich learning opportunities. Guide instructional staff in creating age-appropriate lesson plans that support • oral language development and rich vocabulary; • phonological awareness skills; • awareness and knowledge of the alphabet; • experience with and understanding of how books	Create and use age-appropriate lesson plans that support • oral language development and rich vocabulary; • phonological awareness skills; • awareness and knowledge of the alphabet; • experience with and understanding of how books work; • opportunities to hear and handle a variety of genres of books; and • experiences with early drawing and writing.	Provide age-appropriate, language- and literacy-rich learning opportunities. Review, evaluate, and revise lesson plans and organize them for future use.

Effective Instructional Framework: Age 0 to School Entry			
E2. Provide a language- and literacy-rich environment in early childhood settings.			
	work; • opportunities to hear and handle a variety of genres of books; and • experiences with early drawing and writing.		
Assess materials currently available to support language and literacy development. This could include • identifying specific materials for different language and literacy skill development and • identifying gaps in resources.	Provide materials that encourage children to develop literacy skills. This may mean • guiding instructional staff in the use of current materials to support language and literacy materials and • seeking ways to fill gaps in resources.	Use materials that encourage children to develop literacy skills, such as • sturdy and engaging books; • hands-on literacy games and materials; • a variety of alphabet letters and games; and • materials for young writers, including utensils to write with and paper to write on.	Use materials that encourage children to develop literacy skills. Create and obtain additional materials to address specific language and literacy development skills as needed. Keep a record of materials and organize them according to skill development uses.
Assess needs for and plan professional development on creating a language- and literacy-rich environment.	Provide and participate in professional development on creating a language- and literacy-rich environment.	Reassess needs for, provide, and participate in professional development on creating a language- and literacy-rich environment.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.

Effective Instructional Framework: Age 0 to School Entry			
E2. Provide a language- and literacy-rich environment in early childhood settings.			
			Support new instructional staff in creating a language- and literacy-rich environment.
Sample Evidence			
Lesson plans List of instructional materials for each level Criteria for assessing materials Professional development schedules Agendas, minutes, and sign-in sheets			

Effective Instructional Framework: Age 0 to School Entry			
E3. Provide additional instructional time for children in need of extra reinforcement or accelerated learning opportunities.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Additional instructional time for children in need of extra reinforcement (additional support) or accelerated learning opportunities is in place . Administrators and instructional staff routinely :	Additional instructional time for children in need of extra reinforcement (additional support) or accelerated learning opportunities has been provided for more than a year . Administrators and instructional staff continue to:
Review daily schedules to determine options for providing extra reinforcement (additional support) and accelerated learning opportunities. Options might include small group or individual instruction.	Adjust daily schedules to provide extra reinforcement (additional support) and accelerated learning opportunities. This might include providing small group or individual instruction to children as needed.	Meet to discuss, design, and adjust schedules and lesson plans that address the individual needs of all children, such as providing small group or individual instruction.	Meet to discuss, design, and adjust schedules and lesson plans that address the individual needs of all children, such as providing small group or individual instruction.
Identify practices for providing extra reinforcement and accelerated learning opportunities. Practices should be age appropriate and evidence based.	Provide extra reinforcement and accelerated learning opportunities that are age appropriate and evidence based.	Ensure that extra reinforcement and accelerated learning opportunities are provided to all children that need them. These should be age appropriate and evidence based.	Support new and returning instructional staff in providing extra reinforcement and accelerated learning opportunities to all children who need them. Stress that all

Effective Instructional Framework: Age 0 to School Entry			
E3. Provide additional instructional time for children in need of extra reinforcement or accelerated learning opportunities.			
			practices should be age appropriate and evidence based.
Assess needs for and plan professional development on evidence-based practices for providing extra reinforcement and accelerated learning opportunities that are age appropriate.	Provide and participate in professional development on evidence-based practices for providing extra reinforcement and accelerated learning opportunities that are age appropriate.	Reassess needs for, provide, and participate in professional development on evidence-based practices for providing extra reinforcement and accelerated learning opportunities that are age appropriate	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Daily classroom schedules and lesson plans Classroom observation data Professional development schedules Agendas, minutes, and sign-in sheets			

Effective Instructional Framework: Age 0 to School Entry			
E4. Provide time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	The site/campus-based leadership team begins to:	Time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities is in place . Administrators and instructional staff routinely :	Time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities has been in place for more than a year . Administrators and instructional staff continue to:
Make instructional staff aware of children with delays or disabilities who receive or will receive additional support from other service providers.	Provide instructional staff with each child's goals and needs. Sources for this information may include an Individualized Education Program (IEP) or an Individual Family Service Plan (IFSP) for children with delays or disabilities. Support instructional staff in providing language and literacy development opportunities that	Familiarize themselves with each child's goals and needs. Sources for this information may include an Individualized Education Program (IEP) or an Individual Family Service Plan (IFSP) for children with delays or disabilities. Provide language and literacy development opportunities that are responsive to these goals	Familiarize themselves with each child's goals and needs. Sources for this information may include an Individualized Education Program (IEP) or an Individual Family Service Plan (IFSP) for children with delays or disabilities. Provide language and literacy development opportunities that are responsive to these goals

Effective Instructional Framework: Age 0 to School Entry			
E4. Provide time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities.			
	are responsive to these goals and needs.	and needs.	and needs.
Support collaboration between service providers, instructional staff, and families to address the needs of children with delays or disabilities. This may include providing meeting space, coverage of staff, and copies of documentation.	Support collaboration between service providers, instructional staff, and families to address the needs of children with delays or disabilities. This may include providing meeting space, coverage of staff, and copies of documentation.	Collaborate with service providers and families to address the needs of children with delays or disabilities. Ensure that families receive training, materials, and support to help them work with their children.	Collaborate with service providers and families to address the needs of children with delays or disabilities. Ensure that families receive training, materials, and support to help them work with their children.
Assess needs for and plan professional development focused on evidence-based practices for meeting the needs of children with delays and disabilities.	Provide and participate in professional development on evidence-based practices for meeting the needs of children with delays and disabilities.	Reassess needs for, provide, and participate in professional development on evidence-based practices for meeting the needs of children with delays and disabilities.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Documentation of goals and needs of children with delays and disabilities Contact lists of service providers Copies of communication with service providers and families of children with delays and disabilities List of resources for families Professional development schedules			

Effective Instructional Framework: Age 0 to School Entry

E4. Provide time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities.

Agendas, minutes, and sign-in sheets

Effective Instructional Framework: Age 0 to School Entry			
E5. Ensure that evidence-based practices are used to respond to the diverse needs of all children.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Evidence-based practices are in place to respond to the diverse needs of all children. Administrators and instructional staff routinely :	Evidence-based practices have been in place to respond to the diverse needs of all children for more than a year . Administrators and instructional staff continue to:
Identify evidence-based practices and materials that are responsive to diverse needs.	Use evidence-based practices and materials that are responsive to diverse needs.	Use evidence-based practices and materials that are responsive to diverse needs.	Use evidence-based practices and materials that are responsive to diverse needs.
Inform instructional staff about the diverse needs within the population of children enrolled. This may include providing each instructional staff member with relevant demographic and assessment data on each child he or she serves and providing evidence-based information about how diverse factors impact language and literacy development.	Collaborate to plan and provide culturally and linguistically responsive instruction.	Provide culturally and linguistically responsive instruction.	Provide culturally and linguistically responsive instruction.

Effective Instructional Framework: Age 0 to School Entry			
E5. Ensure that evidence-based practices are used to respond to the diverse needs of all children.			
Ensure that valid screening and assessments are used for all children, taking into account diverse strengths, needs, and backgrounds.	Ensure that valid screening and assessments are used for all children, taking into account diverse strengths, needs, and backgrounds.	Ensure that valid screening and assessments are used for all children, taking into account diverse strengths, needs, and backgrounds.	Ensure that valid screening and assessments are used for all children, taking into account diverse strengths, needs, and backgrounds.
Assess needs for and plan professional development on meeting the diverse needs of all children. This may include professional development on culturally and linguistically responsive instruction and curricula.	Provide and participate in professional development that supports evidence-based practices for meeting the diverse needs of all children. This may include professional development on culturally and linguistically responsive instruction and curricula.	Reassess needs for, provide, and participate in professional development that supports evidence-based practices for meeting the diverse needs of all children. This may include professional development on culturally and linguistically responsive instruction and curricula.	Reassess needs for professional growth and participate in professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Child demographic and observation and assessment data Lesson plans List of screeners and assessment tools Classroom observation data Professional development schedules Agendas, minutes, and sign-in sheets			

Effective Instructional Framework: Age 0 to School Entry			
E6. Empower families to provide a language- and literacy-rich environment at home.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Practices that empower parents and families to participate in the literacy development process are in place . Administrators and instructional staff routinely :	Practices that empower parents and families to participate in the literacy development process have been in place for more than a year . Administrators and instructional staff continue to:
Identify strategies and tools for developing language- and literacy-rich environments at home. Provide parents and families information in languages used at home.	Share strategies and tools for developing language- and literacy-rich environments at home. Provide parents and families information in languages used at home.	Share strategies and tools for developing language- and literacy-rich environments at home. Provide parents and families information in languages used at home.	Share strategies and tools for developing language- and literacy-rich environments at home. Provide parents and families information in languages used at home.
Create systems for communicating with families in meaningful and understandable ways. This includes informing families about community resources available to enhance early literacy;	Communicate with families in meaningful and understandable ways. This includes - informing families about community resources available to enhance early literacy; - explaining the benefits of	Communicate with families in meaningful and understandable ways. This includes - informing families about community resources available to enhance early literacy; - explaining the benefits of	Communicate with families in meaningful and understandable ways. Reevaluate current systems for communicating with families and make changes when needed.

Effective Instructional Framework: Age 0 to School Entry			
E6. Empower families to provide a language- and literacy-rich environment at home.			
- explaining the benefits of early literacy, including in the child's native language; and - explaining the instructional program, assessments, and results. Inform instructional staff of expectations and resources for communicating with parents and families, including the use of translators for languages other than English.	early literacy, including in the child's native language; and explaining the instructional program, assessments, and results.	early literacy, including in the child's native language; and explaining the instructional program, assessments, and results.	
Assess needs for and plan professional development on empowering parents and families to provide a language- and literacy-rich environment at home.	Provide and participate in professional development that supports the instructional staff's ability to empower parents and families to provide a language- and literacy-rich environment at home.	Reassess needs for, provide, and participate in professional growth based on empowering parents and families to provide a language- and literacy-rich environment at home.	Reassess needs for professional growth and participate in professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Copies of communication with families Schedules of family outreach events List of resources for families Professional development schedules Agendas, minutes, and sign-in sheets			

Reporting and Accountability

Age 0 to School Entry

This component supports the implementation of all other components of the Texas State Literacy Plan (TSLP). Early childhood sites are asked to share children's data to help provide continuity of services for children as they transition to other sites, such as prekindergarten and kindergarten programs. The *Action Steps* in this component call on leaders to hold themselves and their instructional staffs accountable for implementing their data-informed plan for improving language and pre-literacy instruction.

Reporting and Accountability Action Steps: Age 0 to School Entry

- R1.** Establish a system for collecting and sharing information to facilitate continuity of services and instruction for children.
- R2.** Ensure quality of instruction and services by having site administrators regularly visit classrooms.
- R3.** Examine and communicate site/campus-based prekindergarten assessment performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction.

Reporting and Accountability: Age 0 to School Entry			
R1. Establish a system for collecting and sharing information to facilitate continuity of services and instruction for children.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators begin to:	A system for sharing information during the transition of children between sites and schools is in place . Administrators and instructional staff routinely :	A system for sharing information during the transition of children between sites and schools has been in place for more than a year . Administrators and instructional staff continue to:
Identify information that needs to be shared as children transition to other sites, such as prekindergarten and kindergarten programs.	Establish a process for providing information about children who transfer to other sites or campuses, such as transfer packets for parents and parent release for transferring information to other sites/ campuses.	Follow established procedures for providing relevant information about children transferring to other sites and schools whenever possible.	Provide relevant information about children transferring to other sites and schools whenever possible. Evaluate and improve the process for sharing information as needed.
Identify information parents or previous sites or schools could provide that could be used to inform instruction and services for newly enrolled children.	Establish a process for collecting information as children are enrolled.	Use information collected at enrollment to inform the instruction and services provided to children.	Use information collected at enrollment to inform the instruction and services provided to children.

Reporting and Accountability: Age 0 to School Entry			
R1. Establish a system for collecting and sharing information to facilitate continuity of services and instruction for children.			
Establish lines of communication with sites and schools that frequently send children and with sites and schools to which children often transfer, whenever possible.	Establish guidelines and expectations for instructional staff to communicate with sites and schools in a timely manner about newly enrolled children and children who have transferred to other schools and sites, whenever possible.	Communicate with sites and schools in a timely manner about newly enrolled children and children who have transferred to other schools and sites, whenever possible.	Communicate with sites and schools in a timely manner about newly enrolled children and children who have transferred to other schools and sites, whenever possible.
Sample Evidence			
Written process and format for collecting and sharing information Written guidelines for instructional staff Agendas, minutes, and sign-in sheets			

Reporting and Accountability: Age 0 to School Entry			
R2. Ensure quality of instruction and services by having site administrators regularly visit classrooms.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators begin to:	The practice of classroom visits for providing feedback is in place . Administrators routinely :	The practice of classroom visits for providing feedback has been in place for more than a year . Administrators continue to:
Explain the initiatives in the data-informed plan for improving language and pre-literacy instruction to instructional staff.	Communicate daily expectations for instructional staff in carrying out the data-informed plan for improving language and pre-literacy instruction.	Ensure that instructional staff clearly understands the expectations for carrying out the data-informed plan for improving language and pre-literacy instruction.	Communicate with instructional staff about expectations for language and pre-literacy instruction. Provide updates on initiatives and outcome data results. Provide necessary training and ongoing support to newly hired instructional staff.
Establish a system for providing feedback to instructional staff members on their language and pre-literacy instruction.	Visit classrooms to provide feedback to instructional staff members on their language and pre-literacy instruction.	Provide instructional staff members with feedback on their language and pre-literacy instruction. The feedback should be based on state guidelines for the ages of the children.	Provide feedback to instructional staff on language and pre-literacy instruction. Consider the quality of services and instruction in place and include teacher input when evaluating and revising the data-informed plan for improving language and

Reporting and Accountability: Age 0 to School Entry			
R2. Ensure quality of instruction and services by having site administrators regularly visit classrooms.			
			pre-literacy instruction.
Provide administrators with opportunities to increase their ability to identify effective classroom practices, provide feedback, and use tools for observation.	Share observation tools and evaluation procedures with staff.	Use a written evaluation system when conducting regular classroom visits, for example, once a month with a 15 minute follow-up conference.	Collect and use data in appraising instructional staff and making staffing decisions, such as identifying training needs or mentoring other staff.
Sample Evidence			
Data-informed plan for improving language and pre-literacy instruction Classroom observation forms Completed observation forms and follow-up meeting notes/minutes Written instructional staff evaluation procedure or policy			

Reporting and Accountability: Age 0 to School Entry			
R3. Examine and communicate site/campus-based prekindergarten assessment performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	The practice of examining and communicating performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction is in place . Administrators and instructional staff routinely :	The practice of examining and communicating performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction has been in place for more than a year . Administrators and instructional staff continue to:
Ensure that all administrators and instructional staff have the knowledge and skills to analyze data to evaluate language and pre-literacy outcomes for children.	Examine data to evaluate language and pre-literacy outcomes.	Examine data to evaluate language and pre-literacy outcomes.	Examine data to evaluate language and pre-literacy outcomes. Procedures and guidelines for this process are established and written for new instructional staff and administrators to follow.
Ensure that all administrators and instructional staff have the knowledge and skills to examine data to evaluate site/campus performance in achieving	Examine data to evaluate site/campus performance in achieving language and pre-literacy targets for children in different subgroups. Subgroups	Examine data to evaluate site/campus performance in achieving language and pre-literacy targets for children in different subgroups. Subgroups	Follow established procedures to evaluate site/campus performance in achieving language and pre-literacy targets for children in different

Reporting and Accountability: Age 0 to School Entry			
R3. Examine and communicate site/campus-based prekindergarten assessment performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction.			
language and literacy targets for children in different subgroups. Subgroups may include ethnicity, economic status, and English language proficiency.	may include ethnicity, economic status, and English language proficiency.	may include ethnicity, economic status, and English language proficiency.	subgroups. Subgroups may include ethnicity, economic status, and English language proficiency.
Ensure that all relevant staff members know the procedures and policies for reporting language and literacy performance data to the district and state, when applicable.	Report language and pre-literacy performance data to the district and state using appropriate procedures, when applicable.	Report language and literacy performance data to the district and state using appropriate procedures, when applicable.	Report language and literacy performance data to the district and state using appropriate procedures, when applicable.
Identify a variety of meaningful and accessible ways to provide site/campus language and pre-literacy performance information. Establish procedures for communicating this information to families and the community, as appropriate.	Communicate performance on language and pre-literacy measures to families and the community in formats that are meaningful and accessible, as appropriate.	Communicate performance on language and pre-literacy measures to families and the community in formats that are meaningful and accessible, as appropriate.	Follow, evaluate, and improve procedures for communicating language and pre-literacy performance to families and stakeholders.
Sample Evidence			
Agendas, sign-in sheets, and minutes from data analysis meetings Reports and analyses of language and pre-literacy data Communication to families and other stakeholders about language and pre-literacy performance, such as announcements of meetings, agendas, sign-in sheets, and summaries or other handouts provided			



Sustainability

Age 0 to School Entry

The use of the Texas State Literacy Plan (TSLP) to guide language and pre-literacy instructional planning and improvement is designed to be an ongoing process rather than an event or project. Throughout the TSLP and especially in this component, early childhood sites are asked to evaluate their initiatives. They are also asked to put systems in place to maintain and continue to improve language and pre-literacy instruction.

Sustainability Action Steps: Age 0 to School Entry

- S1.** Evaluate the level of implementation of the Texas State Literacy Plan.
- S2.** Implement systems to build and maintain the ability to provide effective language and pre-literacy instruction.

Sustainability: Age 0 to School Entry			
S1. Evaluate the level of implementation of the Texas State Literacy Plan (TSLP).			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	
Site/campus-based leadership team plans to:	Administrators begin to:	The practice of evaluating the level of implementation of the TSLP is in place . Administrators and instructional staff routinely :	
Create an <i>Implementation Map</i> for the campus.	Explain the <i>Implementation Map</i> ratings to all instructional staff.	Update the <i>Implementation Map</i> ratings at the beginning, middle and end of year.	
Review areas of strength and need in the <i>Implementation Map</i> and prioritize <i>Action Steps</i> and <i>Indicators</i> to work on actively.	Communicate the prioritized <i>Action Steps</i> and <i>Indicators</i> to the instructional staff.	Collaborate to update the priorities and areas of focus for improvement in language and pre-literacy instruction.	
Create a plan for implementation to address the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> .	Carry out the plan for working on the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> .	Collaborate to assess the progress on the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> based on the implementation plan. Identify next steps.	

Sustainability: Age 0 to School Entry
S1. Evaluate the level of implementation of the Texas State Literacy Plan (TSLP).
Sample Evidence
<i>Implementation Map</i> for the site/campus Agendas, minutes, and sign-in sheets for meetings Implementation plan for area of focus including <i>Action Step(s)</i> and <i>Indicator(s)</i>

Sustainability: Age 0 to School Entry			
S2. Implement systems to build and maintain the ability to provide effective language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	
Site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Systems to build and maintain capacity to provide effective language and pre-literacy instruction are in place . Administrators and instructional staff routinely :	
Identify current leadership and instructional practices that effectively support language and pre-literacy development.	Create systems that will support the continued and expanded use of effective leadership and language and pre-literacy instruction.	Use and strengthen practices that support effective leadership and pre-literacy instruction. These practices may include establishing written procedures and policies, mentoring programs, and training for new instructional staff.	
Identify and communicate to all instructional staff the methods and timelines for evaluating language and pre-literacy instruction and initiatives.	Use a system to evaluate language and pre-literacy instruction and initiatives.	Use a system for ongoing evaluation of language and pre-literacy instruction and initiatives, such as action items of the data-informed plan for improving language and pre-literacy instruction.	

Sustainability: Age 0 to School Entry			
S2. Implement systems to build and maintain the ability to provide effective language and pre-literacy instruction.			
Establish a system to assess the needs of instructional staff and leaders for support and professional development on language and pre-literacy instruction.	Match resources and professional development to provide instructional staff and leaders with the support they need to maintain and improve language and pre-literacy instruction.	Use a system for providing support and professional development related to language and pre-literacy instruction, as needed for each instructional staff member and leader.	
Develop procedures to ensure ongoing availability of training and support to new instructional staff.	Use a system for providing ongoing training to new instructional staff.	Use a system for ensuring that new instructional staff receives needed training on an ongoing basis.	
Identify ways to incorporate effective language and pre-literacy practices and resources supported by short-term funding into regular practice.	Provide ways for effective language and pre-literacy practices to continue through other means after grant funds end.	Coordinate across programs and funding sources to sustain successful language and pre-literacy initiatives and practices when possible.	
Sample Evidence			
Sustainability plans for grant-funded initiatives Documentation of knowledge- and resource-sharing meetings/sessions Integration of effective practices of grant-funded initiatives into the data-informed plan for improving language and pre-literacy instruction			

Implementation Guide

for Kindergarten through Grade 5



*L*eadership

Kindergarten through Grade 5

In this component of the LASERS model, the Texas State Literacy Plan (TSLP) calls on schools to establish campus-based leadership teams to guide the school-wide efforts to improve literacy instruction. These teams include principals, instructional coaches, teachers, special educators, and others who impact literacy achievement at the school. The campus-based leadership team is responsible for facilitating the creation or revision of a data-informed plan for improving literacy instruction that is integrated with existing plans for school improvement. This plan articulates the school's goals and initiatives focused on reading and writing instruction and is informed by multiple sources of campus data, state standards, and validated research. Throughout the TSLP, the campus-based leadership team is called on to initiate and support the implementation of literacy practices outlined in the *Action Steps* and *Indicators* of each component.

In addition to establishing the campus-based leadership team and developing the data-informed plan for improving literacy instruction, the Leadership component includes *Action Steps* focused on other key areas related to leading quality literacy instruction and improvement. These include facilitating the use of a response to intervention framework, providing ongoing instructional leadership on evidence-based literacy instruction, establishing a coaching model, and facilitating communication between the school and the community.

Leadership *Action Steps*: Kindergarten through Grade 5

- L1.** Establish a campus-based leadership team to guide efforts to improve literacy instruction.
- L2.** Facilitate the use of a response to intervention framework for providing literacy instruction.
- L3.** Create and implement a data-informed plan for improving literacy instruction.
- L4.** Provide ongoing instructional leadership on evidence-based literacy instruction.
- L5.** Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction.
- L6.** Facilitate communication between school and community to support literacy.

Leadership: Kindergarten through Grade 5			
L1. Establish a campus-based leadership team to guide efforts to improve literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
Administrators and other campus leaders plan to:	Administrators and other campus leaders begin to:	The campus-based leadership team meets regularly , allowing members to:	The campus-based leadership team has met regularly for more than a year . The campus-based leadership team continues to:
Form a campus-based leadership team made up of members with multiple perspectives representing a variety of roles, including at least one administrator.	Determine and communicate campus-based leadership team members' roles and contributions, with the focus on improving literacy outcomes for students.	Contribute multiple perspectives, resources, and ideas on how to best improve literacy outcomes for students. At least one administrator is an active member of the team.	Contribute multiple perspectives, resources, and ideas on how to best improve literacy outcomes for students. Follow a process to address campus-based leadership team member turnover.
Identify data that can be used to guide efforts to improve literacy instruction.	Hold regular campus-based leadership team meetings to collect and examine data, determine campus needs, and initiate efforts to improve literacy instruction.	Collect and examine data to guide efforts to improve literacy instruction.	Collect and examine data to guide and adjust efforts to improve literacy instruction.
Develop and communicate a vision for using data to improve literacy instruction.	Create policies and procedures that support school-wide data use for improved literacy	Implement policies and procedures that support school-wide data use for improved	Implement, evaluate, and adjust policies and procedures that support school-wide data use

Leadership: Kindergarten through Grade 5			
L1. Establish a campus-based leadership team to guide efforts to improve literacy instruction.			
	instruction.	literacy instruction.	for improved literacy instruction.
Assess needs for and plan professional development that supports the campus-based leadership team's deeper understanding of evidence-based literacy instruction.	Provide professional development to the campus-based leadership team to deepen understanding of evidence-based literacy instruction.	Draw on a solid foundation of knowledge about evidence-based literacy instruction to guide efforts to improve literacy instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to team members' individual needs.
Sample Evidence			
Schedule of campus-based leadership meetings Agendas, minutes, and sign-in sheets Written roles and responsibilities of the campus-based leadership team Roster of members Protocols for campus-based leadership team meetings Protocols for analyzing data			

Leadership: Kindergarten through Grade 5			
L2. Facilitate the use of a response to intervention framework for providing literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	The campus-based leadership team begins to:	Literacy instruction for all students is conducted within an RTI framework. The campus-based leadership team and administrators routinely :	Literacy instruction for all students has been conducted within an RTI framework for more than a year . The campus-based leadership team and administrators continue to:
Establish a school-wide commitment to an RTI framework for providing literacy instruction.	Establish and communicate procedures to support a school-wide commitment to an RTI framework for providing literacy instruction.	Implement procedures that support the school-wide commitment to an RTI framework for providing literacy instruction.	Implement, evaluate, and adjust policies and procedures that support the school-wide commitment to an RTI framework for providing literacy instruction.
Determine resources and staffing needed to support the effective implementation of an RTI framework.	Ensure appropriate resources and staffing are in place to support the effective implementation of an RTI framework.	Support the effective implementation of an RTI framework through use of appropriate resources and staffing.	Evaluate and adjust resources and staffing to ensure effective implementation of an RTI framework.
Create student and teacher schedules for Tiers I, II, and III instruction according to the	Implement student and teacher schedules for Tiers I, II, and III instruction according to the	Facilitate student and teacher schedules for Tiers I, II, and III instruction according to the	Evaluate and adjust student and teacher schedules for Tiers I, II, and III instruction according

Leadership: Kindergarten through Grade 5			
L2. Facilitate the use of a response to intervention framework for providing literacy instruction.			
changing needs of all students.	changing needs of all students.	changing needs of all students.	to the changing needs of all students.
Create schedules that allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction.	Implement schedules that allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction.	Ensure schedules allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction.	Ensure schedules allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction.
Identify data for monitoring student progress within an RTI framework.	Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy.	Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy and adjust as needed.	Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy and adjust as needed.
Assess needs for and plan professional development on implementing an RTI framework for providing literacy instruction.	Provide and engage in professional development on implementing an RTI framework for providing literacy instruction.	Reassess needs for professional growth and continue to strengthen capacity to implement an RTI framework for providing literacy instruction.	Reassess needs for professional growth and provide relevant professional development opportunities that are differentiated to staff members' individual needs. Ensure that new instructional staff receives training on the RTI framework.

Leadership: Kindergarten through Grade 5
L2. Facilitate the use of a response to intervention framework for providing literacy instruction.
Sample Evidence
Policies and procedures for implementation of an RTI framework Master schedules Criteria for initiating, adjusting, or discontinuing Tiers II and III instruction Timeline for monitoring progress Staffing qualifications Documentation of evidence-based literacy instruction

Leadership: Kindergarten through Grade 5			
L3. Create and implement a data-informed plan for improving literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team and administrators plan to:	The campus-based leadership team and administrators begin to:	A fully developed data-informed plan for improving literacy instruction is completed by campus leaders and staff. Administrators and instructional staff routinely :	A fully developed data-informed plan for improving literacy instruction has been implemented for more than a year . Administrators and instructional staff continue to:
Gather data and solicit input from staff to develop a data-informed plan for improving literacy instruction that can be integrated with existing plans for school improvement.	Write and share a data-informed plan that is integrated with existing plans for school improvement. The data-informed plan • uses data to identify patterns of students' literacy strengths and needs; • sets literacy goals for each assessment time point; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal;	Implement a data-informed plan for improving literacy that • uses data to identify patterns of students' literacy strengths and needs; • sets literacy goals for each assessment time point; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal; • identifies those responsible for facilitating the targeted actions; and	Implement, evaluate, and adjust the data-informed plan for improving literacy. Evaluate the effectiveness of targeted actions and resources that support effective literacy instruction, determine where strengths or gaps exist, and modify actions and allocations as necessary.

Leadership: Kindergarten through Grade 5			
L3. Create and implement a data-informed plan for improving literacy instruction.			
	• identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress.	• identifies the sources of data that will be used to monitor and evaluate progress.	
Assess needs for and plan professional development that supports the implementation of the data-informed plan for improving literacy instruction.	Provide professional development that supports the implementation of the data-informed plan for improving literacy instruction.	Engage in professional development that supports the implementation of the data-informed plan for improving literacy instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Data-informed plan for improving literacy instruction Protocols for analyzing data Professional development plans and schedules Student assessment data			

Leadership: Kindergarten through Grade 5			
L4. Provide ongoing instructional leadership on evidence-based literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team and administrators plan to:	The campus-based leadership team and administrators begin to:	The campus-based leadership team and administrators provide instructional leadership on evidence-based literacy instruction and routinely :	Strong instructional leadership on evidence-based literacy instruction has been in place for more than a year . The campus-based leadership team and administrators continue to:
Identify and communicate a vision for high expectations for all students.	Communicate a vision for high expectations for all students and support instructional staff in helping students meet these expectations.	Support instructional staff in helping students meet high expectations.	Support instructional staff in helping students meet high expectations.
Establish policies and procedures for scheduled grade level meetings focused on using achievement data to inform literacy instruction.	Lead and/or participate in grade level meetings focused on using achievement data to inform literacy instruction.	Lead and/or participate in grade level meetings focused on using achievement data to inform literacy instruction.	Participate in grade level meetings focused on using achievement data to inform literacy instruction.
Develop observation tools and procedures. Share the purpose, tools, and procedures with instructional staff.	Observe literacy instruction and provide immediate, targeted feedback using established tools and procedures.	Observe literacy instruction and provide immediate, targeted feedback using established tools and procedures.	Observe literacy instruction and provide immediate feedback. Reassess and adjust observation tools and procedures as needed.

Leadership: Kindergarten through Grade 5			
L4. Provide ongoing instructional leadership on evidence-based literacy instruction.			
Identify the connections between the goals of the data-informed plan for improving literacy instruction and the expectations outlined in the approved teacher appraisal system.	Communicate the connections between the goals of the data-informed plan for improving literacy instruction and the expectations outlined in the approved teacher appraisal system.	Include the effective implementation of the data-informed plan for improving literacy instruction as a factor in appraising teachers.	Include the effective implementation of the data-informed plan for improving literacy instruction as a factor in appraising teachers.
Assess needs for and plan professional development that supports strong leadership on evidence-based literacy instruction.	Engage in professional development that supports strong leadership on evidence-based literacy instruction.	Engage in professional development that supports strong leadership on evidence-based literacy instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to team members' individual needs.
Sample Evidence			
Data-informed plan for improving literacy instruction Observation tools, procedures, and schedules Evaluation of instructional leadership practices Protocols and schedules for grade level meetings Professional development plans and schedules Agendas, meetings, and sign-in sheets Teacher appraisal system			

Leadership: Kindergarten through Grade 5			
L5. Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team and administrators plan to:	The campus-based leadership team and administrators begin to:	A coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction is in place . The campus-based leadership team and administrators routinely :	A coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction has been in place for more than a year . The campus-based leadership team and administrators continue to:
Establish written roles and responsibilities of the instructional coaching position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching.	Communicate and support the written roles and responsibilities of the instructional coaching position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching.	Support instructional coaches in fulfilling written roles and responsibilities of the position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching.	Support instructional coaches in fulfilling written roles and responsibilities of the position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching, according to the individual needs of the staff.
Identify and recruit qualified personnel to provide instructional coaching support. Assess needs for professional development.	Provide professional development to instructional coaches on evidence-based literacy practices and the coaching roles and responsibilities.	Reassess instructional coaches' needs for professional growth and continue to strengthen the coaches' capacity to support literacy improvement.	Reassess instructional coaches' needs for professional growth and continue to strengthen the coaches' capacity to support literacy improvement.

Leadership: Kindergarten through Grade 5			
L5. Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction.			
Assess instructional staff's needs for professional growth and communicate the roles and responsibilities of the instructional coach(es) to instructional staff.	Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction.	Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction.	Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction.
Determine how to measure the impact of coaching on instructional practice and on student achievement.	Evaluate the impact of coaching on instructional practice and on student achievement.	Evaluate the impact of coaching on instructional practice and on student achievement, adjusting support as needed.	Evaluate the impact of coaching on instructional practice and on student achievement, adjusting support as needed.
Sample Evidence			
Written roles and responsibilities of instructional coaches Schedules of support services provided to instructional staff Instructional coaching tools, such as observation forms and feedback forms Professional development plans and schedules for instructional coaches Agendas, minutes, and sign-in sheets Instructional coaches' schedules			

Leadership: Kindergarten through Grade 5			
L6. Facilitate communication between school and community to support literacy.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team and administrators plan to:	The campus-based leadership team and administrators begin to:	The school communicates with families and community to support literacy. The campus-based leadership team and administrators routinely :	The school has been communicating with families and community to support literacy for more than a year . The campus-based leadership team and administrators continue to:
Solicit input from parents, students, and the community about creating outreach systems that meet their needs. Identify and overcome barriers to reach all parents, students, and the community.	Create outreach systems to share information on campus- and community-based programs and services that support literacy.	Ensure that parents, students, and the community receive information on campus- and community-based programs and services that support literacy.	Ensure that parents, students, and the community receive information on campus- and community-based programs and services that support literacy. Gather feedback from parents, students, and the community to evaluate the effectiveness of outreach systems.
Identify meaningful and accessible literacy data to communicate to parents, students, and the community.	Provide parents, students, and the community with updates on progress in meeting literacy goals.	Provide parents, students, and the community with updates on progress in meeting literacy goals.	Provide parents, students, and the community with updates on progress in meeting literacy goals.

Leadership: Kindergarten through Grade 5			
L6. Facilitate communication between school and community to support literacy.			
Identify home languages spoken by parents, students, and the community.	Provide information in languages that are understandable to all parents, students, and the community.	Provide information in languages that are understandable to all parents, students, and the community.	Provide information in languages that are understandable to all parents, students, and the community.
Identify organizations in the community that support literacy.	Communicate with community organizations about supporting common literacy goals.	Communicate and partner with community organizations to support common literacy goals.	Communicate and partner with community organizations to support common literacy goals.
Sample Evidence			
Documentation of parent, family, and community communication and outreach Parent surveys and questionnaires Calendar of parent and community involvement List of campus and community programs to support literacy			

 Assessment
Kindergarten through Grade 5

One of the founding principles of the Texas State Literacy Plan (TSLP) is the use of data to inform action. In the Assessment component, the *Action Steps* outline the different ways that assessment data informs instruction and guides teachers in meeting the diverse needs of all students. Campus-based leadership teams are called upon to create a detailed literacy assessment plan that articulates the timelines and instruments used to collect literacy data for key purposes. These purposes are outlined in subsequent *Action Steps*: to identify students at risk for literacy difficulties, to determine students' specific instructional needs, to monitor students' progress toward literacy goals, and to evaluate overall literacy performance.

Assessment Action Steps: Kindergarten through Grade 5

- A1.** Create and maintain a literacy assessment plan.
- A2.** Use assessment data to identify students at risk for literacy difficulties.
- A3.** Use assessment data to determine students' specific instructional needs.
- A4.** Use appropriate assessment data to monitor students' progress toward targeted literacy goals.
- A5.** Use assessment data to evaluate students' overall literacy performance.

Assessment: Kindergarten through Grade 5			
A1. Create and maintain a literacy assessment plan.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A literacy assessment plan is in place . Administrators and instructional staff routinely :	A literacy assessment plan has been in place for more than a year . Administrators and instructional staff continue to:
Create a plan and timeline for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings. Identify and allocate resources for supporting the literacy assessment plan, such as staff to organize and prepare data, funds for needed assessments, and time for data meetings.	Communicate the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings.	Adhere to the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings.	Adhere to the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings. Evaluate and adjust the allocation of resources supporting the literacy assessment plan.
Identify age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for

Assessment: Kindergarten through Grade 5			
A1. Create and maintain a literacy assessment plan.			
appropriate for students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.
Identify assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance. Include these in the assessment plan.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.
Assess needs for and plan professional development that supports implementation of the literacy assessment plan.	Engage in professional development that supports the literacy assessment plan.	Reassess needs for professional growth and continue to strengthen capacity to implement the literacy assessment plan.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
Sample Evidence			
Literacy assessment plan List of screeners and other assessment tools Procedures and protocols for data analysis meetings Professional development schedules			

Assessment: Kindergarten through Grade 5			
A2. Use assessment data to identify students at risk for literacy difficulties.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using assessment data to identify students at risk for literacy difficulties is in place . Administrators and instructional staff routinely :	A system for using assessment data to identify students at risk for literacy difficulties has been in place for more than a year . Administrators and instructional staff continue to:
Establish a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow and update a timeline for administering assessments designed to identify students at risk for literacy difficulties.
Provide training for staff to understand the purpose of each assessment and to administer and score assessments reliably.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably, record data accurately, and train new staff on these skills.
Ensure that regular data meetings are part of the literacy assessment plan.	Adhere to the data meeting schedule to collaborate in grade-level teams to interpret data and identify students who are at risk and may be in need of intervention.	Adhere to the data meeting schedule to collaborate in grade-level teams to interpret data and identify students who are at risk and may be in need of intervention.	Adhere to the data meeting schedule to collaborate in grade-level teams to interpret data and identify students who are at risk and may be in need of intervention.

Assessment: Kindergarten through Grade 5			
A2. Use assessment data to identify students at risk for literacy difficulties.			
Support staff in understanding how to interpret data to identify students at risk for literacy difficulties.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.
Ensure staff knows how to use different types of data, such as language proficiency data and classroom observational data, to confirm students' need for intervention.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.
Assess needs for and plan professional development that supports using assessment data to identify students at risk for academic difficulties.	Engage in professional development that supports using assessment data to identify students at risk for literacy difficulties.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to identify students at risk for literacy difficulties.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
Sample Evidence			
Literacy assessment plan List of screeners, with protocols and scoring procedures Data analysis meeting procedures and protocols Professional development schedules Agendas, minutes, and sign-in sheets			

Assessment: Kindergarten through Grade 5			
A3. Use assessment data to determine students' specific instructional needs.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using assessment data to determine students' specific instructional needs is in place . Administrators and instructional staff routinely :	A system for using assessment data to determine students' specific instructional needs has been in place for more than a year . Administrators and instructional staff continue to:
Identify appropriate assessment measures that can be used to determine students' specific instructional needs.	Administer appropriate assessments to determine students' specific needs and plan instruction accordingly.	Administer appropriate assessments to determine students' specific needs and plan instruction accordingly.	Administer appropriate assessments to determine students' specific needs and plan instruction accordingly.
Provide training on how to administer designated assessments reliably and score them accurately.	Administer and score designated assessments reliably and record data accurately.	Administer and score designated assessments reliably and record data accurately.	Administer and score designated assessments reliably and record data accurately.
Support staff in understanding how to interpret diagnostic data to determine students' instructional needs in all tiers of the RTI framework.	Interpret diagnostic data to determine students' instructional needs and plan for differentiated instruction in all tiers of the RTI framework.	Interpret diagnostic data to determine students' instructional needs and plan for differentiated instruction in all tiers of the RTI framework.	Interpret diagnostic data to determine students' instructional needs and plan for differentiated instruction in all tiers of the RTI framework.

Assessment: Kindergarten through Grade 5			
A3. Use assessment data to determine students' specific instructional needs.			
Assess needs for and plan professional development that supports using assessment data to identify students' specific instructional needs.	Engage in professional development that supports using assessment data to identify students' specific instructional needs.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to identify students' specific instructional needs.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
Sample Evidence			
Literacy assessment plan List of diagnostic assessment tools that includes protocols and scoring procedures Professional development schedules Agendas, minutes, and sign-in sheets			

Assessment: Kindergarten through Grade 5			
A4. Use appropriate assessment data to monitor students' progress toward targeted literacy goals.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using assessment data to monitor students' progress toward targeted literacy goals is in place . Administrators and instructional staff routinely :	A system for using assessment data to monitor students' progress toward targeted literacy goals has been in place for more than a year . Administrators and instructional staff continue to:
Identify formal and informal assessment data to determine if students are responding adequately to instruction.	Collect formal and informal assessment data to determine if students are responding adequately to instruction.	Collect formal and informal assessment data to determine if students are responding adequately to instruction.	Collect formal and informal assessment data to determine if students are responding adequately to instruction.
Train staff on administering and scoring assessments reliably and recording data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably, record data accurately, and train new staff in these areas.
Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.

Assessment: Kindergarten through Grade 5			
A4. Use appropriate assessment data to monitor students' progress toward targeted literacy goals.			
Support staff in understanding how to make instructional decisions based on students' response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students' response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students' response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students' response to instruction and progress toward targeted literacy goals.
Ensure the literacy assessment plan includes regular meeting times to collaborate and interpret data to make instructional decisions.	Finalize and adhere to a schedule to collaborate to interpret data and make instructional decisions.	Collaborate to interpret data and make instructional decisions.	Collaborate to interpret data and make instructional decisions.
Assess needs for and plan professional development that supports using assessment data to monitor students' progress toward targeted literacy goals.	Engage in professional development that supports using assessment data to monitor students' progress toward targeted literacy goals.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to monitor students' progress toward targeted literacy goals.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
Sample Evidence			
Literacy assessment plan List of progress monitoring tools that includes protocols and scoring procedures Procedures and protocols for data analysis meetings Professional development schedules Agendas, minutes, and sign-in sheets			

Assessment: Kindergarten through Grade 5			
A5. Use assessment data to evaluate students' overall literacy performance.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using assessment data to evaluate students' overall performance is in place . Administrators and instructional staff routinely :	A system for using assessment data to evaluate students' overall performance has been in place for more than a year . Administrators and instructional staff continue to:
Ensure the literacy assessment plan includes collaborative grade-level and vertical team meetings at the end of the year to review overall student literacy performance. Provide support to staff in understanding how to use summative/outcome data to plan for the coming year in regards to • students' instructional needs; • students' intervention needs; • program needs; and • staff's professional development needs.	Use summative/outcome data to plan for the coming year in regards to • students' instructional needs; • students' intervention needs; • program needs; and • staff's professional development needs.	Use summative/outcome data to plan for the coming year in regards to • students' instructional needs; • students' intervention needs; • program needs; and • staff's professional development needs. Revise the data-informed plan for improving literacy instruction as needed.	Use summative/outcome data to plan for the coming year in regards to • students' instructional needs; • students' intervention needs; • program needs; and • staff's professional development needs. Revise the data-informed plan for improving literacy instruction as needed.

Assessment: Kindergarten through Grade 5			
A5. Use assessment data to evaluate students' overall literacy performance.			
Provide support to staff in understanding how to interpret data from multiple types of assessments to draw conclusions about students' overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students' overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students' overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students' overall performance and continued needs.
Support staff in understanding how to disaggregate data by different student populations.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.
Assess needs for and plan professional development that supports using assessment data to evaluate students' overall literacy performance.	Engage in professional development that supports using assessment data to evaluate students' overall literacy performance.	Reassess needs for professional growth and continue to strengthen capacity to evaluate students' overall literacy performance.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's needs.
Sample Evidence			
Literacy assessment plan Campus-level data from multiple types of assessments, such as literacy screeners, language proficiency measures, and formal assessments			

Assessment: Kindergarten through Grade 5**A5.** Use assessment data to evaluate students' overall literacy performance.

Data disaggregated by different student populations from multiple types of assessments, such as literacy screeners, language proficiency measures, and formal assessments

Procedures and protocols for end-of-year data analysis meeting, along with meeting notes

Professional development schedules

Agendas, minutes, and sign-in sheets



Standards-based Instruction

Kindergarten through Grade 5

Standards-based literacy instruction helps ensure all students are college and career ready. Texas literacy standards are research- and evidence-based and are set forth in three sets of standards:

- English Language Arts and Reading (ELAR) and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS)
- English Language Proficiency Standards (ELPS)
- College and Career Readiness Standards (CCRS)

The Standards-based Instruction component outlines the key elements of an effective literacy instruction program, including providing structured opportunities to develop academic language in all content areas. The *Action Steps* of this component also address the need for evidence-based reading instruction that includes the five elements of reading, along with evidence-based writing instruction.

Standards-based Instruction *Action Steps*: Kindergarten through Grade 5

SBI 1. Provide all students access to a common language arts and reading curriculum that is aligned to state standards.

SBI 2. Provide structured opportunities to develop academic language.

SBI 3. Provide evidence-based reading instruction.

SBI 4. Provide evidence-based writing instruction.

Standards-based Instruction: Kindergarten through Grade 5			
SBI 1. Provide all students access to a common language arts and reading curriculum that is aligned to state standards.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A common language arts and reading curriculum that is aligned to state standards is in place for all students. Administrators and instructional staff routinely :	A common language arts and reading curriculum that is aligned to state standards has been in place for all students for more than a year . Administrators and instructional staff continue to:
Determine how to evaluate core and supplemental literacy materials to ensure they fully address literacy standards (ELAR/SLAR TEKS, ELPS, and CCRS) and meet the needs of all students.	Evaluate core and supplemental literacy materials to ensure they fully address literacy standards (ELAR/SLAR TEKS, ELPS, and CCRS) and meet the needs of all students.	Ensure all materials fully address state literacy standards (ELAR/SLAR TEKS, ELPS, and CCRS).	Ensure all materials fully address state literacy standards (ELAR/SLAR TEKS, ELPS, and CCRS) and integrate new materials as needed.
Schedule time for grade level teams to meet regularly to plan instruction. Support instructional staff in planning literacy instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written	Collaborate regularly to plan instruction. Provide literacy instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Collaborate to plan instruction. Provide literacy instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Collaborate to plan instruction. Provide literacy instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).

Standards-based Instruction: Kindergarten through Grade 5			
SBI 1. Provide all students access to a common language arts and reading curriculum that is aligned to state standards.			
Conventions, Research, and Listening and Speaking).			
Communicate the expectation for uninterrupted standards-based instruction that integrates core literacy programs, identified supplemental resources, and pacing guides. Provide professional development on using the core literacy programs, supplemental resources, and pacing guides.	Plan and deliver uninterrupted standards-based instruction that integrates core literacy programs, identified supplemental resources, and pacing guides.	Provide uninterrupted standards-based instruction that integrates core literacy programs, identified supplemental resources, and pacing guides.	Provide, evaluate, and adjust uninterrupted standards-based instruction that integrates core literacy programs, identified supplemental resources, and pacing guides. Ensure that new instructional staff receives training on using core literacy programs, supplemental resources, and pacing guides.
Determine the data needed to identify state literacy standards that require re-teaching or differentiated instruction so that all students master or exceed grade-level expectations by end of the year.	Analyze data regularly to identify state literacy standards that require re-teaching or differentiated instruction so that all students master or exceed grade-level expectations by end of the year. Adjust pacing of literacy instruction appropriately.	Analyze data to identify state literacy standards that require re-teaching or differentiated instruction so that all students master or exceed grade-level expectations by end of the year. Adjust pacing of literacy instruction appropriately.	Analyze data regularly to identify state literacy standards that require re-teaching or differentiated instruction so that all students master or exceed grade-level expectations by end of the year. Adjust sequencing and pacing of literacy instruction appropriately.
Identify and communicate with instructional staff about observation tools, procedures,	Establish the practice of observing instruction to support effective standards-based	Observe and support effective standards-based literacy instruction.	Observe and support effective standards-based literacy instruction.

Standards-based Instruction: Kindergarten through Grade 5			
SBI 1. Provide all students access to a common language arts and reading curriculum that is aligned to state standards.			
and protocols that support effective standards-based literacy instruction.	literacy instruction.		
Assess needs for and plan professional development on the state standards and on practices that support standards-based instruction.	Engage in professional development on the state standards and on practices that support standards-based instruction.	Reassess needs for professional growth on the state standards and on practices that support standards-based instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated to staff members' individual needs.
Sample Evidence			
Gap analysis showing strengths and weaknesses of materials Observation tools, procedures, and protocols Pacing guides Assessment of staff development needs Professional development schedule Agendas, minutes, and sign-in sheets			

Standards-based Instruction: Kindergarten through Grade 5			
SBI 2. Provide structured opportunities to develop academic language.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Structured opportunities to develop academic language are in place in all content areas. Administrators and instructional staff routinely :	Structured opportunities to develop academic language have been in place for more than a year . Administrators and instructional staff continue to:
Create a school-wide system for teaching academic language in all content areas using evidence-based instructional practices.	Implement a school-wide system for teaching academic language in all content areas using evidence-based instructional practices.	Ensure academic language is systematically taught in all content areas using evidence-based instructional practices.	Ensure academic language is systematically taught in all content areas using evidence-based instructional practices and adjust as needed.
Support teachers in planning structured opportunities for all students to develop and practice oral and written academic language in all content areas.	Plan and provide structured opportunities for all students to develop and practice oral and written academic language in all content areas.	Provide structured opportunities for all students to develop and practice oral and written academic language in all content areas.	Provide structured opportunities for all students to develop and practice oral and written academic language in all content areas and adjust as needed.
Support teachers in dedicating a portion of regular class time to provide explicit evidence-based academic vocabulary instruction in all content areas.	Provide consistent explicit evidence-based academic vocabulary instruction in all content areas.	Provide consistent explicit evidence-based academic vocabulary instruction in all content areas.	Provide consistent explicit evidence-based academic vocabulary instruction in all content areas.

Standards-based Instruction: Kindergarten through Grade 5			
SBI 2. Provide structured opportunities to develop academic language.			
Schedule regular time for instructional staff to work collaboratively to plan and support consistent implementation of systematic and explicit instruction to build vocabulary and academic language.	Work collaboratively to plan and support consistent implementation of systematic and explicit instruction to build vocabulary and academic language.	Work collaboratively to plan and support consistent implementation of systematic and explicit instruction to build vocabulary and academic language.	Work collaboratively to plan and support consistent implementation of systematic and explicit instruction to build vocabulary and academic language.
Provide all teachers with language proficiency data for the English learners in their classes and provide professional development on interpreting and using the data to differentiate instruction.	Use language proficiency data to provide English learners with differentiated support to develop and increase their academic English in all language domains in all content areas.	Provide English learners with differentiated support to develop and increase their academic English in all language domains in all content areas.	Provide English learners with differentiated support to develop and increase their academic English in all language domains in all content areas.
Identify staff and resources to support the development of academic vocabulary and discourse in both languages used in dual language and bilingual programs.	Provide structured opportunities for students in dual language and bilingual programs to develop academic vocabulary and discourse in both languages.	Provide structured opportunities for students in dual language and bilingual programs to develop academic vocabulary and discourse in both languages.	Provide structured opportunities for students in dual language and bilingual programs to develop academic vocabulary and discourse in both languages.
Assess needs for and plan professional development that supports teachers in providing structured opportunities to	Engage in professional development that supports teachers in providing structured opportunities to develop	Reassess needs for professional growth and continue to strengthen capacity to provide structured opportunities to	Reassess needs for professional growth and engage in relevant professional development opportunities that are

Standards-based Instruction: Kindergarten through Grade 5			
SBI 2. Provide structured opportunities to develop academic language.			
develop students' academic language.	students' academic language.	develop students' academic language.	differentiated to staff members' individual needs.
Sample Evidence			
Lesson or unit plans with structured opportunities for developing academic language Language proficiency/TELPAS data provided to all teachers Documentation of differentiation in lesson plans Professional development schedule Agendas, minutes, and sign-in sheets Assessment of staff development needs Observation tools, procedures, and protocols			

Standards-based Instruction: Kindergarten through Grade 5			
SBI 3. Provide evidence-based reading instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Evidence-based instruction that addresses the five elements of reading is in place . Administrators and instructional staff routinely :	Evidence-based instruction that addresses the five elements of reading has been in place for more than a year . Administrators and instructional staff continue to:
Schedule a 90-minute block of daily uninterrupted explicit and systematic literacy instruction, including the five elements of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension).	Ensure the five elements of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) are explicitly and systematically taught during the 90-minute block of daily uninterrupted literacy instruction.	Ensure the five elements of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) are explicitly and systematically taught during the 90-minute block of daily uninterrupted literacy instruction.	Ensure the five elements of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) are explicitly and systematically taught during the 90-minute block of daily uninterrupted literacy instruction.
Support instructional staff in planning reading instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Plan and provide reading instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Provide reading instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Provide reading instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).

Standards-based Instruction: Kindergarten through Grade 5			
SBI 3. Provide evidence-based reading instruction.			
Support instructional staff in determining explicit comprehension strategies and opportunities for extended discussions about meaning and interpretation of text in each content area.	Plan and provide explicit comprehension strategy instruction and opportunities for extended discussions about meaning and interpretation of text in each content area.	Provide explicit comprehension strategy instruction and opportunities for extended discussions about meaning and interpretation of text in each content area.	Provide explicit comprehension strategy instruction and opportunities for extended discussions about meaning and interpretation of text in each content area.
Schedule additional time beyond the 90-minute block to provide intensive and individualized interventions for struggling readers within an RTI framework.	Plan and provide intensive and individualized interventions beyond the 90-minute block for struggling readers within an RTI framework.	Provide intensive and individualized interventions beyond the 90-minute block for struggling readers within an RTI framework.	Provide intensive and individualized interventions beyond the 90-minute block for struggling readers within an RTI framework.
Schedule regular time for instructional staff to work collaboratively in vertical and grade level teams to plan and support evidence-based reading instruction.	Work collaboratively in vertical and grade level teams to plan and support evidence-based reading instruction.	Work collaboratively in vertical and grade level teams to plan and support evidence-based reading instruction.	Work collaboratively in vertical and grade level teams to plan and support evidence-based reading instruction.
Allocate resources, including time and engaging texts in a variety of genres and topics, for students to successfully read independently.	Provide opportunities for students to successfully read independently and motivate students to engage with increasingly difficult texts.	Provide opportunities for students to successfully read independently and motivate students to engage with increasingly difficult texts.	Provide opportunities for students to successfully read independently and motivate students to engage with increasingly difficult texts.

Standards-based Instruction: Kindergarten through Grade 5			
SBI 3. Provide evidence-based reading instruction.			
Support teachers in developing an engaging and motivating environment for reading instruction.	Develop an engaging and motivating environment for reading instruction.	Provide an engaging and motivating environment for reading instruction.	Provide an engaging and motivating environment for reading instruction.
Assess needs for and plan professional development that supports evidence-based reading instruction, including the five elements of reading.	Engage in professional development that supports evidence-based reading instruction, including the five elements of reading.	Reassess needs for professional growth and continue to strengthen capacity to provide evidence-based reading instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated to staff members' individual needs.
Sample Evidence			
Assessment of staff development needs Professional development schedule Agendas, minutes, and sign-in sheets Lesson or unit plans with evidence-based reading instruction Documentation of ELAR or SLAR TEKS, ELPS, and CCRS addressed in lessons Observation tools, procedures, and protocols Master schedule Student data Resource lists			

Standards-based Instruction: Kindergarten through Grade 5			
SBI 4. Provide evidence-based writing instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Evidence-based writing instruction is in place in all content areas. Administrators and instructional staff routinely :	Evidence-based writing instruction has been in place in all content areas for more than a year . Administrators and instructional staff continue to:
Support instructional staff in planning writing instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Plan and provide writing instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Provide writing instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Provide writing instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).
Provide time for teachers to collaborate within vertical and grade level teams to incorporate meaningful opportunities for students to write in each content area.	Plan and provide meaningful opportunities for students to write in each content area.	Incorporate meaningful opportunities for students to write in each content area.	Incorporate meaningful opportunities for students to write in each content area.
Allocate time for students to write daily.	Plan and provide daily time for students to write.	Provide daily time for students to write.	Provide daily time for students to write.

Standards-based Instruction: Kindergarten through Grade 5			
SBI 4. Provide evidence-based writing instruction.			
Support instructional staff in selecting mentor texts in a variety of genres to provide direct and explicit writing instruction.	Plan and provide direct and explicit writing instruction using mentor texts as models.	Provide direct and explicit writing instruction using mentor texts as models.	Provide direct and explicit writing instruction using mentor texts as models.
Support teachers' planning and instruction on the use of the writing process for a variety of purposes and genres.	Provide instruction on the use of the writing process for a variety of purposes and genres.	Provide instruction on the use of the writing process for a variety of purposes and genres.	Provide instruction on the use of the writing process for a variety of purposes and genres.
Support teachers' planning and instruction in handwriting, spelling, sentence construction, typing, and word processing.	Provide instruction for students to become proficient in handwriting, spelling, sentence construction, typing, and word processing.	Provide instruction for students to become proficient in handwriting, spelling, sentence construction, typing, and word processing.	Provide instruction for students to become proficient in handwriting, spelling, sentence construction, typing, and word processing.
Schedule time for intensive and individualized interventions for struggling writers.	Plan and provide intensive and individualized interventions for struggling writers.	Provide intensive and individualized interventions for struggling writers.	Provide intensive and individualized interventions for struggling writers.
Support teachers in developing an engaging and motivating environment for writing instruction.	Develop an engaging and motivating environment for writing instruction.	Provide an engaging and motivating environment for writing instruction.	Provide an engaging and motivating environment for writing instruction.
Assess needs for and plan professional development that	Engage in professional development that supports	Reassess needs for professional growth and continue to	Reassess needs for professional growth and engage in relevant

Standards-based Instruction: Kindergarten through Grade 5			
SBI 4. Provide evidence-based writing instruction.			
supports evidence-based writing instruction in each content area.	evidence-based writing instruction in each content area.	strengthen capacity to provide evidence-based writing instruction.	professional development opportunities that are differentiated to staff members' individual needs.
Sample Evidence			
Lesson or unit plans with evidence-based writing instruction Documentation of ELAR or SLAR TEKS, ELPS, and CCRS addressed in lessons Student writing samples Student data Assessment of staff development needs Professional development schedule Agendas, minutes, and sign-in sheets Observation tools, procedures, and protocols Master schedule Resource lists			



***E**ffective Instructional Framework*

Kindergarten through Grade 5

The Texas State Literacy Plan (TSLP) includes the implementation of a response to intervention (RTI) framework for literacy instruction. The goal of RTI at the elementary school level is to intervene early—when students begin to struggle with learning—to prevent them from falling behind. The *Action Steps* of this component provide an outline for implementing effective literacy instruction based on the RTI framework, including practices that meet the diverse needs of students and empower families to be active participants in the literacy development process.

Effective Instructional Framework *Action Steps*: Kindergarten through Grade 5

- E1.** Implement a system for using data to inform instruction and set goals for all students using the response to intervention (RTI) framework.
- E2.** Provide differentiated, evidence-based Tier I literacy instruction to all students.
- E3.** Provide evidence-based Tier II intervention to students at risk for literacy difficulties.
- E4.** Provide more intensive Tier III literacy intervention for students who do not respond adequately to Tier II instruction.
- E5.** Ensure that evidence-based practices are used to address the diverse needs of all students.
- E6.** Empower families and students to participate in the literacy development process.

Effective Instructional Framework: Kindergarten through Grade 5			
E1. Implement a system for using data to inform instruction and set goals for all students using the response to intervention (RTI) framework.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using data to inform instruction and set goals for all students using the RTI framework is in place . Administrators and instructional staff routinely :	A system for using data to inform instruction and set goals for all students has been in place for more than a year . Administrators and instructional staff continue to:
Establish the schedule and expectations for data analysis meetings during which all providers of Tier I, Tier II, and Tier III instruction communicate and collaborate on instructional decisions.	Attend data analysis meetings during which all providers of Tier I, Tier II, and Tier III instruction communicate and collaborate on instructional decisions.	Ensure all providers of Tier I, Tier II, and Tier III instruction regularly attend data analysis meetings to communicate and collaborate on instructional decisions.	Ensure all providers of Tier I, Tier II, and Tier III instruction regularly attend data analysis meetings to communicate and collaborate on instructional decisions.
Develop a system for setting individual literacy goals for all students based on data.	Set individual literacy goals for all students based on data.	Set individual literacy goals for all students based on data. Evaluate goals and adjust as needed.	Set individual literacy goals for all students based on data. Evaluate goals and adjust as needed.
Identify universal screening and diagnostic assessments for reading at each grade level.	Administer universal screening and diagnostic assessments for reading.	Administer universal screening and diagnostic assessments for reading.	Administer universal screening and diagnostic assessments for reading.

Effective Instructional Framework: Kindergarten through Grade 5			
E1. Implement a system for using data to inform instruction and set goals for all students using the response to intervention (RTI) framework.			
Develop a process to screen students who enroll after Beginning of Year (BOY) assessments have been given.			
Clearly define criteria for identifying students in need of Tier II and Tier III literacy interventions for each grade level.	Identify students who need Tier II and Tier III literacy intervention instruction based on defined criteria for each grade level.	Identify students who need Tier II and Tier III literacy intervention instruction based on defined criteria for each grade level. Revisit and refine criteria for matching students to Tier II and Tier III literacy interventions.	Identify students who need Tier II and Tier III literacy intervention instruction based on defined criteria for each grade level. Revisit and refine criteria for matching students to Tier II and Tier III literacy interventions.
Identify progress monitoring assessments for reading and develop a system to monitor student progress at established intervals (such as every two or three weeks).	Monitor student progress in reading at established intervals (such as every two or three weeks) to inform instruction and evaluate progress toward goals.	Monitor student progress in reading at established intervals (such as every two or three weeks) to inform instruction and evaluate progress toward goals.	Monitor student progress in reading at established intervals (such as every two or three weeks) to inform instruction and evaluate progress toward goals.
Assess needs for and plan professional development that supports the implementation of RTI, including data analysis.	Engage in professional development that supports RTI implementation, including data analysis.	Reassess needs for professional growth and continue to strengthen capacity for RTI implementation, including data analysis.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.

Effective Instructional Framework: Kindergarten through Grade 5	
E1. Implement a system for using data to inform instruction and set goals for all students using the response to intervention (RTI) framework.	
Sample Evidence	
List of screeners and other assessment tools Data analysis meeting procedures and protocols Data analysis meeting schedules Professional development schedules Criteria for initiating, adjusting, or discontinuing Tier II and III instruction	

Effective Instructional Framework: Kindergarten through Grade 5			
E2. Provide differentiated, evidence-based Tier I literacy instruction to all students.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrative and instructional staff begin to:	Differentiated evidence-based literacy instruction is in place for all students in Tier I of the RTI framework. Administrators and instructional staff routinely :	Differentiated evidence-based literacy instruction has been in place for more than a year for all students in Tier I of the RTI framework. Administrators and instructional staff continue to:
Collaborate with ancillary campus service providers to overcome scheduling conflicts. These may include GT, ESL, special education, and dyslexia teachers.	Schedule ancillary campus services around the literacy instruction block. These may include GT, ESL, special education, and dyslexia teachers.	Schedule ancillary campus services around the literacy instruction block. These may include GT, ESL, special education, and dyslexia teachers.	Schedule ancillary campus services around the literacy instruction block. These may include GT, ESL, special education, and dyslexia teachers.
Schedule a protected 90-minute block of daily, uninterrupted Tier I literacy instruction for all students.	Provide a protected 90-minute block of daily, uninterrupted Tier I literacy instruction for all students.	Provide a protected 90-minute block of daily, uninterrupted Tier I literacy instruction for all students.	Provide a protected 90-minute block of daily, uninterrupted Tier I literacy instruction for all students.
Establish expectations for evidence-based literacy instruction and identify strengths and needs for growth	Align instructional practices to expectations so that literacy instruction is evidence-based.	Ensure literacy instruction is evidence-based.	Ensure literacy instruction is evidence-based. Evaluate and adjust as needed.

Effective Instructional Framework: Kindergarten through Grade 5			
E2. Provide differentiated, evidence-based Tier I literacy instruction to all students.			
in the current practice.			
Identify student instructional needs based on data and establish expectations for differentiated Tier I literacy instruction for all students.	Identify student instructional needs based on data and provide differentiated Tier I literacy instruction for all students.	Identify student instructional needs based on data and provide differentiated Tier I literacy instruction for all students.	Identify student instructional needs based on data and provide differentiated Tier I literacy instruction for all students.
Assess needs for and plan professional development to build knowledge and practice in providing differentiated, evidence-based literacy instruction.	Engage in professional development that supports implementation of differentiated, evidence-based literacy instruction.	Reassess needs for professional growth and continue to strengthen capacity to provide differentiated, evidence-based literacy instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Classroom schedules Classroom observation form Classroom observation data Coaching schedule Professional development schedules			

Effective Instructional Framework: Kindergarten through Grade 5			
E3. Provide evidence-based Tier II intervention to students at risk for literacy difficulties.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Evidence-based Tier II interventions are in place for students at risk for literacy difficulties. Administrators and instructional staff routinely :	Evidence-based Tier II interventions have been in place for students at risk for literacy difficulties for more than a year . Administrators and instructional staff continue to:
Schedule additional time for intervention for all students who meet Tier II criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.	Provide additional time for intervention for all students who meet Tier II criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.	Provide additional time for intervention for all students who meet Tier II criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.	Provide additional time for intervention for all students who meet Tier II criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.
Identify qualified interventionists for Tier II instruction. Identify evidence-based instructional components (materials, instructional routines, and scope and sequence) that support and supplement Tier I instruction.	Implement evidence-based instructional components (materials, instructional routines, and scope and sequence) that support and supplement Tier I instruction.	Implement evidence-based instructional components (materials, instructional routines, and scope and sequence) that support and supplement Tier I instruction.	Implement evidence-based instructional components (materials, instructional routines, and scope and sequence) that support and supplement Tier I instruction. Evaluate and adjust as needed.

Effective Instructional Framework: Kindergarten through Grade 5			
E3. Provide evidence-based Tier II intervention to students at risk for literacy difficulties.			
Develop a system for monitoring student progress to inform Tier II intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier II intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier II intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier II intervention instruction and adjust, increase, or decrease support as needed.
Assess needs for and plan professional development that supports high-quality Tier II intervention instruction.	Engage in professional development that supports high-quality Tier II intervention instruction.	Reassess needs for professional growth and continue to strengthen capacity to provide high-quality Tier II intervention instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Tier II intervention instruction schedule List of progress monitoring tools with protocols and scoring procedures List of student data regularly reviewed by instructional staff Criteria for initiating, adjusting, or discontinuing Tier II instruction			

Effective Instructional Framework: Kindergarten through Grade 5			
E4. Provide more intensive Tier III literacy intervention for students who do not respond adequately to Tier II instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intensive Tier III literacy interventions are in place for students who do not respond adequately to Tier II instruction. Administrators and instructional staff routinely :	Intensive Tier III literacy interventions have been in place for more than a year for students who do not respond adequately to Tier II instruction. Administrators and instructional staff continue to:
Schedule additional time for daily, intensive intervention for all students who meet Tier III criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.	Provide additional time for daily, intensive intervention for all students who meet Tier III criteria.	Provide additional time for daily, intensive intervention for all students who meet Tier III criteria.	Provide additional time for daily, intensive intervention for all students who meet Tier III criteria.
Identify qualified interventionists for Tier III instruction. Identify evidence-based, highly explicit, systematic instructional components (materials, instructional routines, and scope and sequence) that support and supplement Tier I instruction.	Implement evidence-based, highly explicit, systematic instructional components (materials, instructional routines, and scope and sequence) for Tier III instruction.	Implement evidence-based, highly explicit, systematic instructional components (materials, instructional routines, and scope and sequence) for Tier III instruction.	Implement evidence-based, highly explicit, systematic instructional components (materials, instructional routines, and scope and sequence) for Tier III instruction.

Effective Instructional Framework: Kindergarten through Grade 5			
E4. Provide more intensive Tier III literacy intervention for students who do not respond adequately to Tier II instruction.			
Develop a system to monitor student progress to inform Tier III intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier III intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier III intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier III intervention instruction and adjust, increase, or decrease support as needed.
Assess needs for and plan professional development that supports high-quality Tier III instruction.	Engage in professional development that supports high-quality Tier III instruction.	Reassess needs for professional growth and continue to strengthen capacity to provide high-quality Tier III instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Tier III intervention instruction schedule List of progress monitoring tools with protocols and scoring procedures List of student data regularly reviewed by instructional staff Criteria for initiating, adjusting, or discontinuing Tier III instruction			

Effective Instructional Framework: Kindergarten through Grade 5			
E5. Ensure that evidence-based practices are used to address the diverse needs of all students.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A comprehensive RTI framework that addresses the diverse needs of all students is in place . Administrators and instructional staff routinely :	A comprehensive RTI framework that addresses the diverse needs of all students has been in place for more than a year . Administrators and instructional staff continue to:
Identify qualified staff to address the diverse needs of students across all tiers of instruction. Establish communication procedures and coordinate schedules to minimize interference between core instruction and ancillary services provided to meet the diverse needs of students.	Ensure that providers of core instruction and providers of ancillary services communicate, coordinate schedules, and share expertise to meet the diverse needs of students.	Ensure that providers of core instruction and providers of ancillary services communicate, problem-solve, and share expertise in order to meet students' needs.	Ensure that providers of core instruction and providers of ancillary services communicate, problem-solve, and share expertise in order to meet students' needs.
Identify students with diverse needs and share effective instructional strategies for addressing those needs.	Discuss student progress and share effective instructional strategies for addressing the diverse needs of specific students.	Discuss student progress and share effective instructional strategies for addressing the diverse needs of specific students.	Discuss student progress and share effective instructional strategies for addressing the diverse needs of specific students.

Effective Instructional Framework: Kindergarten through Grade 5			
E5. Ensure that evidence-based practices are used to address the diverse needs of all students.			
Identify valid and reliable screening and progress monitoring assessments for all students, taking into consideration diverse needs, such as limited English proficiency, dyslexia, special learning needs, and giftedness.	Administer valid and reliable screening and progress monitoring assessments for all students, taking into consideration diverse needs, such as limited English proficiency, dyslexia, special learning needs, and giftedness.	Ensure that valid and reliable screening and progress monitoring assessments are used for all students, taking into consideration diverse needs, such as limited English proficiency, dyslexia, special learning needs, and giftedness.	Ensure that valid and reliable screening and progress monitoring assessments are used for all students, taking into consideration diverse needs, such as limited English proficiency, dyslexia, special learning needs, and giftedness.
Determine how data will be shared and used to differentiate instruction for students across all tiers.	Use data to differentiate instruction for students across all tiers.	Use data to differentiate instruction for students across all tiers.	Use data to differentiate instruction for students across all tiers.
Identify and support evidence-based, culturally and linguistically responsive practices across all tiers of instruction to address the unique needs of all students.	Use evidence-based, culturally and linguistically responsive practices across all tiers of instruction to address the unique needs of all students.	Ensure that evidence-based, culturally and linguistically responsive practices are used across all tiers of instruction to address the unique needs of all students.	Ensure that evidence-based, culturally and linguistically responsive practices are used across all tiers of instruction to address the unique needs of all students.
Assess needs for and schedule professional development that supports staff in implementing instructional practices that meet the diverse needs of all students.	Engage in professional development that supports implementation of high-quality differentiated instruction that meets the diverse needs of all students.	Reassess needs for professional growth and continue to strengthen capacity to meet the diverse needs of all students.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.

Effective Instructional Framework: Kindergarten through Grade 5	
E5. Ensure that evidence-based practices are used to address the diverse needs of all students.	
Sample Evidence	
Disaggregated student data List of screeners and other assessment tools Observation forms Observation data Schedules of ancillary support services provided to instructional staff System or plan for providing individual student data to instructional staff Agendas, minutes, and sign-in sheets	

Effective Instructional Framework: Kindergarten through Grade 5			
E6. Empower families and students to participate in the literacy development process.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Systems for empowering families and students to participate in literacy development processes are in place . Administrators and instructional staff routinely :	Systems for empowering families and students to participate in literacy development processes have been in place for more than a year . Administrators and instructional staff continue to:
Establish and communicate expectations to involve students in their literacy development process, including setting literacy goals and tracking progress.	Involve students in their literacy development process, including setting literacy goals and tracking progress.	Involve students in their literacy development process, including setting literacy goals and tracking progress.	Involve students in their literacy development process, including setting literacy goals and tracking progress.
Create systems for communicating with parents and families in meaningful and understandable ways, including an explanation of • literacy goals, services, and programs;	Implement systems for communicating with parents and families in meaningful and understandable ways, including an explanation of • literacy goals, services, and programs;	Implement systems for communicating with parents and families in meaningful and understandable ways, including an explanation of • literacy goals, services, and programs;	Implement systems for communicating with parents and families in meaningful and understandable ways. Evaluate and adjust as needed.

Effective Instructional Framework: Kindergarten through Grade 5			
E6. Empower families and students to participate in the literacy development process.			
- the benefits of developing language and literacy in the student's home language; and - assessments and results. Inform staff of expectations and resources for communicating with parents and families, including the use of translators for languages other than English.	- the benefits of developing language and literacy in the student's home language; and - assessments and results.	- the benefits of developing language and literacy in the student's home language; and - assessments and results.	
Identify strategies and tools for parents and families to support language and literacy development in English and/or another language used in the home.	Share strategies and tools for supporting language and literacy development with parents and families. These may be in English and/or another language used in the home.	Share strategies and tools for supporting language and literacy development with parents and families. These may be in English and/or another language used in the home.	Share strategies and tools for supporting language and literacy development with parents and families. These may be in English and/or another language used in the home.
Identify resources and opportunities to integrate home and community connections into literacy lessons and unit plans, when possible.	Integrate home and community connections into literacy lessons and unit plans, when possible.	Integrate home and community connections into classroom literacy instruction and assignments, when possible.	Integrate home and community connections into classroom literacy instruction and assignments, when possible.
Assess needs for and plan professional development that	Engage in professional development that supports	Reassess needs for professional growth and continue to	Reassess needs for professional growth and engage in relevant

Effective Instructional Framework: Kindergarten through Grade 5			
E6. Empower families and students to participate in the literacy development process.			
supports empowering families and students to participate in literacy development.	empowering families and students to participate in literacy development.	strengthen capacity to empower families and students in literacy development.	professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Copies of communication with parents and families Copies of communication about campus performance in jargon-free English and other languages (such as newsletters, website, e-mails, articles) Schedules of parent and family outreach events			



***R**eporting and Accountability*

Kindergarten through Grade 5

This component supports the implementation of all other components of the Texas State Literacy Plan (TSLP). Schools are called upon to share student data as students move from grade to grade and campus to campus so that their receiving teachers can continue to provide instruction targeted to their needs. Schools examine their progress and hold themselves and their instructional staff accountable for implementing their data-informed plan for improving literacy instruction, which articulates their road map for literacy instruction and achievement.

Reporting and Accountability *Action Steps*: Kindergarten through Grade 5

- R1.** Establish a system between sites and campuses for reporting student data to facilitate student transitions.
- R2.** Connect teacher accountability with literacy initiatives outlined in the data-informed plan for improving literacy instruction.
- R3.** Examine and communicate campus performance data and progress toward goals in the data-informed plan for improving literacy instruction.

Reporting and Accountability: Kindergarten through Grade 5			
R1. Establish a system between sites and campuses for reporting student data to facilitate student transitions.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators begin to:	A system for reporting data to facilitate the transition of students between sites and campuses is in place . Administrators and instructional staff routinely :	A system for reporting data to facilitate the transition of students between sites and campuses has been in place for more than a year . Administrators and instructional staff continue to:
Collaborate with other sites and campuses to establish procedures for sharing student data for incoming and outgoing students.	Establish mutually agreed upon procedures for sharing student data for incoming and outgoing students.	Follow established procedures for sharing student data for incoming and outgoing students.	Share student data for incoming and outgoing students and collaborate with sending and receiving sites and campuses to evaluate the effectiveness of the data reporting procedures and improve them as needed.
Establish procedures for sharing incoming and new student data with all relevant staff members, such as English learner specialists, classroom and elective teachers, and counselors.	Ensure that staff uses incoming and new student data to inform instruction and assessment of transferred students.	Use incoming and new student data to inform instruction and assessment of transferred students.	Use incoming and new student data to inform instruction and assessment.

Reporting and Accountability: Kindergarten through Grade 5			
R1. Establish a system between sites and campuses for reporting student data to facilitate student transitions.			
Establish lines of communication with sending and receiving sites and campuses for questions and discussions related to student transition.	Inform staff of opportunities, expectations, and means for communication with sending and receiving sites and campuses to ensure the continuity of services and instruction for all students.	Communicate with sending and receiving sites and campuses, as needed, to ensure the continuity of services and instruction for all students.	Communicate with sending and receiving sites and campuses, as needed, to ensure the continuity of services and instruction for all students.
Sample Evidence			
Written procedures and timelines for reporting data for students transitioning to another site or campus (end of year and throughout) List with contact point person for each sending and receiving campus, which might include name, title, phone, email, and address Agendas, minutes, and sign-in sheets from meetings with leaders/contact persons from sending and receiving sites and campuses			

Reporting and Accountability: Kindergarten through Grade 5			
R2. Connect teacher accountability with literacy initiatives outlined in the data-informed plan for improving literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators begin to:	The connection between teacher accountability and the literacy initiatives outlined in the data-informed plan for improving literacy instruction is in place . Administrators routinely :	The connection between teacher accountability and the literacy initiatives outlined in the data-informed plan for improving literacy instruction has been in place for more than a year . Administrators continue to:
Inform instructional staff of literacy initiatives in the data-informed plan for improving literacy instruction, as well as resources and support available for implementing them.	Explain the connection between implementation of the literacy initiatives of the data-informed plan for improving literacy instruction and individual teacher accountability.	Ensure that instructional staff clearly understands the expectations for implementing literacy initiatives outlined in the data-informed plan for improving literacy instruction.	Communicate with instructional staff about the connection between literacy initiatives and teacher accountability.
Establish a system for providing feedback to teachers on their level and quality of implementation of literacy initiatives.	Employ a system for providing feedback to teachers on their level and quality of implementation of literacy initiatives.	Provide feedback to teachers on their level and quality of implementation of literacy initiatives.	Provide feedback to teachers on literacy initiative implementation. Consider data on the level and quality of literacy initiative implementation when

Reporting and Accountability: Kindergarten through Grade 5			
R2. Connect teacher accountability with literacy initiatives outlined in the data-informed plan for improving literacy instruction.			
			evaluating and revising the data-informed plan for improving literacy instruction.
Establish a system for collecting data on the level and quality of literacy initiative implementation.	Employ a system for collecting data on the level and quality of literacy initiative implementation.	Collect and use literacy initiative implementation data in appraising teachers.	Collect and use literacy initiative implementation data in appraising teachers and making staffing decisions, such as assigning high-performing staff to work with high-need students or to mentor other staff.
Sample Evidence			
Data-informed plan for improving literacy instruction Documentation of communication to instructional staff about literacy initiatives, expectations, and support for implementation, and these components' connection to teacher appraisal Systems for collecting data on the level and quality of literacy initiative implementation data System for providing feedback to instructional staff on implementation of literacy initiatives			

Reporting and Accountability: Kindergarten through Grade 5			
R3. Examine and communicate campus performance data and progress toward goals in the data-informed plan for improving literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	The practice of examining and communicating campus performance data and progress toward goals in the data-informed plan for improving literacy instruction is in place . Administrators and instructional staff routinely :	The practice of examining and communicating campus performance data and progress toward goals in the data-informed plan for improving literacy instruction has been in place for more than a year . Administrators and instructional staff continue to:
Ensure that all administrators and instructional staff have the knowledge and skills to analyze data to evaluate performance on literacy outcomes.	Examine data to evaluate campus performance on literacy outcomes, such as reading, writing, and English language proficiency growth.	Examine data to evaluate campus performance on literacy outcomes, such as reading, writing, and English language proficiency growth.	Examine data to evaluate campus performance on literacy outcomes.
Ensure that all administrators and instructional staff have the knowledge and skills to disaggregate data to evaluate campus performance in achieving literacy targets for students in different subgroups,	Disaggregate data to evaluate campus performance in achieving literacy targets for students in different subgroups, such as grade level, ethnicity, economic status, and English language proficiency.	Disaggregate data to evaluate campus performance in achieving literacy targets for students in different subgroups, such as grade level, ethnicity, economic status, and English language proficiency.	Follow established procedures and guidelines to disaggregate data to evaluate campus performance in achieving literacy targets for students in different subgroups, such as grade level, ethnicity, economic

Reporting and Accountability: Kindergarten through Grade 5			
R3. Examine and communicate campus performance data and progress toward goals in the data-informed plan for improving literacy instruction.			
such as grade level, ethnicity, economic status, and English language proficiency.			status, and English language proficiency. Train new staff on these procedures and guidelines.
Ensure that all relevant staff members are informed of the procedures and policies for reporting literacy performance data to the district and state.	Report literacy performance data to the district and state using appropriate procedures.	Report literacy performance data to the district and state using appropriate procedures.	Report literacy performance data to the district and state using appropriate procedures.
Identify a variety of ways to provide campus performance information that are meaningful and accessible for families and the community. Establish procedures for communicating this information.	Communicate campus performance in literacy measures to families and the community in formats that are meaningful and accessible.	Communicate campus performance in literacy measures to families and the community in formats that are meaningful and accessible.	Follow, evaluate, and improve procedures for communicating campus literacy performance to families and stakeholders.
Sample Evidence			
Agendas, minutes, and sign-in sheets from data analysis meetings Reports and analyses of campus data Communication to families and other stakeholders about campus performance, such as announcements of meetings, agendas, sign-in sheets, and summaries or other handouts provided Posting of campus performance information, such as from newsletters, websites, emails, and articles, in jargon-free English and other languages			



Sustainability

Kindergarten through Grade 5

The use of the Texas State Literacy Plan (TSLP) to guide literacy instructional planning and improvement is designed to be an ongoing process rather than an event or project. Throughout the TSLP and especially in this component, schools are asked to evaluate the impact of their initiatives and to put systems in place to maintain and continue to improve literacy instruction.

Sustainability Action Steps: Kindergarten through Grade 5

- S1.** Evaluate the level of implementation of the Texas State Literacy Plan.
- S2.** Implement systems to build and maintain capacity to provide effective literacy instruction.

Sustainability: Kindergarten through Grade 5			
S1. Evaluate the level of implementation of the Texas State Literacy Plan.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	
The campus-based leadership team plans to:	Administrators begin to:	The practice of evaluating the level of implementation of the TSLP is in place . Administrators and staff routinely :	
Create an <i>Implementation Map</i> for the campus.	Communicate the <i>Implementation Map</i> ratings to all campus staff.	Update the <i>Implementation Map</i> ratings at the beginning, middle, and end of year.	
Review areas of strength and need on the <i>Implementation Map</i> and prioritize <i>Action Steps</i> and <i>Indicators</i> to actively implement.	Communicate the prioritized <i>Action Step(s)</i> and <i>Indicator(s)</i> to the staff.	Collaborate to update the priorities and areas of focus for improvement in literacy instruction.	
Create a plan for implementation to address the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> .	Implement the plan for working on the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> .	Collaborate to assess progress on the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> based on the implementation plan and then identify next steps.	

Sustainability: Kindergarten through Grade 5
S1. Evaluate the level of implementation of the Texas State Literacy Plan.
Sample Evidence
<i>Implementation Map</i> for the campus Agenda, minutes, and sign-in sheets for meetings Implementation plan for area of focus, including <i>Action Step(s)</i> and <i>Indicator(s)</i>

Sustainability: Kindergarten through Grade 5			
S2. Implement systems to build and maintain capacity to provide effective literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	
The campus-based leadership team plans to:	Administrators and staff begin to:	Systems to build and maintain capacity to provide effective literacy instruction are in place . Administrators and instructional staff routinely :	
Identify current practices that effectively support leadership and literacy instruction.	Create systems that will support the continued and expanded use of effective leadership and literacy instruction.	Systematize practices that support effective leadership and literacy instruction, such as written procedures and policies and induction and mentoring programs.	
Establish a system to assess staff needs for support and professional development on leadership and literacy instruction.	Match resources and professional development to identified needs for support on leadership and literacy instruction.	Employ a system for providing differentiated support and professional development to build capacity for leadership and literacy instruction.	
Develop procedures to ensure ongoing availability of training and support to new staff.	Implement a system for providing ongoing training to new staff.	Ensure new staff receives needed training on an ongoing basis.	

Sustainability: Kindergarten through Grade 5			
S2. Implement systems to build and maintain capacity to provide effective literacy instruction.			
Identify and communicate to all staff the methods and timelines for evaluating literacy instruction and initiatives.	Implement a system to evaluate literacy instruction and initiatives.	Use a system for ongoing evaluation of literacy instruction and initiatives, such as the action items of the data-informed plan for improving literacy instruction.	
Identify ways for effective, grant-funded literacy practices to continue through other means after the discontinuation of grant funding.	Provide ways for effective, grant-funded literacy practices to continue through other means after the discontinuation of grant funding.	Coordinate across programs and funding sources to sustain successful literacy initiatives and practices.	
Sample Evidence			
Sustainability plans for grant-funded initiatives			
Documentation of knowledge- and resource-sharing meetings or sessions			
Integration of effective literacy practices of grant-funded initiatives into the data-informed plan for improving literacy instruction			

Implementation Guide

for Grade 6 through Grade 12



Leadership

Grade 6 through Grade 12

In this component of the LASERS model, the Texas State Literacy Plan (TSLP) calls on schools to establish campus-based leadership teams to guide the school-wide efforts to improve literacy instruction. These teams include principals, instructional coaches, teachers, special educators, and others who impact literacy achievement at the school. The campus-based leadership team is responsible for facilitating the creation or revision of a data-informed plan for improving literacy instruction that is integrated with existing plans for school improvement. This plan articulates the school's goals and initiatives focused on reading and writing instruction and is informed by multiple sources of campus data, state standards, and validated research. Throughout the TSLP, the campus-based leadership team is called on to initiate and support the implementation of literacy practices outlined in the *Action Steps* and *Indicators* of each component.

In addition to establishing the campus-based leadership team and developing the data-informed plan for improving literacy instruction, the Leadership component includes *Action Steps* focused on other key areas related to leading quality literacy instruction and improvement. These include facilitating the use of a response to intervention framework, providing ongoing instructional leadership on evidence-based literacy instruction, establishing a coaching model, and facilitating communication between the school and the community.

Leadership *Action Steps*: Grades 6 through 12

- L1.** Establish a campus-based leadership team to guide efforts to improve literacy instruction.
- L2.** Facilitate the use of a response to intervention framework for providing literacy instruction.
- L3.** Create and implement a data-informed plan for improving literacy instruction.
- L4.** Provide ongoing instructional leadership on evidence-based literacy instruction.
- L5.** Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction.
- L6.** Facilitate communication between school and community to support literacy.

Leadership: Grade 6 through Grade 12			
L1. Establish a campus-based leadership team to guide efforts to improve literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
Administrators and other campus leaders plan to:	Administrators and other campus leaders begin to:	The campus-based leadership team meets regularly , allowing members to:	The campus-based leadership team has met regularly for more than a year . The campus-based leadership team continues to:
Form a campus-based leadership team made up of members with multiple perspectives representing a variety of roles, including at least one administrator.	Determine and communicate campus-based leadership team members' roles and contributions with the focus on improving literacy outcomes for students.	Contribute multiple perspectives, resources, and ideas on how to best improve literacy outcomes for students. At least one administrator is an active member of the team.	Contribute multiple perspectives, resources, and ideas on how to best improve literacy outcomes for students. Follow a process to address campus-based leadership team member turnover.
Identify data that can be used to guide efforts to improve literacy instruction.	Hold regular campus-based leadership team meetings to collect and examine data to determine campus needs, and initiate efforts to improve literacy instruction.	Collect and examine data to guide efforts to improve literacy instruction.	Collect and examine data to guide and adjust efforts to improve literacy instruction
Develop and communicate a vision for using data to improve literacy instruction.	Create policies and procedures that support school-wide data use for improved literacy	Implement policies and procedures that support school-wide data use for improved	Implement, evaluate, and adjust policies and procedures that support school-wide data use

Leadership: Grade 6 through Grade 12			
L1. Establish a campus-based leadership team to guide efforts to improve literacy instruction.			
	instruction.	literacy instruction.	for improved literacy instruction.
Assess needs for and plan professional development that supports the campus-based leadership team's deeper understanding of evidence-based literacy instruction.	Provide professional development to the campus-based leadership team to deepen understanding of evidence-based literacy instruction.	Draw on a solid foundation of knowledge about evidence-based literacy instruction to guide efforts to improve literacy instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to team members' individual needs.
Sample Evidence			
Schedule of campus-based leadership meetings Agendas, minutes, and sign-in sheets Written roles and responsibilities of the campus-based leadership team Roster of members Protocols for campus-based leadership team meetings Protocols for analyzing data			

Leadership: Grade 6 through Grade 12			
L2. Facilitate the use of a response to intervention framework for providing literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	The campus-based leadership team begins to:	Literacy instruction for all students is conducted within an RTI framework. The campus-based leadership team and administrators routinely :	Literacy instruction for all students has been conducted within an RTI framework for more than a year . The campus-based leadership team and administrators continue to:
Establish a school-wide commitment to an RTI framework for providing literacy instruction.	Establish and communicate procedures to support a school-wide commitment to an RTI framework for providing literacy instruction.	Implement procedures that support the school-wide commitment to an RTI framework for providing literacy instruction.	Implement, evaluate, and adjust policies and procedures that support the school-wide commitment to an RTI framework for providing literacy instruction.
Determine resources and staffing needed to support the effective implementation of an RTI framework.	Ensure appropriate resources and staffing are in place to support the effective implementation of an RTI framework.	Support the effective implementation of an RTI framework through use of appropriate resources and staffing.	Evaluate and adjust resources and staffing to ensure effective implementation of an RTI framework.
Create student and teacher schedules for Tiers I, II, and III instruction according to the	Implement student and teacher schedules for Tiers I, II, and III instruction according to the	Facilitate student and teacher schedules for Tiers I, II, and III instruction according to the	Evaluate and adjust student and teacher schedules for Tiers I, II, and III instruction according

Leadership: Grade 6 through Grade 12			
L2. Facilitate the use of a response to intervention framework for providing literacy instruction.			
changing needs of all students.	changing needs of all students.	changing needs of all students.	to the changing needs of all students.
Create schedules that allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction.	Implement schedules that allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction.	Ensure schedules allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction.	Ensure schedules allow time during the school day for collaboration between teachers who provide Tier I instruction and teachers who provide Tiers II and III instruction.
Identify data for monitoring student progress within an RTI framework.	Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy.	Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy and adjust as needed.	Use data to evaluate the impacts of Tier I, Tier II, and Tier III instruction on student literacy and adjust as needed.
Assess needs for and plan professional development on implementing an RTI framework for providing literacy instruction.	Provide and engage in professional development on implementing an RTI framework for providing literacy instruction.	Reassess needs for professional growth and continue to strengthen capacity to implement an RTI framework for providing literacy instruction.	Reassess needs for professional growth and provide relevant professional development opportunities that are differentiated to staff members' individual needs. Ensure that new instructional staff receives training on the RTI framework.

Leadership: Grade 6 through Grade 12
L2. Facilitate the use of a response to intervention framework for providing literacy instruction.
Sample Evidence
Policies and procedures for implementation of an RTI framework Master schedules Criteria for initiating, adjusting, or discontinuing Tiers II and III instruction Timeline for monitoring progress Staffing qualifications Documentation of evidence-based literacy instruction

Leadership: Grade 6 through Grade 12			
L3. Create and implement a data-informed plan for improving literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team and administrators plan to:	The campus-based leadership team and administrators begin to:	A fully developed data-informed plan for improving literacy instruction is completed by campus leaders and staff. Administrators and instructional staff routinely :	A fully developed data-informed plan for improving literacy instruction has been implemented for more than a year . Administrators and instructional staff continue to:
Gather data and solicit input from staff to develop a data-informed plan for improving literacy instruction that can be integrated with existing plans for school improvement.	Write and share a data-informed plan that is integrated with existing plans for school improvement. The data-informed plan • uses data to identify patterns of students' literacy strengths and needs; • sets literacy goals for each assessment time point; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal;	Implement the data-informed plan for improving literacy that • uses data to identify patterns of students' literacy strengths and needs; • sets literacy goals for each assessment time point; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal; • identifies those responsible for facilitating the targeted actions; and	Implement, evaluate, and adjust the data-informed plan for improving literacy. Evaluate the effectiveness of targeted actions and resources that support effective literacy instruction, determine where strengths or gaps exist, and modify actions and allocations as necessary.

Leadership: Grade 6 through Grade 12			
L3. Create and implement a data-informed plan for improving literacy instruction.			
	• identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress.	• identifies the sources of data that will be used to monitor and evaluate progress.	
Assess needs for and plan professional development that supports the implementation of the data-informed plan for improving literacy instruction.	Provide professional development that supports the implementation of the data-informed plan for improving literacy instruction.	Engage in professional development that supports the implementation of the data-informed plan for improving literacy instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Data-informed plan for improving literacy instruction Protocols for analyzing data Professional development plans and schedules Student assessment data			

Leadership: Grade 6 through Grade 12			
L4. Provide ongoing instructional leadership on evidence-based literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team and administrators plan to:	The campus-based leadership team and administrators begin to:	The campus-based leadership team and administrators provide instructional leadership on evidence-based literacy instruction and routinely :	Strong instructional leadership on evidence-based literacy instruction has been in place for more than a year . The campus-based leadership team and administrators continue to:
Identify and communicate a vision for high expectations for all students.	Communicate the vision for high expectations for all students and support instructional staff in helping students meet these expectations.	Support instructional staff in helping students meet high expectations.	Support instructional staff in helping students meet high expectations.
Establish policies and procedures for scheduled grade level meetings focused on using achievement data to inform literacy instruction.	Lead and/or participate in grade level meetings focused on using achievement data to inform literacy instruction.	Lead and/or participate in grade level meetings focused on using achievement data to inform literacy instruction.	Participate in grade level meetings focused on using achievement data to inform literacy instruction.
Develop observation tools and procedures. Share the purpose, tools, and procedures with instructional staff.	Observe literacy instruction and provide immediate, targeted feedback using established tools and procedures.	Observe literacy instruction and provide immediate, targeted feedback using established tools and procedures.	Observe literacy instruction and provide immediate feedback. Reassess and adjust observation tools and procedures as needed.

Leadership: Grade 6 through Grade 12			
L4. Provide ongoing instructional leadership on evidence-based literacy instruction.			
Identify the connections between the goals of the data-informed plan for improving literacy instruction and the expectations outlined in the approved teacher appraisal system.	Communicate the connections between the goals of the data-informed plan for improving literacy instruction and the expectations outlined in the approved teacher appraisal system.	Include the effective implementation of the data-informed plan for improving literacy instruction as a factor in appraising teachers.	Include the effective implementation of the data-informed plan for improving literacy instruction as a factor in appraising teachers.
Assess needs for and plan professional development that supports strong leadership on evidence-based literacy instruction.	Engage in professional development that supports strong leadership on evidence-based literacy instruction.	Engage in professional development that supports strong leadership on evidence-based literacy instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to team members' individual needs.
Sample Evidence			
Data-informed plan for improving literacy instruction Observation tools, procedures, and schedules Evaluation of instructional leadership practices Protocols and schedules for grade level meetings Professional development plans and schedules Agendas, meetings, and sign-in sheets Teacher appraisal system			

Leadership: Grade 6 through Grade 12			
L5. Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team and administrators plan to:	The campus-based leadership team and administrators begin to:	A coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction is in place . The campus-based leadership team and administrators routinely :	A coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction has been in place for more than a year . The campus-based leadership team and administrators continue to:
Establish written roles and responsibilities of the instructional coaching position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching.	Communicate and support the written roles and responsibilities of the instructional coaching position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching.	Support instructional coaches in fulfilling written roles and responsibilities of the position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching.	Support instructional coaches in fulfilling written roles and responsibilities of the position, such as collaboratively planning, observing instruction, providing feedback, modeling lessons, and co-teaching, according to the individual needs of the staff.
Identify and recruit qualified personnel to provide instructional coaching support. Assess needs for professional development.	Provide professional development to instructional coaches on evidence-based literacy practices and the coaching roles and responsibilities.	Reassess instructional coaches' needs for professional growth and continue to strengthen the coaches' capacity to support literacy improvement.	Reassess instructional coaches' needs for professional growth and continue to strengthen the coaches' capacity to support literacy improvement.

Leadership: Grade 6 through Grade 12			
L5. Establish a coaching model designed to achieve the goals of the data-informed plan for improving literacy instruction.			
Assess instructional staff's needs for professional growth and communicate the roles and responsibilities of the instructional coach(es) to instructional staff.	Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction.	Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction.	Provide instructional staff with access to ongoing differentiated coaching support for improving literacy instruction.
Determine how to measure the impact of coaching on instructional practice and on student achievement.	Evaluate the impact of coaching on instructional practice and on student achievement.	Evaluate the impact of coaching on instructional practice and on student achievement, adjusting support as needed.	Evaluate the impact of coaching on instructional practice and on student achievement, adjusting support as needed.
Sample Evidence			
Written roles and responsibilities of instructional coaches Schedules of support services provided to instructional staff Instructional coaching tools, such as observation forms and feedback forms Professional development plans and schedules for instructional coaches Agendas, minutes, and sign-in sheets Instructional coaches' schedules			

Leadership: Grade 6 through Grade 12			
L6. Facilitate communication between school and community to support literacy.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team and administrators plan to:	The campus-based leadership team and administrators begin to:	The school communicates with families and community to support literacy. Administrators and the campus-based leadership team routinely :	The school has been communicating with families and community to support literacy for more than a year . The campus-based leadership team and administrators continue to:
Solicit input from parents, students, and the community about creating outreach systems that meet their needs. Identify and overcome barriers to reach all parents, students, and the community.	Create outreach systems to share information on programs and services that support literacy.	Ensure that parents, students, and the community receive information on programs and services that support literacy.	Ensure that parents, students, and the community receive information on programs and services that support literacy. Gather feedback from parents, students, and the community to evaluate the effectiveness of outreach systems.
Identify meaningful and accessible literacy data to communicate to parents, students, and the community.	Provide parents, students, and the community with updates on progress in meeting literacy goals.	Provide parents, students, and the community with updates on progress in meeting literacy goals.	Provide parents, students, and the community with updates on progress in meeting literacy goals.

Leadership: Grade 6 through Grade 12			
L6. Facilitate communication between school and community to support literacy.			
Identify home languages spoken by parents, students, and the community.	Provide information in languages that are understandable to all parents, students, and the community.	Provide information in languages that are understandable to all parents, students, and the community.	Provide information in languages that are understandable to all parents, students, and the community.
Identify organizations in the community that support literacy.	Communicate with community organizations about supporting common literacy goals.	Communicate and partner with community organizations to support common literacy goals.	Communicate and partner with community organizations to support common literacy goals.
Sample Evidence			
Documentation of parent, family, and community communication and outreach Parent surveys and questionnaires Calendar of parent and community involvement List of campus and community programs to support literacy			

ssessment

Grade 6 through Grade 12

One of the founding principles of the Texas State Literacy Plan (TSLP) is the use of data to inform action. In the Assessment component, the *Action Steps* outline the different ways that assessment data informs instruction and guides teachers in meeting the diverse needs of all students. Campus-based leadership teams are called upon to create a detailed literacy assessment plan that articulates the timelines and instruments used to collect literacy data for key purposes. These purposes are outlined in subsequent *Action Steps*: to identify students at risk for literacy difficulties, to determine students' specific instructional needs, to monitor students' progress toward literacy goals, and to evaluate overall literacy performance.

Assessment *Action Steps*: Grades 6 through 12

- A1.** Create and maintain a literacy assessment plan.
- A2.** Use assessment data to identify students at risk for literacy difficulties.
- A3.** Use assessment data to determine students' specific instructional needs.
- A4.** Use appropriate assessment data to monitor students' progress toward targeted literacy goals.
- A5.** Use assessment data to evaluate students' overall literacy performance.

Assessment: Grade 6 through Grade 12			
A1. Create and maintain a literacy assessment plan.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A literacy assessment plan is in place . Administrators and instructional staff routinely :	A literacy assessment plan has been in place for more than a year . Administrators and instructional staff continue to:
Create a plan and timeline for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings. Identify and allocate resources for supporting the literacy assessment plan, such as staff to organize and prepare data, funds for needed assessments, and time for data meetings.	Communicate the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings.	Adhere to the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings.	Adhere to the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings. Evaluate and adjust the allocation of resources supporting the literacy assessment plan.
Identify age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for

Assessment: Grade 6 through Grade 12			
A1. Create and maintain a literacy assessment plan.			
appropriate for students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.
Identify assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance. Include these in the assessment plan.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.
Assess needs for and plan professional development that supports implementation of the literacy assessment plan.	Engage in professional development that supports the literacy assessment plan.	Reassess needs for professional growth and continue to strengthen capacity to implement the literacy assessment plan.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
Sample Evidence			
Literacy assessment plan List of screeners and other assessment tools Procedures and protocols for data analysis meetings Professional development schedules			

Assessment: Grade 6 through Grade 12			
A2. Use assessment data to identify students at risk for literacy difficulties.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using assessment data to identify students at risk for literacy difficulties is in place . Administrators and instructional staff routinely :	A system for using assessment data to identify students at risk for literacy difficulties has been in place for more than a year . Administrators and instructional staff continue to:
Establish a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow and update a timeline for administering assessments designed to identify students at risk for literacy difficulties.
Provide training for staff to understand the purpose of each assessment and to administer and score assessments reliably.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably, record data accurately, and train new staff on these skills.
Ensure that regular data meetings are part of the literacy assessment plan.	Adhere to the data meeting schedule to interpret data and identify students who are at risk and may be in need of intervention.	Adhere to the data meeting schedule to interpret data and identify students who are at risk and may be in need of intervention.	Adhere to the data meeting schedule to interpret data and identify students who are at risk and may be in need of intervention.

Assessment: Grade 6 through Grade 12			
A2. Use assessment data to identify students at risk for literacy difficulties.			
Support staff in understanding how to interpret data to identify students at risk for literacy difficulties.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.
Ensure staff knows how to use different types of data, such as language proficiency data and classroom observational data, to confirm students' need for intervention.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.
Assess needs for and plan professional development that supports using assessment data to identify students at risk for academic difficulties.	Engage in professional development that supports using assessment data to identify students at risk for literacy difficulties.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to identify students at risk for literacy difficulties.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
Sample Evidence			
Literacy assessment plan List of screeners, with protocols and scoring procedures Data analysis meeting procedures and protocols Professional development schedules Agendas, minutes, and sign-in sheets			

Assessment: Grade 6 through Grade 12			
A3. Use assessment data to determine students' specific instructional needs.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using assessment data to determine students' specific instructional needs is in place . Administrators and instructional staff routinely :	A system for using assessment data to determine students' specific instructional needs has been in place for more than a year . Administrators and instructional staff continue to:
Identify appropriate assessment measures that can be used to determine students' specific instructional needs.	Administer appropriate assessments to determine students' specific needs and plan instruction accordingly.	Administer appropriate assessments to determine students' specific needs and plan instruction accordingly.	Administer appropriate assessments to determine students' specific needs and plan instruction accordingly.
Provide training on how to administer designated assessments reliably and score them accurately.	Administer and score designated assessments reliably and record data accurately.	Administer and score designated assessments reliably and record data accurately.	Administer and score designated assessments reliably and record data accurately.
Support staff in understanding how to interpret diagnostic data to determine students' instructional needs in all tiers of the RTI framework.	Interpret diagnostic data to determine students' instructional needs and plan for differentiated instruction in all tiers of the RTI framework.	Interpret diagnostic data to determine students' instructional needs and plan for differentiated instruction in all tiers of the RTI framework.	Interpret diagnostic data to determine students' instructional needs and plan for differentiated instruction in all tiers of the RTI framework.

Assessment: Grade 6 through Grade 12			
A3. Use assessment data to determine students' specific instructional needs.			
Assess needs for and plan professional development that supports using assessment data to identify students' specific instructional needs.	Engage in professional development that supports using assessment data to identify students' specific instructional needs.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to identify students' specific instructional needs.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
Sample Evidence			
Literacy assessment plan List of diagnostic assessment tools that includes protocols and scoring procedures Professional development schedules Agendas, minutes, and sign-in sheets			

Assessment: Grade 6 through Grade 12			
A4. Use appropriate assessment data to monitor students' progress toward targeted literacy goals.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using assessment data to monitor students' progress toward targeted literacy goals is in place . Administrators and instructional staff routinely :	A system for using assessment data to monitor students' progress toward targeted literacy goals has been in place for more than a year . Administrators and instructional staff continue to:
Identify formal and informal assessment data to determine whether students are responding adequately to instruction.	Collect formal and informal assessment data to determine whether students are responding adequately to instruction.	Collect formal and informal assessment data to determine whether students are responding adequately to instruction.	Collect formal and informal assessment data to determine whether students are responding adequately to instruction.
Train staff on administering and scoring assessments reliably and recording data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably, record data accurately, and train new staff in these areas.
Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.

Assessment: Grade 6 through Grade 12			
A4. Use appropriate assessment data to monitor students' progress toward targeted literacy goals.			
Support staff in understanding how to make instructional decisions based on students' response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students' response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students' response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students' response to instruction and progress toward targeted literacy goals.
Ensure the literacy assessment plan includes regular meeting times to collaborate and interpret data to make instructional decisions.	Finalize and adhere to a schedule to collaborate to interpret data and make instructional decisions.	Collaborate to interpret data and make instructional decisions.	Collaborate to interpret data and make instructional decisions.
Assess needs for and plan professional development that supports using assessment data to monitor students' progress toward targeted literacy goals.	Engage in professional development that supports using assessment data to monitor students' progress toward targeted literacy goals.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to monitor students' progress toward targeted literacy goals.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
Sample Evidence			
Literacy assessment plan List of progress monitoring tools that includes protocols and scoring procedures Procedures and protocols for data analysis meetings Professional development schedules Agendas, minutes, and sign-in sheets			

Assessment: Grade 6 through Grade 12			
A5. Use assessment data to evaluate students' overall literacy performance.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using assessment data to evaluate students' overall performance is in place . Administrators and instructional staff routinely :	A system for using assessment data to evaluate students' overall performance has been in place for more than a year . Administrators and instructional staff continue to:
Ensure the literacy assessment plan includes collaborative grade-level and vertical team meetings at the end of the year to review overall student literacy performance. Provide support to staff in understanding how to use summative/outcome data to plan for the coming year in regards to • students' instructional needs; • students' intervention needs; • program needs; and • staff's professional development needs.	Use summative/outcome data to plan for the coming year in regards to • students' instructional needs; • students' intervention needs; • program needs; and • staff's professional development needs.	Use summative/outcome data to plan for the coming year in regards to • students' instructional needs; • students' intervention needs; • program needs; and • staff's professional development needs. Revise the data-informed plan for improving literacy instruction as needed.	Use summative/outcome data to plan for the coming year in regards to • students' instructional needs; • students' intervention needs; • program needs; and • staff's professional development needs. Revise the data-informed plan for improving literacy instruction as needed.

Assessment: Grade 6 through Grade 12			
A5. Use assessment data to evaluate students' overall literacy performance.			
Provide support to staff in understanding how to interpret data from multiple types of assessments to draw conclusions about students' overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students' overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students' overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students' overall performance and continued needs.
Support staff in understanding how to disaggregate data by different student populations.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.
Assess needs for and plan professional development that supports using assessment data to evaluate students' overall literacy performance.	Engage in professional development that supports using assessment data to evaluate students' overall literacy performance.	Reassess needs for professional growth and continue to strengthen capacity to evaluate students' overall literacy performance.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's needs.
Sample Evidence			
Literacy assessment plan Campus-level data from multiple types of assessments, such as literacy screeners, language proficiency measures, and formal assessments			

Assessment: Grade 6 through Grade 12**A5.** Use assessment data to evaluate students' overall literacy performance.

Data disaggregated by different student populations from multiple types of assessments, such as literacy screeners, language proficiency measures, and formal assessments

Procedures and protocols for end-of-year data analysis meeting, along with meeting notes

Professional development schedules

Agendas, minutes, and sign-in sheets



Standards-based Instruction

Grade 6 through Grade 12

Standards-based literacy instruction helps ensure all students are college and career ready. Texas literacy standards are research- and evidence-based and are set forth in three sets of standards:

- English Language Arts and Reading (ELAR) and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS)
- English Language Proficiency Standards (ELPS)
- College and Career Readiness Standards (CCRS)

The Standards-based Instruction component outlines the key elements of an effective literacy instruction program, including providing structured opportunities to develop academic language, as well as evidence-based reading and writing instruction.

Standards-based Instruction *Action Steps*: Grades 6 through 12

SBI 1. Provide all students access to a common language arts and reading curriculum that is aligned to state standards.

SBI 2. Provide structured opportunities to develop academic language.

SBI 3. Provide evidence-based reading instruction.

SBI 4. Provide evidence-based writing instruction.

Standards-based Instruction: Grade 6 through Grade 12			
SBI 1. Provide all students access to a common language arts and reading curriculum that is aligned to state standards.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A common language arts and reading curriculum that is aligned to state standards is in place for all students. Administrators and instructional staff routinely :	A common language arts and reading curriculum that is aligned to state standards for has been in place for all students for more than a year . Administrators and instructional staff continue to:
Create or select a scope and sequence that addresses all of the state literacy standards and purposefully spirals knowledge and skills at increasing levels of complexity and in different contexts. Provide scope and sequence to all ELAR/SLAR teachers.	Follow a scope and sequence that addresses all of the state literacy standards and purposefully spirals knowledge and skills at increasing levels of complexity and in different contexts. Adjust the pacing and delivery of instruction to meet the needs of students.	Follow a scope and sequence that addresses all of the state literacy standards and purposefully spirals knowledge and skills at increasing levels of complexity and in different contexts. Adjust the pacing and delivery of instruction to meet the needs of students.	Follow a scope and sequence that addresses all of the state literacy standards and purposefully spirals knowledge and skills at increasing levels of complexity and in different contexts. Adjust the pacing and delivery of instruction to meet the needs of students.
Determine how to evaluate texts and supplemental literacy materials to ensure they fully address literacy standards	Evaluate texts and supplemental literacy materials to ensure they fully address literacy standards (ELAR/SLAR TEKS, ELPS, and	Ensure all materials are used to support student mastery of state literacy standards (ELAR/SLAR TEKS, ELPS, and CCRS).	Ensure all materials are used to support student mastery of state literacy standards (ELAR/SLAR TEKS, ELPS, and CCRS) and

Standards-based Instruction: Grade 6 through Grade 12			
SBI 1. Provide all students access to a common language arts and reading curriculum that is aligned to state standards.			
(ELAR/SLAR TEKS, ELPS, and CCRS) and meet the needs of all students.	CCRS) and meet the needs of all students.		integrate new materials as needed.
Schedule time for grade level teams to meet regularly to plan instruction. Support instructional staff in planning literacy instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Collaborate regularly to plan instruction. Provide literacy instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Collaborate to plan instruction. Provide literacy instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Collaborate to plan instruction. Provide literacy instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).
Determine the data needed to identify state literacy standards that require re-teaching or differentiated instruction so that all students master or exceed grade-level expectations by end of the year.	Analyze data regularly to identify literacy standards that require re-teaching or differentiated instruction so that all students master or exceed grade-level expectations by end of the year. Adjust pacing of literacy instruction appropriately.	Analyze data to identify state literacy standards that require re-teaching or differentiated instruction so that all students master or exceed grade-level expectations by end of the year. Adjust pacing of literacy instruction appropriately.	Analyze data regularly to identify state literacy standards that require re-teaching or differentiated instruction so that all students master or exceed grade-level expectations by end of the year. Adjust sequencing and pacing of literacy instruction appropriately.
Identify and communicate with instructional staff about observation tools, procedures,	Establish the practice of observing instruction to support effective standards-based	Observe and support effective standards-based literacy instruction.	Observe and support effective standards-based literacy instruction.

Standards-based Instruction: Grade 6 through Grade 12			
SBI 1. Provide all students access to a common language arts and reading curriculum that is aligned to state standards.			
and protocols that support effective standards-based literacy instruction.	literacy instruction.		
Assess needs for and plan professional development on the state standards and on practices that support standards-based instruction.	Engage in professional development on the state standards and practices that support standards-based instruction.	Reassess needs for professional growth on the state standards and on practices that support standards-based instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated to staff members' individual needs.
Gap analysis showing strengths and weaknesses of materials Observation tools, procedures, and protocols Pacing guides Assessment of staff development needs Professional development schedule Agendas, minutes, and sign-in sheets			

Standards-based Instruction: Grade 6 through Grade 12			
SBI 2. Provide structured opportunities to develop academic language.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Structured opportunities to develop academic language are in place in all content areas. Administrators and instructional staff routinely :	Structured opportunities to develop academic language have been in place for more than a year . Administrators and instructional staff continue to:
Create a school-wide system for teaching academic language in all content areas using evidence-based instructional practices.	Implement a school-wide system for teaching academic language in all content areas using evidence-based instructional practices.	Ensure academic language is systematically taught in all content areas using evidence-based instructional practices.	Ensure academic language is systematically taught in all content areas using evidence-based instructional practices and adjust as needed.
Support teachers in planning structured opportunities for all students to develop and practice oral and written academic language in all content areas.	Plan and provide structured opportunities for all students to develop and practice oral and written academic language in all content areas.	Provide structured opportunities for all students to develop and practice oral and written academic language in all content areas.	Provide structured opportunities for all students to develop and practice oral and written academic language in all content areas and adjust as needed.
Support teachers in dedicating a portion of regular class time to provide explicit evidence-based academic vocabulary instruction in all content areas.	Provide consistent explicit evidence-based academic vocabulary instruction in all content areas.	Provide consistent explicit evidence-based academic vocabulary instruction in all content areas.	Provide consistent explicit evidence-based academic vocabulary instruction in all content areas.

Standards-based Instruction: Grade 6 through Grade 12			
SBI 2. Provide structured opportunities to develop academic language.			
Schedule regular time for instructional staff to work collaboratively to plan and support consistent implementation of systematic and explicit instruction to build vocabulary and academic language.	Work collaboratively to plan and support consistent implementation of systematic and explicit instruction to build vocabulary and academic language.	Work collaboratively to plan and support consistent implementation of systematic and explicit instruction to build vocabulary and academic language.	Work collaboratively to plan and support consistent implementation of systematic and explicit instruction to build vocabulary and academic language.
Provide all teachers with language proficiency data for the English learners in their classes and provide professional development on interpreting and using the data to differentiate instruction.	Use language proficiency data to provide English learners with differentiated support to develop and increase their academic English in all language domains in all content areas.	Provide English learners with differentiated support to develop and increase their academic English in all language domains in all content areas.	Provide English learners with differentiated support to develop and increase their academic English in all language domains in all content areas.
Identify staff and resources to support the development of academic vocabulary and discourse in both languages used in dual language and bilingual programs.	Provide structured opportunities for students in dual language and bilingual programs to develop academic vocabulary and discourse in both languages.	Provide structured opportunities for students in dual language and bilingual programs to develop academic vocabulary and discourse in both languages.	Provide structured opportunities for students in dual language and bilingual programs to develop academic vocabulary and discourse in both languages.
Assess needs for and plan professional development that supports teachers in providing structured opportunities to	Engage in professional development that supports teachers in providing structured opportunities to develop	Reassess needs for professional growth and continue to strengthen capacity to provide structured opportunities to	Reassess needs for professional growth and engage in relevant professional development opportunities that are

Standards-based Instruction: Grade 6 through Grade 12			
SBI 2. Provide structured opportunities to develop academic language.			
develop students' academic language.	students' academic language.	develop students' academic language.	differentiated to staff members' individual needs.
Sample Evidence			
Lesson or unit plans with structured opportunities for developing academic language Language proficiency/TELPAS data provided to all teachers Documentation of differentiation in lessons plans Professional development schedule Agendas, minutes, and sign-in sheets Assessment of staff development needs Observation tools, procedures, and protocols			

Standards-based Instruction: Grade 6 through Grade 12			
SBI 3. Provide evidence-based reading instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Evidence-based reading instruction is in place . Administrators and instructional staff routinely :	Evidence-based reading instruction has been in place for more than a year . Administrators and instructional staff continue to:
Support instructional staff in planning explicit and systematic reading instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Plan and provide explicit and systematic reading instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Provide explicit and systematic reading instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Provide explicit and systematic reading instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).
Support instructional staff in determining explicit comprehension strategies for each discipline and providing opportunities for extended discussions about meaning and interpretation of text in each content area.	Plan and provide explicit comprehension strategy instruction for each discipline and frequent opportunities for extended discussions about meaning and interpretation of text in each content area.	Provide explicit comprehension strategy instruction in each discipline and opportunities for extended discussions about meaning and interpretation of text in each content area.	Provide explicit comprehension strategy instruction in each discipline and frequent opportunities for extended discussions about meaning and interpretation of text in each content area.

Standards-based Instruction: Grade 6 through Grade 12			
SBI 3. Provide evidence-based reading instruction.			
Schedule additional time to provide intensive and individualized interventions for struggling readers within an RTI framework.	Plan and provide intensive and individualized interventions for struggling readers within an RTI framework.	Provide intensive and individualized interventions for struggling readers within an RTI framework.	Provide intensive and individualized interventions for struggling readers within an RTI framework.
Schedule regular time for instructional staff to work collaboratively in departments or vertical teams to plan and support evidence-based reading instruction.	Work collaboratively in departments or vertical teams to plan and support evidence-based reading instruction.	Work collaboratively in departments or vertical teams to plan and support evidence-based reading instruction.	Work collaboratively in departments or vertical teams to plan and support evidence-based reading instruction.
Allocate resources, including time and engaging texts in a variety of genres and topics, for students to successfully read independently.	Provide opportunities for students to successfully read independently and motivate students to engage with increasingly difficult texts.	Provide opportunities for students to successfully read independently and motivate students to engage with increasingly difficult texts.	Provide opportunities for students to successfully read independently and motivate students to engage with increasingly difficult texts.
Support teachers in developing an engaging and motivating environment for reading instruction.	Develop an engaging and motivating environment for reading instruction.	Provide an engaging and motivating environment for reading instruction.	Provide an engaging and motivating environment for reading instruction.
Assess needs for and plan professional development that supports evidence-based reading instruction, including	Engage in professional development that supports evidence-based reading instruction, including	Reassess needs for professional growth and continue to strengthen capacity to provide evidence-based reading	Reassess needs for professional growth and engage in relevant professional development opportunities that are

Standards-based Instruction: Grade 6 through Grade 12			
SBI 3. Provide evidence-based reading instruction.			
comprehension skills.	comprehension skills.	instruction.	differentiated to staff members' individual needs.
Sample Evidence			
Assessment of staff development needs Professional development schedule Agendas, minutes, and sign-in sheets Lesson or unit plans with evidence-based reading instruction Documentation of ELAR or SLAR TEKS, ELPS, and CCRS addressed in lessons Observation tools, procedures, and protocols Master schedule Student data Resource lists			

Standards-based Instruction: Grade 6 through Grade 12			
SBI 4. Provide evidence-based writing instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Evidence-based writing instruction is in place in all content areas. Administrators and instructional staff routinely :	Evidence-based writing instruction has been in place in all content areas for more than a year . Administrators and instructional staff continue to:
Support instructional staff in planning writing instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Plan and provide writing instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Provide writing instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).	Provide writing instruction that integrates all strands of the ELAR/SLAR TEKS (Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking).
Provide time for teachers to collaborate within department or vertical teams to incorporate meaningful opportunities for students to write in each content area.	Plan and provide meaningful opportunities for students to write in each content area.	Incorporate meaningful opportunities for students to write in each content area.	Incorporate meaningful opportunities for students to write in each content area.
Allocate time for students to write daily.	Plan and provide daily time for students to write.	Provide daily time for students to write.	Provide daily time for students to write.

Standards-based Instruction: Grade 6 through Grade 12			
SBI 4. Provide evidence-based writing instruction.			
Support instructional staff in selecting mentor texts in a variety of genres to provide direct and explicit writing instruction.	Plan and provide direct and explicit writing instruction using mentor texts as models.	Provide direct and explicit writing instruction using mentor texts as models.	Provide direct and explicit writing instruction using mentor texts as models.
Support teachers' planning and instruction on the use of the writing process for a variety of purposes and genres.	Provide instruction on the use of the writing process for a variety of purposes and genres.	Provide instruction on the use of the writing process for a variety of purposes and genres.	Provide instruction on the use of the writing process for a variety of purposes and genres.
Schedule time for intensive and individualized interventions for struggling writers.	Plan and provide intensive and individualized interventions for struggling writers.	Provide intensive and individualized interventions for struggling writers.	Provide intensive and individualized interventions for struggling writers.
Support teachers in developing an engaging and motivating environment for writing instruction.	Develop an engaging and motivating environment for writing instruction.	Provide an engaging and motivating environment for writing instruction.	Provide an engaging and motivating environment for writing instruction.
Assess needs for and plan professional development that supports evidence-based writing instruction in each content area.	Engage in professional development that supports evidence-based writing instruction in each content area.	Reassess needs for professional growth and continue to strengthen capacity to provide evidence-based writing instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated to staff members' individual needs.

Standards-based Instruction: Grade 6 through Grade 12	
SBI 4. Provide evidence-based writing instruction.	
Sample Evidence	
Lesson or unit plans with evidence-based writing instruction	
Documentation of ELAR or SLAR TEKS, ELPS, and CCRS addressed in lessons	
Student writing samples	
Student data	
Assessment of staff development needs	
Professional development schedule	
Agendas, minutes, and sign-in sheets	
Observation tools, procedures, and protocols	
Master schedule	
Resource lists	



Effective Instructional Framework

Grade 6 through Grade 12

The Texas State Literacy Plan (TSLP) includes the implementation of a response to intervention (RTI) framework for literacy instruction. The goal of RTI at the secondary school level is to provide quality literacy instruction to all students and targeted support at appropriate levels of intensity when needed to close achievement gaps. The *Action Steps* of this component provide an outline for implementing effective literacy instruction based on the RTI framework, including practices that meet the diverse needs of students and empower families to be active participants in the literacy development process.

Effective Instructional Framework *Action Steps*: Grades 6 through 12

- E1.** Implement a system for using data to inform instruction and set goals for all students using the response to intervention (RTI) framework.
- E2.** Provide differentiated, evidence-based Tier I literacy instruction to all students.
- E3.** Provide evidence-based Tier II intervention to students at risk for literacy difficulties.
- E4.** Provide more intensive Tier III literacy intervention for students who do not respond adequately to Tier II instruction.
- E5.** Ensure that evidence-based practices are used to address the diverse needs of all students.
- E6.** Empower families and students to participate in the literacy development process.

Effective Instructional Framework: Grade 6 through Grade 12			
E1. Implement a system for using data to inform instruction and set goals for all students using the response to intervention (RTI) framework.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using data to inform instruction and set goals for all students using the RTI framework is in place . Administrators and instructional staff routinely :	A system for using data to inform instruction and set goals for all students has been in place for more than a year . Administrators and instructional staff continue to:
Establish the schedule and expectations for data analysis meetings during which all providers of Tier I, Tier II, and Tier III instruction communicate and collaborate on instructional decisions.	Attend data analysis meetings during which all providers of Tier I, Tier II, and Tier III instruction communicate and collaborate on instructional decisions.	Ensure all providers of Tier I, Tier II, and Tier III instruction regularly attend data analysis meetings to communicate and collaborate on instructional decisions.	Ensure all providers of Tier I, Tier II, and Tier III instruction regularly attend data analysis meetings to communicate and collaborate on instructional decisions.
Develop a system for setting individual literacy goals for all students based on data.	Set individual literacy goals for all students based on data.	Set individual literacy goals for all students based on data. Evaluate goals and adjust as needed.	Set individual literacy goals for all students based on data. Evaluate goals and adjust as needed.
Clearly define criteria for identifying students in need of Tier II and Tier III literacy	Identify students who need Tier II and Tier III literacy intervention instruction based	Identify students who need Tier II and Tier III literacy intervention instruction based	Identify students who need Tier II and Tier III literacy intervention instruction based

Effective Instructional Framework: Grade 6 through Grade 12			
E1. Implement a system for using data to inform instruction and set goals for all students using the response to intervention (RTI) framework.			
interventions for each grade level.	on defined criteria for each grade level.	on defined criteria for each grade level. Revisit and refine criteria for matching students to Tier II and Tier III literacy interventions.	on defined criteria for each grade level. Revisit and refine criteria for matching students to Tier II and Tier III literacy interventions.
Identify progress monitoring assessments for reading and develop a system to monitor student progress at established intervals.	Monitor student progress in reading at established intervals to inform instruction and evaluate progress toward goals.	Monitor student progress in reading at established intervals to inform instruction and evaluate progress toward goals.	Monitor student progress in reading at established intervals to inform instruction and evaluate progress toward goals.
Assess needs for and plan professional development that supports the implementation of RTI, including data analysis.	Engage in professional development that supports RTI implementation, including data analysis.	Reassess needs for professional growth and continue to strengthen capacity for RTI implementation, including data analysis.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
List of assessment tools Data analysis meeting procedures and protocols Data analysis meeting schedules Professional development schedules Criteria for initiating, adjusting, or discontinuing Tier II and III instruction			

Effective Instructional Framework: Grade 6 through Grade 12			
E2. Provide differentiated, evidence-based Tier I literacy instruction to all students.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrative and instructional staff begin to:	Differentiated evidence-based literacy instruction is in place for all students in Tier I of the RTI framework. Administrators and instructional staff routinely :	Differentiated evidence-based literacy instruction has been in place for more than a year for all students in Tier I of the RTI framework. Administrators and instructional staff continue to:
Collaborate with ancillary campus service providers to overcome scheduling conflicts. These may include GT, ESL, special education, and dyslexia teachers.	Schedule ancillary campus services around the literacy instruction block. These may include GT, ESL, special education, and dyslexia teachers.	Schedule ancillary campus services around the literacy instruction block. These may include GT, ESL, special education, and dyslexia teachers.	Schedule ancillary campus services around the literacy instruction block. These may include GT, ESL, special education, and dyslexia teachers.
Establish expectations for evidence-based literacy instruction and identify strengths and needs for growth in the current practice.	Align instructional practices to expectations so that literacy instruction is evidence-based.	Ensure literacy instruction is evidence-based.	Ensure literacy instruction is evidence-based. Evaluate and adjust as needed.
Identify student instructional needs based on data and establish expectations for	Identify student instructional needs based on data and provide differentiated Tier I	Identify student instructional needs based on data and provide differentiated Tier I	Identify student instructional needs based on data and provide differentiated Tier I

Effective Instructional Framework: Grade 6 through Grade 12			
E2. Provide differentiated, evidence-based Tier I literacy instruction to all students.			
differentiated Tier I literacy instruction for all students.	literacy instruction for all students.	I literacy instruction for all students.	literacy instruction for all students.
Assess needs for and plan professional development to build knowledge and practice providing differentiated, evidence-based literacy instruction.	Engage in professional development that supports implementation of differentiated, evidence-based literacy instruction.	Reassess needs for professional growth and continue to strengthen capacity to provide differentiated, evidence-based literacy instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Master schedule Classroom observation form Classroom observation data Coaching schedule Professional development schedules			

Effective Instructional Framework: Grade 6 through Grade 12			
E3. Provide evidence-based Tier II intervention to students at risk for literacy difficulties.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Evidence-based Tier II interventions are in place for students at risk for literacy difficulties. Administrators and instructional staff routinely :	Evidence-based Tier II interventions have been in place for students at risk for literacy difficulties for more than a year . Administrators and instructional staff continue to:
Schedule additional time for intervention for all students who meet Tier II criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.	Provide additional time for intervention for all students who meet Tier II criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.	Provide additional time for intervention for all students who meet Tier II criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.	Provide additional time for intervention for all students who meet Tier II criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.
Identify qualified interventionists for Tier II instruction. Identify evidence-based instructional components (materials, instructional routines, and scope and	Implement evidence-based instructional components (materials, instructional routines, and scope and sequence) that support and supplement Tier I instruction.	Implement evidence-based instructional components (materials, instructional routines, and scope and sequence) that support and supplement Tier I instruction.	Implement evidence-based instructional components (materials, instructional routines, and scope and sequence) that support and supplement Tier I instruction. Evaluate and adjust as needed.

Effective Instructional Framework: Grade 6 through Grade 12			
E3. Provide evidence-based Tier II intervention to students at risk for literacy difficulties.			
sequence) that support and supplement Tier I instruction.			
Develop a system for monitoring student progress to inform Tier II intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier II intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier II intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier II intervention instruction and adjust, increase, or decrease support as needed.
Assess needs for and plan professional development that supports high-quality Tier II intervention instruction.	Engage in professional development that supports high-quality Tier II intervention instruction.	Reassess needs for professional growth and continue to strengthen capacity to provide high-quality Tier II intervention instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Tier II intervention instruction schedule List of progress monitoring tools with protocols and scoring procedures List of student data regularly reviewed by instructional staff Criteria for initiating, adjusting, or discontinuing Tier II instruction			

Effective Instructional Framework: Grade 6 through Grade 12			
E4. Provide more intensive Tier III literacy intervention for students who do not respond adequately to Tier II instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intensive Tier III literacy interventions are in place for students who do not respond adequately to Tier II instruction. Administrators and instructional staff routinely :	Intensive Tier III literacy interventions have been in place for more than a year for students who do not respond adequately to Tier II instruction. Administrators and instructional staff continue to:
Schedule additional time for daily, intensive intervention for all students who meet Tier III criteria and ensure that intervention time does not overlap or interfere with Tier I literacy instruction.	Provide additional time for daily, intensive intervention for all students who meet Tier III criteria.	Provide additional time for daily, intensive intervention for all students who meet Tier III criteria.	Provide additional time for daily, intensive intervention for all students who meet Tier III criteria.
Identify qualified interventionists for Tier III instruction. Identify evidence-based, highly explicit, systematic instructional components (materials, instructional routines, and scope and	Provide evidence-based, highly explicit, systematic instructional components (materials, instructional routines, and scope and sequence) for Tier III instruction.	Provide evidence-based, highly explicit, systematic instructional components (materials, instructional routines, and scope and sequence) for Tier III instruction.	Provide evidence-based, highly explicit, systematic instructional components (materials, instructional routines, and scope and sequence) for Tier III instruction.

Effective Instructional Framework: Grade 6 through Grade 12			
E4. Provide more intensive Tier III literacy intervention for students who do not respond adequately to Tier II instruction.			
sequence) that support Tier I instruction.			
Develop a system to monitor student progress to inform Tier III intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier III intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier III intervention instruction and adjust, increase, or decrease support as needed.	Monitor student progress to inform Tier III intervention instruction and adjust, increase, or decrease support as needed.
Assess needs for and plan professional development that supports high-quality Tier III instruction.	Engage in professional development that supports high-quality Tier III instruction.	Reassess needs for professional growth and continue to strengthen capacity to provide high-quality Tier III instruction.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Tier III intervention instruction schedule List of progress monitoring tools with protocols and scoring procedures List of student data regularly reviewed by instructional staff Criteria for initiating, adjusting, or discontinuing Tier III instruction			

Effective Instructional Framework: Grade 6 through Grade 12			
E5. Ensure that evidence-based practices are used to address the diverse needs of all students.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	A comprehensive RTI framework that addresses the diverse needs of all students is in place . Administrators and instructional staff routinely :	A comprehensive RTI framework that addresses the diverse needs of all students has been in place for more than a year . Administrators and instructional staff continue to:
Identify qualified staff to address diverse needs of students across all tiers of instruction. Establish communication procedures and coordinate schedules to minimize interference between literacy instruction and ancillary services provided to meet the diverse needs of students.	Ensure that providers of literacy instruction and providers of ancillary services communicate, problem-solve, and share expertise in order to meet students' needs.	Ensure that providers of literacy instruction and providers of ancillary services communicate, problem-solve, and share expertise in order to meet students' needs.	Ensure that providers of literacy instruction and providers of ancillary services communicate, problem-solve, and share expertise in order to meet students' needs.
Identify students with diverse needs and share effective instructional strategies for addressing those needs.	Discuss student progress and share effective instructional strategies for addressing the diverse needs of specific students.	Discuss student progress and share effective instructional strategies for addressing the diverse needs of specific students.	Discuss student progress and share effective instructional strategies for addressing the diverse needs of specific students.

Effective Instructional Framework: Grade 6 through Grade 12			
E5. Ensure that evidence-based practices are used to address the diverse needs of all students.			
Identify valid and reliable screening and progress monitoring assessments for all students, taking into consideration diverse needs, such as limited English proficiency, dyslexia, special learning needs, and giftedness.	Administer valid and reliable screening and progress monitoring assessments for all students, taking into consideration diverse needs, such as limited English proficiency, dyslexia, special learning needs, and giftedness.	Ensure that valid and reliable screening and progress monitoring assessments are used for all students, taking into consideration diverse needs, such as limited English proficiency, dyslexia, special learning needs, and giftedness.	Ensure that valid and reliable screening and progress monitoring assessments are used for all students, taking into consideration diverse needs, such as limited English proficiency, dyslexia, special learning needs, and giftedness.
Determine how data will be shared and used to differentiate instruction for students across all tiers.	Use data to differentiate instruction for students across all tiers.	Use data to differentiate instruction for students across all tiers.	Use data to differentiate instruction for students across all tiers.
Identify and support evidence-based, culturally and linguistically responsive practices across all tiers of instruction to address the unique needs of all students.	Use evidence-based, culturally and linguistically responsive practices across all tiers of instruction to address the unique needs of all students.	Ensure that evidence-based, culturally and linguistically responsive practices are used across all tiers of instruction to address the unique needs of all students.	Ensure that evidence-based, culturally and linguistically responsive practices are used across all tiers of instruction to address the unique needs of all students.
Assess needs for and schedule professional development that supports staff in implementing instructional practices that meet the diverse needs of all students.	Engage in professional development that supports implementation of high-quality differentiated instruction that meets the diverse needs of all students.	Reassess needs for professional growth and continue to strengthen capacity to meet the diverse needs of all students.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff members' individual needs.

Effective Instructional Framework: Grade 6 through Grade 12**E5.** Ensure that evidence-based practices are used to address the diverse needs of all students.**Sample Evidence**

Disaggregated student data

List of screeners and other assessment tools

Observation forms

Observation data

Schedules of ancillary support services provided to ELAR teachers and interventionists

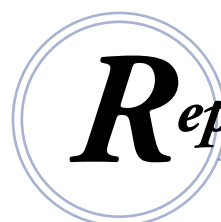
System or plan for providing individual student data to instructional staff

Agendas, minutes, and sign-in sheets

Effective Instructional Framework: Grade 6 through Grade 12			
E6. Empower families and students to participate in the literacy development process.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	Systems for empowering families and students to participate in literacy development processes are in place . Administrators and instructional staff routinely :	Systems for empowering families and students to participate in literacy development processes have been in place for more than a year . Administrators and instructional staff continue to:
Establish and communicate expectations to involve students in their literacy development process, including setting literacy goals and tracking progress.	Involve students in their literacy development process, including setting literacy goals and tracking progress.	Involve students in their literacy development process, including setting literacy goals and tracking progress.	Involve students in their literacy development process, including setting literacy goals and tracking progress.
Create systems for communicating with parents and families in meaningful and understandable ways, including an explanation of • literacy goals, services, and programs;	Implement systems for communicating with parents and families in meaningful and understandable ways, including an explanation of • literacy goals, services, and programs;	Implement systems for communicating with parents and families in meaningful and understandable ways, including an explanation of • literacy goals, services, and programs;	Implement systems for communicating with parents and families in meaningful and understandable ways. Evaluate and adjust as needed.

Effective Instructional Framework: Grade 6 through Grade 12			
E6. Empower families and students to participate in the literacy development process.			
• the benefits of developing language and literacy in the student's home language; and • assessments and results. Inform staff of expectations and resources for communicating with parents and families, including the use of translators for languages other than English.	• the benefits of developing language and literacy in the student's home language; and • assessments and results.	• the benefits of developing language and literacy in the student's home language; and • assessments and results.	
Identify strategies and tools for parents and families to support language and literacy development in English and/or another language used in the home.	Share strategies and tools for supporting language and literacy development with parents and families. These may be in English and/or another language used in the home.	Share strategies and tools for supporting language and literacy development with parents and families. These may be in English and/or another language used in the home.	Share strategies and tools for supporting language and literacy development with parents and families. These may be in English and/or another language used in the home.
Identify resources and opportunities to integrate home and community connections into literacy lessons and unit plans, when possible.	Integrate home and community connections into literacy lessons and unit plans, when possible.	Integrate home and community connections into classroom literacy instruction and assignments, when possible.	Integrate home and community connections into classroom literacy instruction and assignments, when possible.
Assess needs for and plan professional development that	Engage in professional development that supports	Reassess needs for professional growth and continue to	Reassess needs for professional growth and engage in relevant

Effective Instructional Framework: Grade 6 through Grade 12			
E6. Empower families and students to participate in the literacy development process.			
supports empowering families and students to participate in literacy development.	empowering families and students to participate in literacy development.	strengthen capacity to empower families and students in literacy development.	professional development opportunities that are differentiated according to staff members' individual needs.
Sample Evidence			
Copies of communication with parents and families Copies of communication about campus performance in jargon-free English and other languages (such as newsletters, website, e-mails, articles) Schedules of parent and family outreach events			



Reporting and Accountability

Grade 6 through Grade 12

This component supports the implementation of all other components of the Texas State Literacy Plan (TSLP). Schools are called upon to share student data as students move from grade to grade and campus to campus so that their receiving teachers can continue to provide instruction targeted to their needs. Schools examine their progress and hold themselves and their instructional staff accountable for implementing their data-informed plan for improving literacy instruction, which articulates their road map for literacy instruction and achievement.

Reporting and Accountability *Action Steps*: Grades 6 through 12

- R1.** Establish a system between sites and campuses for reporting student data to facilitate student transitions.
- R2.** Connect teacher accountability with literacy initiatives outlined in the data-informed plan for improving literacy instruction.
- R3.** Examine and communicate campus performance data and progress toward goals in the data-informed plan for improving literacy instruction.

Reporting and Accountability: Grade 6 through Grade 12			
R1. Establish a system between sites and campuses for reporting student data to facilitate student transitions.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators begin to:	A system for reporting data to facilitate the transition of students between sites and campuses is in place . Administrators and instructional staff routinely :	A system for reporting data to facilitate the transition of students between sites and campuses has been in place for more than a year . Administrators and instructional staff continue to:
Collaborate with other sites and campuses to establish procedures for sharing student data for incoming and outgoing students.	Establish mutually agreed upon procedures for sharing student data for incoming and outgoing students.	Follow established procedures for sharing student data for incoming and outgoing students.	Share student data for incoming and outgoing students and collaborate with sending and receiving sites and campuses to evaluate the effectiveness of the data reporting procedures and improve them as needed.
Establish procedures for sharing incoming and new student data with all relevant staff members, such as English learner specialists, classroom and elective teachers, and counselors.	Ensure that staff uses incoming and new student data to inform instruction and assessment of transferred students.	Use incoming and new student data to inform instruction and assessment of transferred students.	Use incoming and new student data to inform instruction and assessment.

Reporting and Accountability: Grade 6 through Grade 12			
R1. Establish a system between sites and campuses for reporting student data to facilitate student transitions.			
Establish lines of communication with sending and receiving sites and campuses for questions and discussions related to student transition.	Inform staff of opportunities, expectations, and means for communication with sending and receiving sites and campuses to ensure the continuity of services and instruction for all students.	Communicate with sending and receiving sites and campuses, as needed, to ensure the continuity of services and instruction for all students.	Communicate with sending and receiving sites and campuses, as needed, to ensure the continuity of services and instruction for all students.
Sample Evidence			
Written procedures and timelines for reporting data for students transitioning to another site or campus (end of year and throughout) List with contact point person for each sending and receiving campus, which might include name, title, phone, email, and address Agendas, minutes, and sign-in sheets from meetings with leaders/contact persons from sending and receiving sites and campuses			

Reporting and Accountability: Grade 6 through Grade 12			
R2. Connect teacher accountability with literacy initiatives outlined in the data-informed plan for improving literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators begin to:	The connection between teacher accountability and the literacy initiatives outlined in the data-informed plan for improving literacy instruction is in place . Administrators routinely :	The connection between teacher accountability and the literacy initiatives outlined in the data-informed plan for improving literacy instruction has been in place for more than a year . Administrators continue to:
Inform instructional staff of literacy initiatives in the data-informed plan for improving literacy instruction, as well as resources and support available for implementing them.	Explain the connection between implementation of the literacy initiatives of the data-informed plan for improving literacy instruction and individual teacher accountability.	Ensure that instructional staff clearly understands the expectations for implementing literacy initiatives outlined in the data-informed plan for improving literacy instruction.	Communicate with instructional staff about the connection between literacy initiatives and teacher accountability.
Establish a system for providing feedback to teachers on their level and quality of implementation of literacy initiatives.	Employ a system for providing feedback to teachers on their level and quality of implementation of literacy initiatives.	Provide feedback to teachers on their level and quality of implementation of literacy initiatives.	Provide feedback to teachers on literacy initiative implementation. Consider data on the level and quality of literacy initiative implementation when

Reporting and Accountability: Grade 6 through Grade 12			
R2. Connect teacher accountability with literacy initiatives outlined in the data-informed plan for improving literacy instruction.			
			evaluating and revising the data-informed plan for improving literacy instruction.
Establish a system for collecting data on the level and quality of literacy initiative implementation.	Employ a system for collecting data on the level and quality of literacy initiative implementation.	Collect and use literacy initiative implementation data in appraising teachers.	Collect and use literacy initiative implementation data in appraising teachers and making staffing decisions, such as assigning high-performing staff to work with high-need students or to mentor other staff.
Sample Evidence			
Data-informed plan for improving literacy instruction Documentation of communication to instructional staff about literacy initiatives, expectations, and support for implementation, and these components' connection to teacher appraisal Systems for collecting data on the level and quality of literacy initiative implementation data System for providing feedback to instructional staff on implementation of literacy initiatives			

Reporting and Accountability: Grade 6 through Grade 12			
R3. Examine and communicate campus performance data and progress toward goals in the data-informed plan for improving literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The campus-based leadership team plans to:	Administrators and instructional staff begin to:	The practice of examining and communicating campus performance data and progress toward goals in the data-informed plan for improving literacy instruction is in place . Administrators and instructional staff routinely :	The practice of examining and communicating campus performance data and progress toward goals in the data-informed plan for improving literacy instruction has been in place for more than a year . Administrators and instructional staff continue to:
Ensure that all administrators and instructional staff have the knowledge and skills to analyze data to evaluate performance on literacy outcomes.	Examine data to evaluate campus performance on literacy outcomes, such as reading, writing, and English language proficiency growth.	Examine data to evaluate campus performance on literacy outcomes, such as reading, writing, and English language proficiency growth.	Examine data to evaluate campus performance on literacy outcomes.
Ensure that all administrators and instructional staff have the knowledge and skills to disaggregate data to evaluate campus performance in achieving literacy targets for students in different subgroups,	Disaggregate data to evaluate campus performance in achieving literacy targets for students in different subgroups, such as grade level, ethnicity, economic status, and English language proficiency.	Disaggregate data to evaluate campus performance in achieving literacy targets for students in different subgroups, such as grade level, ethnicity, economic status, and English language proficiency.	Follow established procedures and guidelines to disaggregate data to evaluate campus performance in achieving literacy targets for students in different subgroups, such as grade level, ethnicity, economic

Reporting and Accountability: Grade 6 through Grade 12			
R3. Examine and communicate campus performance data and progress toward goals in the data-informed plan for improving literacy instruction.			
such as grade level, ethnicity, economic status, and English language proficiency.			status, and English language proficiency. Train new staff on these procedures and guidelines.
Ensure that all relevant staff members are informed of the procedures and policies for reporting literacy performance data to the district and state.	Report literacy performance data to the district and state using appropriate procedures.	Report literacy performance data to the district and state using appropriate procedures.	Report literacy performance data to the district and state using appropriate procedures.
Identify a variety of ways to provide campus performance information that are meaningful and accessible for families and the community. Establish procedures for communicating this information.	Communicate campus performance in literacy measures to families and the community in formats that are meaningful and accessible.	Communicate campus performance in literacy measures to families and the community in formats that are meaningful and accessible.	Follow, evaluate, and improve procedures for communicating campus literacy performance to families and stakeholders.
Sample Evidence			
Agendas, minutes, and sign-in sheets from data analysis meetings Reports and analyses of campus data Communication to families and other stakeholders about campus performance, such as announcements of meetings, agendas, sign-in sheets, and summaries or other handouts provided Posting of campus performance information, such as from newsletters, websites, emails, and articles, in jargon-free English and other languages			

 Sustainability

Grade 6 through Grade 12

The use of the Texas State Literacy Plan (TSLP) to guide literacy instructional planning and improvement is designed to be an ongoing process rather than an event or project. Throughout the TSLP and especially in this component, schools are asked to evaluate the impact of their initiatives and to put systems in place to maintain and continue to improve literacy instruction.

Sustainability Action Steps: Grades 6 through 12

- S1.** Evaluate the level of implementation of the Texas State Literacy Plan.
- S2.** Implement systems to build and maintain capacity to provide effective literacy instruction.

Sustainability: Grade 6 through Grade 12			
S1. Evaluate the level of implementation of the Texas State Literacy Plan.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	
The campus-based leadership team plans to:	Administrators begin to:	The practice of evaluating the level of implementation of the TSLP is in place . Administrators and staff routinely :	
Create an <i>Implementation Map</i> for the campus.	Communicate the <i>Implementation Map</i> ratings to all campus staff.	Update the <i>Implementation Map</i> ratings at the beginning, middle, and end of year.	
Review areas of strength and need in the <i>Implementation Map</i> and prioritize <i>Action Steps</i> and <i>Indicators</i> to actively implement.	Communicate the prioritized <i>Action Step(s)</i> and <i>Indicator(s)</i> to the staff.	Collaborate to update the priorities and areas of focus for improvement in literacy instruction.	
Create a plan for implementation to address the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> .	Implement the plan for working on the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> .	Collaborate to assess progress on the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> based on the implementation plan and then identify next steps.	

Sustainability: Grade 6 through Grade 12
S1. Evaluate the level of implementation of the Texas State Literacy Plan.
Sample Evidence
<i>Implementation Map</i> for the campus Agenda, minutes, and sign-in sheets for meetings Implementation plan for area of focus, including <i>Action Step(s)</i> and <i>Indicator(s)</i>

Sustainability: Grade 6 through Grade 12			
S2. Implement systems to build and maintain capacity to provide effective literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	
The campus-based leadership team plans to:	Administrators and staff begin to:	Systems to build and maintain capacity to provide effective literacy instruction are in place . Administrators and instructional staff routinely :	
Identify current practices that effectively support leadership and literacy instruction.	Create systems that will support the continued and expanded use of effective leadership and literacy instruction.	Systematize practices that support effective leadership and literacy instruction, such as written procedures and policies and induction and mentoring programs.	
Establish a system to assess staff needs for support and professional development on leadership and literacy instruction.	Match resources and professional development to identified needs for support on leadership and literacy instruction.	Employ a system for providing differentiated support and professional development to build capacity for leadership and literacy instruction.	
Develop procedures to ensure ongoing availability of training and support to new staff.	Implement a system for providing ongoing training to new staff.	Ensure new staff receives needed training on an ongoing basis.	

Sustainability: Grade 6 through Grade 12			
S2. Implement systems to build and maintain capacity to provide effective literacy instruction.			
Identify and communicate to all staff the methods and timelines for evaluating literacy instruction and initiatives.	Implement a system to evaluate literacy instruction and initiatives.	Use a system for ongoing evaluation of literacy instruction and initiatives, such as the action items of the data-informed plan for improving literacy instruction.	
Identify ways for effective, grant-funded literacy practices to continue through other means after the discontinuation of grant funding.	Provide ways for effective, grant-funded literacy practices to continue through other means after the discontinuation of grant funding.	Coordinate across programs and funding sources to sustain successful literacy initiatives and practices.	
Sample Evidence			
Sustainability plans for grant-funded initiatives Documentation of knowledge- and resource-sharing meetings or sessions Integration of effective literacy practices of grant-funded initiatives into the data-informed plan for improving literacy instruction			

Texas State Literacy Plan

Appendix: Texas Initiatives for Reading and Writing Instruction

The Texas State Literacy Plan (TSLP) represents the goals and objectives of multiple initiatives implemented in Texas throughout the years. Past and present initiatives have focused on the development of guidelines and standards and the implementation and delivery of evidenced-based language and literacy instruction to children age 0 to grade 12. At present, the Texas Education Agency (TEA) continues to coordinate numerous entities and resources, as well as the partnership among sites and educators, to guide and support statewide literacy efforts.

Below are brief descriptions of these state literacy initiatives, beginning with the most recent.

- **Texas Literacy Initiative (TLI):** The purpose of this grant is to improve school readiness and success in language and literacy of disadvantaged students in targeted local education agencies and their associated early childhood education providers through coordinated implementation of the Texas State Literacy Plan. The Texas State Literacy Plan presents a framework for the integration and alignment of early language and pre-literacy skills and reading and writing instruction for all Texas learners through grade 12.

The Texas Education Agency—in conjunction with the TLI Leadership Team, which includes 20 regional education service centers, the Institute for Public School Initiatives at The University of Texas at Austin, the Children’s Learning Institute at The University of Texas Health Science Center at Houston, and the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin—collaborates with Literacy Lines to meet the goals of the TLI grant. A Literacy Line is a vertical collaborative among feeder-pattern campuses within a local education agency and early childhood education providers, which may include Early Head Start; Head Start; public, private, or nonprofit licensed early childhood sites; and public prekindergarten programs.

TLI is funded through the federal Striving Readers Comprehensive Literacy program, authorized as part of the Fiscal Year 2010 Consolidated Appropriations Act Public Law No. 111-117 under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act).

- **Texas School Ready!™:** This is certification for prekindergarten service providers who implement effective prekindergarten instructional models.
- **Student Success Initiatives:**
 - **Teacher Reading Academies:** Beginning in 1999, Texas teachers in kindergarten through third grade classrooms attended four-day academies, providing them with the tools for evidence-based instruction and intervention. In 2002, those academies were introduced in an online format and offered for continuing education credit. In 2009, the Online Teacher Reading Academies were updated and extended through grade 5 and now include an administrative overview. The academies were developed through a partnership of TEA, the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, and Education Service Center Region 13, continuing in partnership with the Institute for Public School Initiatives at The University of Texas at Austin.
 - **Accelerated Reading Instruction (ARI):** Originated by Senate Bill (SB) 4 of the 76th Texas Legislature, ARI provides immediate, targeted instruction for students identified as struggling in reading.
- **Texas Early Education Model (TEEM):** This is a partnership among the Texas Education Agency (TEA), the Children's Learning Institute at The University of Texas Health Science Center at Houston, public schools, and private childcare programs for prekindergarten education in language and pre-literacy development. Critical components for replicating the success of TEEM are a high-quality curriculum and instructional materials, intensive and purposeful teacher training followed by mentoring, student progress monitoring to inform classroom instructional practices, and monitoring and evaluation activities that include student performance.
- **Texas Prekindergarten Guidelines:** The Texas Prekindergarten Guidelines (revised in 2008) balance research-based teaching strategies and developmental research on how children learn most effectively. These guidelines are designed to help teachers deliver playful, well-planned, and purposeful instruction that will jump-start school success and influence students' growth throughout their lives.
- **The Texas Prekindergarten Guidelines Web-based Training:** This web-based professional development tool orients and introduces educators to the guidelines. Training includes video examples of child behaviors in five domains (social and emotional development, first- and second-language and communication, emergent literacy, reading and writing, and math), and provides instructional strategies teachers can use to support students. Also included are examples of integrated instruction with video of classroom interactions where several outcomes from the guidelines are combined.

- **Faculty Collaborative for College and Career Readiness:** In 2008, the Texas Higher Education Coordinating Board, through the state legislature, created the College and Career Readiness Initiative: Faculty Collaborative. The English/Language Arts Faculty Collaborative is managed through The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. The English/Language Arts Collaborative also supports disciplinary literacy in science, mathematics, and social studies.
- **Texas Reading First Initiative:** This statewide program was part of the federal Reading First Initiative established through the No Child Left Behind Act of 2001. The federal initiative was designed to help states and local schools implement findings of scientifically based reading research, with the goal that all students achieve reading mastery by the end of grade 3. Funds were dedicated to help states, local districts, and schools significantly reduce reading achievement gaps by establishing research-based, comprehensive reading instruction in grades K–3. The federal initiative also was designed to provide professional development for teachers to implement scientifically based reading programs; to ensure accountability through ongoing, valid and reliable screening, diagnostic, and progress monitoring assessments; and to provide technical assistance to local education agencies and campuses.
- **Texas Adolescent Literacy Academies (TALA):** In 2008 and 2009, Texas teachers for grades 6–8 had the opportunity to receive professional development in scientifically based reading instruction for adolescents through TALA. Now available online, the academies aim to prepare middle school teachers to design appropriate instruction for all students, including those struggling with reading due to limited English proficiency, learning disabilities, dyslexia, and other risk factors for reading difficulties. Included in the academies are a set of training modules on cross-disciplinary vocabulary and comprehension strategies, a diagnostic and progress-monitoring instrument, and guidance for intensive interventions targeting the needs of struggling adolescent readers.
- **Texas Essential Knowledge and Skills (TEKS):** In May 2008, the State Board of Education adopted new state standards, the TEKS for English and Spanish Language Arts and Reading. TEA—in partnership with the Children’s Learning Institute at The University of Texas Health Science Center at Houston; the Institute for Public School Initiatives at The University of Texas at Austin; the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin; and the Education Service Centers—developed and implemented statewide professional development in the new standards.
- **Higher Education Collaborative (HEC) for Reading First:** In 2003, Texas provided ongoing professional development and collaborative opportunities for teacher educators who are preparing elementary teachers. Funded through Reading First, this unique initiative involved more than 140 institutions of higher education in integrating evidence-based research and instruction in preservice programs.

- **End of Course Success for English I, II, and III and ESOL I and II:** The 80th Legislature mandated End-of-Course (EOC) assessments for freshman, sophomore, and junior English courses and for freshman and sophomore English for Speakers of Other Languages. TEA—in partnership with the Institute for Public School Initiatives at The University of Texas at Austin; the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin; and Education Service Centers—developed and implemented statewide professional development on the instruction and strategies necessary for student success at the end of each course.
- **English Language Proficiency Standards:** These standards address the English language proficiency level descriptors and student expectations for English learners. Implementation of these student expectations is required in all content areas in kindergarten through grade 12.
- **College and Career Readiness Standards (CCRS):** The purpose of the CCRS initiative is to identify and define the competencies and skills graduating high school students must possess to be successful in higher education and beyond.

Glossary

Academic discourse: the extended language structures used to communicate knowledge of different academic content areas. Academic discourse includes academic vocabulary, but refers specifically to linguistic structures and functions beyond the word-level that are needed to demonstrate academic knowledge.

Academic language: the vocabulary and language structures used to communicate knowledge of different academic content areas

Academic vocabulary: words and concepts related to an academic discipline or content area; the formal words used to communicate ideas across content areas

Accuracy: the ability to read words in a text with no errors

Action Step: one of a set of steps for each component of the TSLP that are designed to support implementation at the site/campus level

Age-appropriate: suitable for a particular age or age range

Assessment: a method educators use to measure and document the academic readiness, learning and development progress, and skill acquisition of students (Abbott, 2013)

Bilingual program: an academic program that provides instruction in students' primary language or in both the primary language and English. The extent of the primary language instruction depends on the type of bilingual program. Bilingual education in Texas commonly refers to early-exit or transitional programs, in which students are instructed in their primary language in the early grades, for 2–3 years, with the goal of transitioning to English-only instruction. Compare with *dual language program*.

BOY: Beginning of Year

CCRS: College and Career Readiness Standards; see *State Standards*

Coaching: an approach to professional development that involves directly supporting instructional staff. Coaches support teachers' professional growth through observation and reflection of classroom practice, modeling, and individualized guidance with ongoing feedback.

Core instruction: the instruction provided to all students in the class (Tier I instruction). It is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small-group differentiated instruction period.

Data: facts or information collected from observation or assessment and used to evaluate, measure, or document a specific phenomenon

Data analysis meeting/Data meeting: grade-level or vertical meetings that focus on analyzing student data, identifying trends and students needs, and planning instruction based on data

Data-informed plan for improving literacy instruction: the plan, or “blueprint,” that describes goals for site/campus improvement, as well as the steps to achieve the goals. Early childcare centers for children age 0–SE create a data-informed plan to improve language and pre-literacy outcomes; K–12 campuses create a data-informed plan to improve literacy outcomes.

Diagnostic data: information collected for the purposes of determining students’ instructional needs

Differentiated instruction: instruction that is adjusted to meet the individual needs of learners in a given classroom

Disaggregate: to separate data by a category or specific criteria, such as by age, gender, subject area, or assessment measure

Discourse: See *Academic discourse*.

Domains: See *Language domains*.

Dual language program: an academic program that develops literacy and academic language skills in students’ primary language and one additional language, with the goal of achieving full literacy in both languages

Early literacy: the knowledge about reading and writing that children develop before they can actually read or write

ELAR: English Language Arts and Reading; see *State Standards*

ELPS: English Language Proficiency Standards, which outline English language proficiency level descriptors and student expectations for English learners. They are part of the Texas Essential Knowledge and Skills and are required to be integrated into each subject in Kindergarten through grade 12.

Emergent literacy: the skills, knowledge, and practices that are developmental precursors to conventional forms of reading and writing

EOC: End of Course

EOY: End of Year

ESC: Education Service Center

ESL: English as a second language

Evidence-based: established as being effective through multiple high-quality studies that indicate causality and demonstrate meaningful effects on student outcomes (Cook & Cook, 2011). The term *research based* commonly refers to instructional practices based on research that has identified some principles or theories that are believed to be strong, but have not necessarily shown causal effects on student outcomes.

Expressive skills: language skills in speaking and writing

Fidelity: the degree to which instruction follows the intent and design of a program

Fluency: the ability to read text quickly, accurately, and with proper expression

Formative assessment: an assessment that provides information needed to adjust teaching and learning throughout the instructional process

Gap analysis: a comparison of the current state to the desired state in order to develop a plan of action. It is often the first step in implementation of a school improvement process.

GT: gifted and talented

IEP: Individualized Education Plan

IFSP: Individual Family Service Plan

Impairment: Sensory impairments include vision or hearing weakness that impact a child's ability to learn. Physical impairments refer to a physical dysfunction that affects a student's movement and/or coordination.

Implementation Inventory: the self-assessment tool used at the site or campus level to determine the level of implementation of the components of the TSLP

Implementation Map: the tool generated after the site/campus-based leadership team completes the *Implementation Inventory*. It provides a visual representation of the level of implementation the team has indicated for each component of the TSLP.

Indicators: statements that describe practices and systems that may be planned or taking place at different levels of implementation of a TSLP *Action Step*

Informal assessment: an assessment that does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Examples include teacher-made tests, end-of-unit tests, and running records.

ISD: independent school district

L1: first or native language

L2: second or additional language

Language domains: the four skills that are part of language acquisition and use: listening, speaking, reading, and writing.

Language proficiency data: data that show English learners' level of proficiency in English for the four language domains: listening, speaking, reading, and writing. Sources of this data include the Texas English Language Proficiency Assessment System (TELPAS).

LEA: local education agency

Literacy line: the organization of sites and campuses based on their feeder patterns or district networks from kindergarten through grade 12 and their early childhood pipeline partners who serve the age 0 through preschool population. The purpose of literacy lines is to facilitate and ensure effective literacy development.

Mentor text: a text that can be used as an example of good writing for students; also called an anchor text

MOY: Middle of Year

NAEYC: National Association for the Education of Young Children

Oral language: language skills in listening comprehension and speaking

Outcome data: assessment data that summarizes students' development over a particular period of time or that focuses on the outcomes of instruction or academic program

Pacing: the rate or speed at which a lesson or curriculum is delivered

Phonological awareness: the knowledge of the structure of oral language and the understanding that language is composed of sub-parts that can be manipulated. This includes a continuum of auditory skills that are foundational skills when learning to read.

PPCD: Preschool Program for Children with Disabilities

Progress monitoring: assessment administered at regular intervals that measures students' progress toward targeted literacy goals

Rate: the speed at which a person reads

Readability level: the independent, instructional, and frustration levels of text reading

Receptive skills: language skills in listening comprehension and reading

Reliability: the degree to which an assessment tool is consistent and produces similar results under similar situations. Reliable measures are necessary to monitor students' growth over time.

Research based: based on research that has identified some principles or theories that are believed to be strong, but have not necessarily shown causal effects on student outcomes; see also *Evidence based*

Response to Intervention (RTI) framework: a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

RTI: response to intervention; see *Response to Intervention (RTI) framework*

Scope and sequence: a “road map” or “blueprint” for teachers that provides an overall picture of an instructional program and includes the range of teaching content and the order or sequence in which it is taught

Screening/Screenener: a short, valid, and reliable assessment that measures students' literacy skills. For young children, the term *screenener* may also be used to refer to assessments of health and physical development, such as hearing and vision. The purpose of screening is the early identification of students who could benefit from an intervention or supplemental instruction.

SLAR: Spanish Language Arts and Reading; see *State Standards*

SRCL: Striving Readers Comprehension Literacy. The objective of this federally funded program is to advance pre-literacy skills, reading, and writing for students age 0 (birth) to grade 12, including English learners and students with disabilities.

SSI: Student Success Initiative grant

STAAR: State of Texas Assessments of Academic Readiness

Stakeholders: all people with an interest or concern in literacy instruction and outcomes, such as teachers, students, administrators, service providers, parents/families, and specialists

State guidelines: guidelines provided to Texas early childhood sites for understanding early childhood development and planning instruction in the different learning domains. These include the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and the Texas Prekindergarten Guidelines (revised in 2008).

State standards: the three sets of research- and evidence-based standards that help ensure all students in grades K–12 become college and career ready. They include the English Language Arts and Reading (ELAR) and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS); the English Language Proficiency Standards (ELPS); and the College and Career Readiness Standards (CCRS).

Struggling reader: a student of any age who has not mastered the skills required to fluently read and comprehend text written at a level one could reasonably expect a student of that age to read

Summative data: assessment data that provide information about a student’s development at a particular time or that focus on the outcomes of instruction

Supplemental instruction: targeted instruction that goes beyond that provided by the comprehensive core language arts and reading program. The term is commonly used to describe Tier II and/or III instruction.

TALA: Texas Adolescent Literacy Academy

TEA: Texas Education Agency

TEEM: Texas Early Education Model

TEKS: Texas Essential Knowledge and Skills; see *State Standards*

TELPAS: Texas English Language Proficiency Assessment System; see *Language proficiency data*

Tier I instruction: evidence-based core classroom literacy instruction coupled with universal screening to identify students at risk for reading difficulties

Tier II instruction: intervention instruction and frequent progress monitoring (for example, every 1-4 weeks) that struggling readers receive in addition to Tier I instruction

Tier III instruction: a highly intensive and individualized intervention involving smaller groups and more frequent progress monitoring provided to students who do not make adequate progress in Tier II or for whom the identified gap in reading skills warrants this level of intervention

Universal screening: See *Screening/Screeners*.

Validity: the degree to which an assessment tool measures what it claims to measure

Vertical alignment: alignment across age levels, grade levels, or course levels

Vertical teams: representatives from key grade levels who focus on the alignment and coordination of instruction from grade to grade. The goal of vertical teams is to ensure a shared, deep understanding of the state standards, what the standards require students to know and be able to do, and ways in which these skills and understandings build across grade levels.

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