

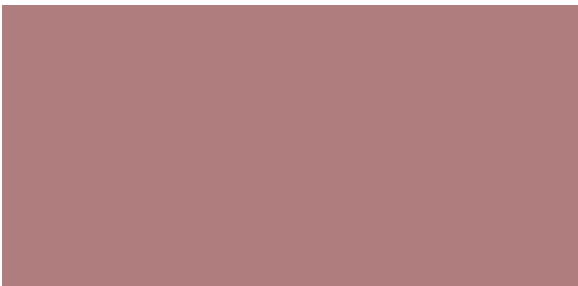
SOUTH DAKOTA **LITERACY FRAMEWORK**

DISTRICT GUIDE FOR **IMPLEMENTATION**



THE PURPOSE

The purpose of this document is to provide a school district with a guide for how to implement the *South Dakota Literacy Framework's* recommendations. Start by using the Literacy Framework Flow Chart to find at which step to start, depending upon the existing elements within the district. Then using the tables below, follow the implementation tasks for that step. For more research/explanation on each step, refer to the South Dakota Literacy Framework.



STEP 1: DEVELOP LITERACY LEADERSHIP

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|--|--|----------|---|
| Leadership attends a science of reading literacy instruction professional learning. | Administration | Summer | DOE Professional Learning Platform |
| Establish a Literacy Leadership Team. | Principal Classroom teacher(s) Special education teacher(s) Interventionist(s) Title teacher(s) Literacy coach Parent(s) | Fall | SD MTSS Manual - See <i>Leadership Team</i> section School Leadership Team Roles Establishing Team Norms |
| Develop a literacy vision and goals. | Literacy Leadership Team | Fall | Mission, Vision, & Objectives Worksheet Vision Statement Examples |
| Write a school wide comprehensive reading plan. | Literacy Leadership Team | Fall | Literacy Plan Template |

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|---------------------|-------------------|----------|-----------|
|---------------------|-------------------|----------|-----------|

Establish a data collection and analysis process.

Literacy Leadership Team

Summer

[SD DOE Data Workbook](#)

Devise a schedule to reach toward the recommended 90 minute reading blocks.

Administration
Literacy Leadership Team

Summer

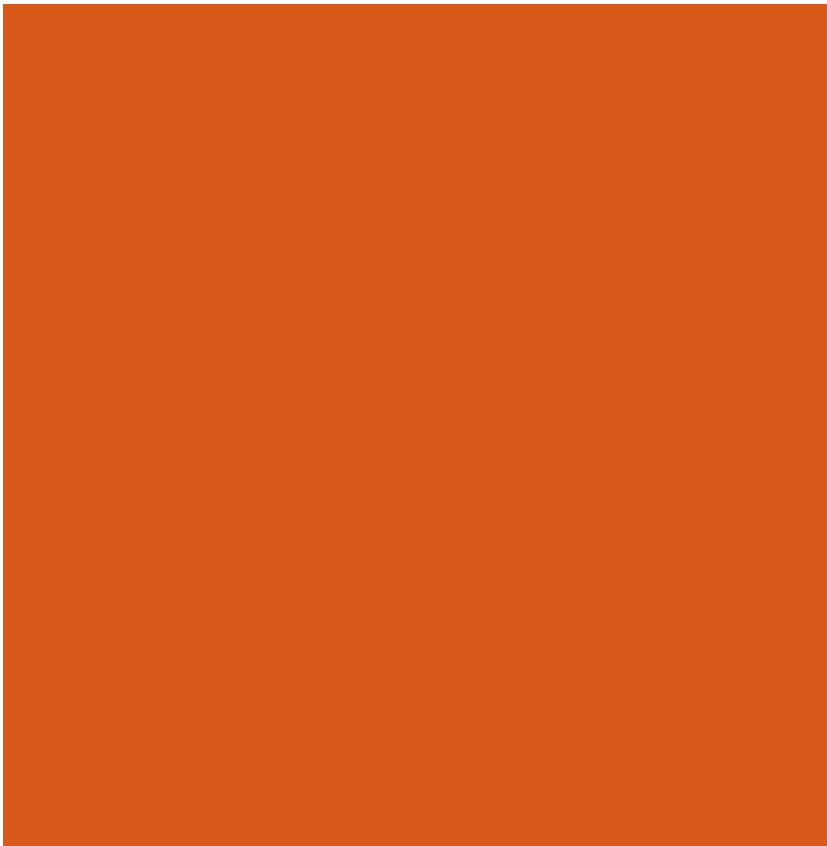
[90 Minute Reading Schedule Guide](#)

Determine a process for analyzing curriculum and materials for alignment to the science of reading.

Literacy Leadership Team

Fall

[Curriculum Analysis Tool](#)
[Secondary Curriculum Analysis Tool](#)



STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|--|---|----------------------------------|---|
| <p>Develop an assessment collection and analysis framework.</p> | <p>Administration Interventionist(s) Title Teacher(s) Special Education Teacher(s) Reading Specialist</p> | <p>Summer</p> | <p>SD MTSS Manual - See <i>Data-Driven Decision Making</i> section SD DOE Data Workbook District Assessment Planning Worksheet</p> |
| <p>Conduct an early childhood screener for the pre-K students.</p> | <p>Early Childhood Teacher</p> | <p>Fall</p> | <p>SD DOE Early Learning Guidelines Developmental Checklist Language Milestones</p> |
| <p>Administer a universal literacy screener three times per year.</p> | <p>Classroom Teachers</p> | <p>Fall, Winter & Spring</p> | <p>SD DOE Data Workbook - See <i>Review & Validate Universal Screening Data</i> section District Assessment Planning Worksheet</p> |
| <p>Implement a diagnostic assessment to identify specific learning needs.</p> | <p>Interventionist(s) Title Teacher(s) Special Education Teacher(s) Reading Specialist</p> | <p>Fall, Winter & Spring</p> | <p>SD MTSS Manual - See <i>Assessment</i> section SD DOE Data Workbook - See <i>Planning for Support</i> section District Assessment Planning Worksheet</p> |
| <p><i>*For those students below benchmark on universal screener</i></p> | | | |

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|---------------------|-------------------|----------|-----------|
|---------------------|-------------------|----------|-----------|

Implement a progress monitoring assessment to monitor effectiveness of an intervention and student growth.

**For students in intervention groups*

All staff completing interventions

Weekly

[SD MTSS Manual](#)
- See *Assessment* section

[SD DOE Data Workbook](#)
- See *Progress Monitoring* section

[District Assessment Planning Worksheet](#)

Develop outcome assessments to measure mastery on grade-level content.

Classroom Teachers

Ongoing

[District Assessment Planning Worksheet](#)

[SD Unpacked Standards](#)
- See *Achievement Level Descriptors* sections

[SD Interim Assessments](#)

Use formative assessments to make day-to-day teaching decisions based upon the collected data.

Classroom Teachers

Ongoing

[Formative Assessments](#)

[District Assessment Planning Worksheet](#)



STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|---|---|----------|--|
| Develop a plan for ongoing professional development. | Administration Literacy Leadership Team Literacy Coach | Summer | SD MTSS Manual - See <i>Professional Learning</i> section Literacy Plan Template |
| Train all teachers in the coursework based upon the science of reading. | Administration sets up training All classroom, special education teachers, and interventionists attend | Summer | DOE Professional Learning Platform - See <i>Foundational Reading</i> |
| Train all teachers in effective literacy instruction. | Administration sets up training All classroom, special education teachers, and interventionists attend | Summer | DOE Professional Learning Platform - See <i>Explicit Instruction</i> |
| <i>*Explicit and Systematic</i> | | | |
| Develop a system for using student literacy assessment data to drive professional learning topics. | Administration Literacy Coach | Ongoing | SD DOE Data Workbook |
| Provide literacy coaching to sustain professional learning. | Literacy Coach | Ongoing | DOE Professional Learning Platform - See <i>Coaching</i> Coaching Cheat Sheet |

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|---------------------|-------------------|----------|-----------|
|---------------------|-------------------|----------|-----------|

Participate in literacy coaching to sustain professional learning.

Literacy Coach
 Interventionist(s)
 Title Teacher(s)
 Special Education Teacher(s)
 Reading Specialist

Ongoing

[DOE Professional Learning Platform](#)
 - See *Coaching*
[Coaching Cheat Sheet](#)

Actively implement all professional learning in the classroom.

Administration
 Interventionist(s)
 Title Teacher(s)
 Special Education Teacher(s)
 Reading Specialist

Ongoing

[Coaching Cheat Sheet](#)
[Classroom Observation Checklist](#)

Develop a method to evaluate the effectiveness of professional learning.

Administration
 Literacy Coach

Summer

[Highly Qualified Professional Development Tool](#)



STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|---|---------------------------------------|----------|--|
| Evaluate the early childhood education program to include the foundational elements. | Classroom Teachers and Administration | Ongoing | SD DOE Early Learning Guidelines |
| Evaluate the elementary reading instruction to ensure the alignment of the science of reading recommendations. | Classroom Teachers and Administration | Ongoing | SD MTSS Manual - see <i>Curriculum and Instruction</i> section Curriculum Analysis Tool SD ELA Standards SD ELA Unpacked Standards |
| Evaluate the reading instruction to ensure that it is being delivered explicitly and systematically. | Classroom Teachers and Administration | Ongoing | Explicit Instruction Observation Checklist Classroom Observation Checklist |
| Evaluate the secondary reading instruction to include comprehension strategies, vocabulary acquisition, embed grammar instruction and interdisciplinary reading instruction. | Classroom Teachers and Administration | Ongoing | Secondary Curriculum Analysis Tool SD ELA Standards SD ELA Unpacked Standards SD Unpacked Standards- Reading/Writing in History/SS, Science, Technical Subjects |

**IMPLEMENTATION
TASK**

RESPONSIBLE PARTY

TIMELINE

RESOURCES

Evaluate the reading programs to align with the South Dakota ELA Standards.

Classroom Teachers and Administration

Ongoing

- [SD ELA Standards](#)
- [SD ELA Unpacked Standards](#)
- [SD Unpacked Standards- Reading/Writing in History/SS, Science, Technical Subjects](#)
- [Curriculum Analysis Tool](#)
- [Secondary Curriculum Analysis Tool](#)



STEP 5: IMPLEMENT TIERED INSTRUCTION

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|---|--|-----------------------|---|
| Devise a data collection and analysis system for driving instructional recommendations. | Literacy Leadership Team Administration Literacy Coach | Summer | Reading Tiered Fidelity Inventory RTFI Scoring SD MTSS Manual - see <i>Creating Student Data Profile Cards</i> section SD DOE Data Workbook |
| Use the district's data analysis process for using screening data to determine students who are at risk of reading difficulties. | Classroom Teachers Administration Literacy Coach Interventionist(s) Title Teacher(s) Special Education Teacher(s) Reading Specialist | Fall, Winter & Spring | SD MTSS Manual - See <i>Data-Driven Decision Making</i> section SD DOE Data Workbook - See <i>Planning for Support</i> section |
| Use the district's data analysis process for using diagnostic data to plan the content and delivery of literacy interventions. | Classroom Teachers Administration Literacy Coach Interventionist(s) Title Teacher(s) Special Education Teacher(s) Reading Specialist | Fall, Winter & Spring | SD MTSS Manual - See <i>Data-Driven Decision Making</i> section SD DOE Data Workbook - See <i>Planning for Support</i> section |
| Create an evaluation tool for choosing intervention programming. | Classroom Teachers Administration Literacy Coach | Summer | Intervention Analysis Checklist |

| IMPLEMENTATION TASK | RESPONSIBLE PARTY | TIMELINE | RESOURCES |
|---|--|----------|---|
| Use the district’s evaluation tool for choosing intervention programming. | Classroom Teachers Administration Literacy Coach Interventionist(s) Title Teacher(s) Special Education Teacher(s) Reading Specialist | Summer | Intervention Analysis Checklist |
| Develop decision rules and process for determining movement within the tiered supports. | Classroom Teachers Administration Literacy Coach Interventionists | Summer | RTI Decision Rules |
| Use the district’s decision rules and process for determining movement within the tiered supports. | Administration Interventionist(s) Title Teacher(s) Special Education Teacher(s) Reading Specialist | Ongoing | RTI Decision Rules |
| Create schedules with designated intervention times. | Administration | Fall | Intervention Schedule Intervention Log |
| Implement schedules with designated intervention times. | Classroom Teachers Administration Literacy Coach Interventionist(s) Title Teacher(s) Special Education Teacher(s) Reading Specialist | Fall | Intervention Schedule Guide Intervention Log |

IMPLEMENTATION TASK

RESPONSIBLE PARTY

TIMELINE

RESOURCES

Provide evidence-based interventions with fidelity.

Administration
Interventionist(s)
Title Teacher(s)
Special Education Teacher(s)
Reading Specialist

Fall

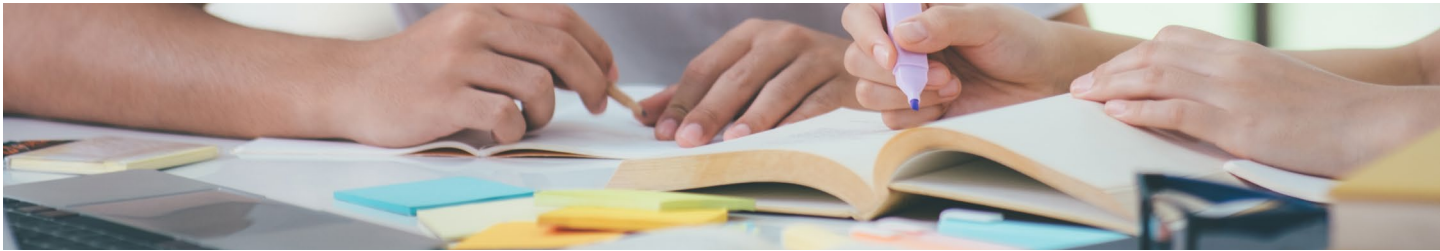
[Dyslexia Handbook](#)
- See *Intervention Section*
[SD DOE Title Program Handbook](#)
[Intervention Instruction Fidelity Checklist](#)

Ensure the intervention programs are evidence-based and the interventions are being conducted by a highly trained professional.

Administration
Literacy Coach
Interventionists

Fall

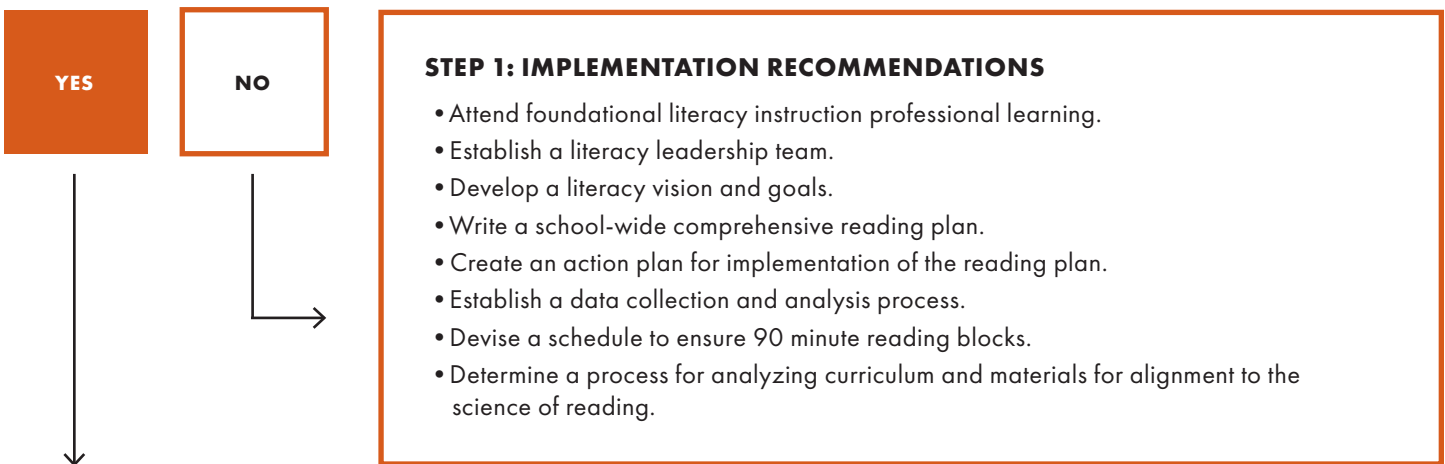
[Dyslexia Handbook](#)
- See *Intervention Section*
[SD DOE Title Program Handbook](#)
[Intervention Instruction Fidelity Checklist](#)



IMPLEMENTATION: FLOWCHART

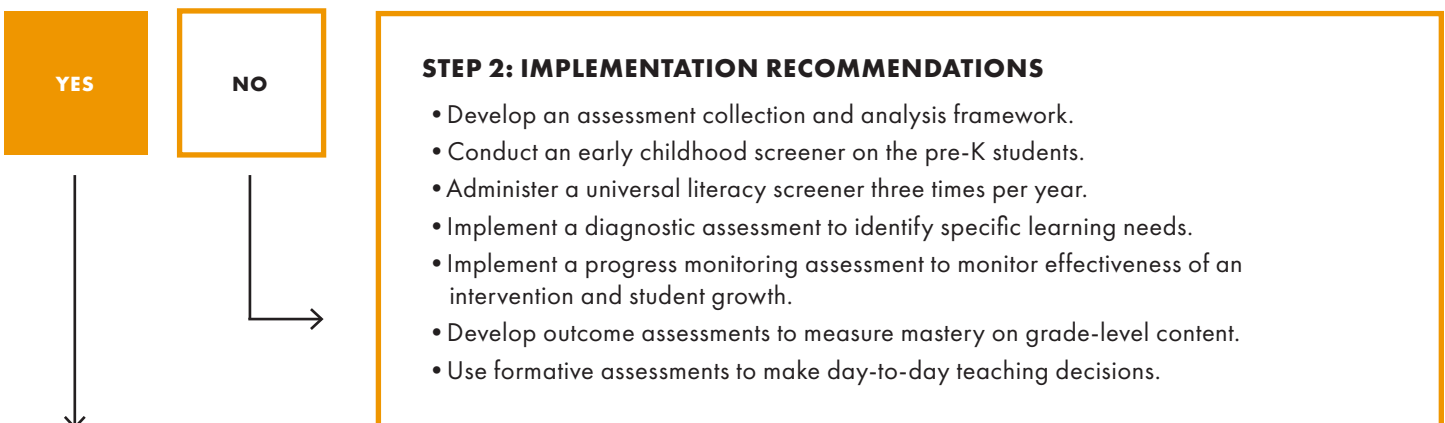
STEP 1: DEVELOP LITERACY LEADERSHIP

- Does the school's leadership understand the foundations of reading instruction?
- Does the school have a leadership team of classroom teachers, special education teachers, and administration?
- Does the school have an action plan for implementing the school's literacy vision and goals?
- Does the school have a comprehensive reading plan?
- Does the school have a data collection and analysis process?
- Does the school have established reading blocks in the daily schedule?
- Does the school have a process for determining if the curriculum and materials align to the science of reading?



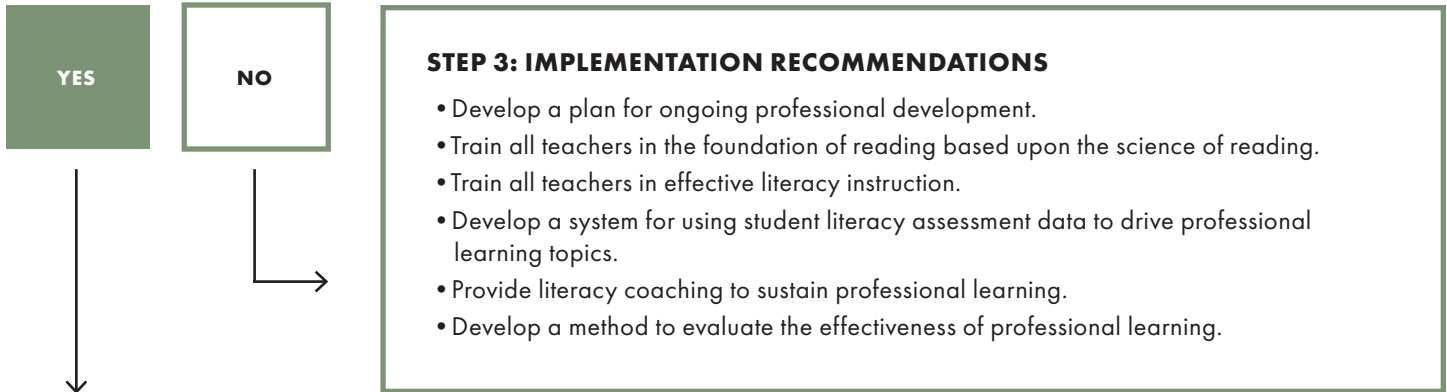
STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

- Does the school have an assessment collection and analysis framework?
- Does the school have an early childhood screener for developmental screening?
- Does the school administer a universal literacy screener three times per year?
- Does the school use diagnostic assessments to identify specific learning needs?
- Does the school use progress monitoring assessments to monitor effectiveness of an intervention and student growth?
- Does the school use outcome assessments to measure mastery on grade-level content?
- Does the school use formative assessments to make day-to-day teaching decisions?



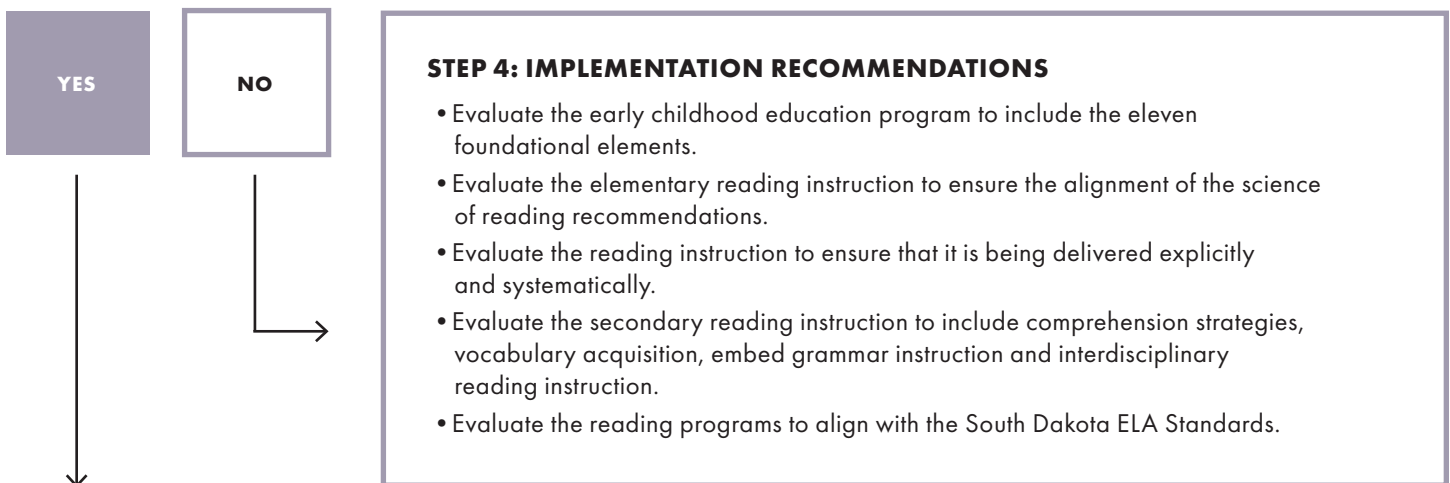
STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

- Does the school have a plan for ongoing professional learning?
- Have the school's teachers been trained in the foundation of reading based upon the science of reading?
- Have the school's teachers been trained in effective literacy instruction?
- Does the school use student literacy assessment data to drive professional learning topics?
- Does the school provide literacy coaching to sustain professional learning?
- Does the school have a method to evaluate the effectiveness of professional learning?



STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

- Does the school's early childhood education program include the eleven foundational elements?
- Does the school's elementary reading instruction align with the science of reading recommendations?
- Is the school's reading instruction delivered explicitly and systematically?
- Does the school's secondary reading instruction include comprehension strategies, vocabulary acquisition, embed grammar instruction and interdisciplinary reading?
- Do the school's reading programs align with the South Dakota ELA Standards?

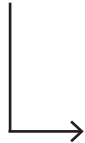


STEP 5: IMPLEMENT TIERED INSTRUCTION

- Does the school have a data collection and analysis system for driving instructional recommendations?
- Does the school use screening data to determine students who are at risk of reading difficulties?
- Does the school use diagnostic data to plan the content and delivery of literacy interventions?
- Does the school have an evaluation tool for choosing intervention programming?
- Does the school use decision rules and a process for determining movement within the tiered supports?
- Does the school have intervention times allotted within the daily schedules?
- Does the school provide evidence based intervention programs with highly qualified professionals?

YES

NO



STEP 5: IMPLEMENTATION RECOMMENDATIONS

- Devise a data collection and analysis system for driving instructional recommendations.
- Use screening data to determine students who are at risk of reading difficulties.
- Use diagnostic data to plan the content and delivery of literacy interventions.
- Create an evaluation tool for choosing intervention programming.
- Develop decision rules and process for determining movement within the tiered supports.
- Create schedules with designated intervention times.
- Ensure the intervention programs are evidence-based and the interventions are being conducted by a highly trained professional.