



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			
<p>Schedule of campus-based leadership meetings</p> <p>Agendas, minutes, and sign-in sheets</p> <p>Written roles and responsibilities of the campus-based leadership team</p> <p>Roster of members</p> <p>Protocols for campus-based leadership team meetings</p> <p>Protocols for analyzing data</p>			

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.			
	<ul style="list-style-type: none"> • identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress. 	<ul style="list-style-type: none"> • 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			
<p>Written roles and responsibilities of instructional coaches</p> <p>Schedules of support services provided to instructional staff</p> <p>Instructional coaching tools, such as observation forms and feedback forms</p> <p>Professional development plans and schedules for instructional coaches</p> <p>Agendas, minutes, and sign-in sheets</p> <p>Instructional coaches’ schedules</p>			

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			

A *ssessment*

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 develop 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 as 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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).			
<p>Communicate the expectation for uninterrupted standards-based instruction that integrates core literacy programs, identified supplemental resources, and pacing guides.</p> <p>Provide professional development on using the core literacy programs, supplemental resources, and pacing guides.</p>	<p>Plan and deliver uninterrupted standards-based instruction that integrates core literacy programs, identified supplemental resources, and pacing guides.</p>	<p>Provide uninterrupted standards-based instruction that integrates core literacy programs, identified supplemental resources, and pacing guides.</p>	<p>Provide, evaluate, and adjust uninterrupted standards-based instruction that integrates core literacy programs, identified supplemental resources, and pacing guides.</p> <p>Ensure that new instructional staff receives training on using core literacy programs, supplemental resources, and pacing guides.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Identify and communicate with instructional staff about observation tools, procedures,</p>	<p>Establish the practice of observing instruction to support effective standards-based</p>	<p>Observe and support effective standards-based literacy instruction.</p>	<p>Observe and support effective standards-based literacy instruction.</p>

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			

Effective 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 <ul style="list-style-type: none"> • literacy goals, services, and programs; 	Implement systems for communicating with parents and families in meaningful and understandable ways, including an explanation of <ul style="list-style-type: none"> • literacy goals, services, and programs; 	Implement systems for communicating with parents and families in meaningful and understandable ways, including an explanation of <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • the benefits of developing language and literacy in the student’s home language; and • assessments and results. <p>Inform staff of expectations and resources for communicating with parents and families, including the use of translators for languages other than English.</p>	<ul style="list-style-type: none"> • the benefits of developing language and literacy in the student’s home language; and • assessments and results. 	<ul style="list-style-type: none"> • the benefits of developing language and literacy in the student’s home language; and • assessments and results. 	
<p>Identify strategies and tools for parents and families to support language and literacy development in English and/or another language used in the home.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Identify resources and opportunities to integrate home and community connections into literacy lessons and unit plans, when possible.</p>	<p>Integrate home and community connections into literacy lessons and unit plans, when possible.</p>	<p>Integrate home and community connections into classroom literacy instruction and assignments, when possible.</p>	<p>Integrate home and community connections into classroom literacy instruction and assignments, when possible.</p>
<p>Assess needs for and plan professional development that</p>	<p>Engage in professional development that supports</p>	<p>Reassess needs for professional growth and continue to</p>	<p>Reassess needs for professional growth and engage in relevant</p>

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			
<p>Copies of communication with parents and families</p> <p>Copies of communication about campus performance in jargon-free English and other languages (such as newsletters, website, e-mails, articles)</p> <p>Schedules of parent and family outreach events</p>			

*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			
<p>Written procedures and timelines for reporting data for students transitioning to another site or campus (end of year and throughout)</p> <p>List with contact point person for each sending and receiving campus, which might include name, title, phone, email, and address</p> <p>Agendas, minutes, and sign-in sheets from meetings with leaders/contact persons from sending and receiving sites and campuses</p>			

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			
<p>Data-informed plan for improving literacy instruction</p> <p>Documentation of communication to instructional staff about literacy initiatives, expectations, and support for implementation, and these components' connection to teacher appraisal</p> <p>Systems for collecting data on the level and quality of literacy initiative implementation data</p> <p>System for providing feedback to instructional staff on implementation of literacy initiatives</p>			

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			
<p>Agendas, minutes, and sign-in sheets from data analysis meetings</p> <p>Reports and analyses of campus data</p> <p>Communication to families and other stakeholders about campus performance, such as announcements of meetings, agendas, sign-in sheets, and summaries or other handouts provided</p> <p>Posting of campus performance information, such as from newsletters, websites, emails, and articles, in jargon-free English and other languages</p>			

ustainability

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			