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| Level 1: High Quality Curriculum and Professional Learning | | | |
| *Selection and Implementation of a High-Quality Curriculum* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| Selected and Purchased an ELA/Literacy High-Quality curriculum that received a green evaluation across all three EdReports’ gateways.   * Vetted ELA/Literacy High-Quality curriculum for additional criteria beyond the expectation of green in all three EdReports’ gateways: CRSE, MLL, Differently-Abled students, and for Foundational Skills. * Enacted plan to address curriculum gaps in CRSE, supports for MLLs and Differently-Abled students, and Foundational Skills instruction. * Continuously inform families in their preferred language about the ELA/Literacy High-Quality curriculum and opportunities for differentiation in multiple formats (e.g., in-person meetings, virtual meetings, handouts). | Selected and Purchased an ELA/Literacy High-Quality curriculum that received a green evaluation across all three EdReports’ gateways.   * Vetted ELA/Literacy High-Quality curriculum for additional criteria beyond the expectation of green in all three EdReports’ gateways: CRSE, MLL, Differently-Abled students, and for Foundational Skills. * Developed plan to address curriculum gaps in CRSE, supports for MLLs and Differently-Abled students, and Foundational skills instruction; however, not enacted. * Inform families in their preferred language about the ELA/Literacy High-Quality curriculum in multiple formats (e.g., in-person meetings, virtual meetings, handouts). | Currently in process to select and purchase an ELA/Literacy High-Quality curriculum based on the expectation of green in all three EdReports’ gateways.  Drafted a plan to vet ELA/Literacy High-Quality curriculum for additional criteria beyond the expectation of green in all three EdReports’ gateways: CRSE, MLL, Differently-Abled students, and for Foundational Skills.  Drafted a plan to inform families in their preferred language about the ELA/Literacy High-Quality curriculum in multiple formats (e.g., in-person meetings, virtual meetings, handouts). | * Implementing a curriculum that has not received green across all three EdReports’ gateways, nor in the process of selecting a new ELA/Literacy High-Quality curriculum. * No evidence of curriculum being vetted for CRSE, MLL, Differently-Abled students and for Foundational Skills. * No evidence of informing families about the ELA/Literacy High-Quality curriculum. |
| **Supporting Evidence:** | | | |
| *High-Quality Curriculum is Aligned to LEA Professional Learning Plan (PL Plan)* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Enacted a Professional Learning Plan and all educators have received comprehensive training and ongoing Professional Learning to implement the ELA/Literacy High-Quality curriculum with fidelity. * Established understanding of the impact of unconscious bias by all staff and Enacted plan to raise awareness of the impact of unconscious bias in relation to the ELA/Literacy High-Quality curriculum and the instruction of diverse populations. * Collaborative Professional Learning for teachers, reading coaches/specialists, special educators and MLL specialists is ongoing, support is sustained, and progress is systematically evaluated. * Enacted plan to ensure Professional Learning for new hires and staff is ongoing, support is sustained, and progress is systematically evaluated. | * Drafted a Professional Learning Plan and beginning comprehensive training and support to implement the ELA/Literacy High-Quality curriculum with fidelity. * Enacted plan to raise awareness of the impact of unconscious bias in relation to the ELA/Literacy High-Quality curriculum and the instruction of diverse populations. * Collaborative Professional Learning for teachers, reading coaches/specialists, special educators and MLL specialists is inconsistent in the infrastructure for implementation and support. Opportunities may not be connected and/or progress not evaluated in a systematic way. * No formal plan is outlined for Professional Learning for new hires and staff or present plan is limited in scope and infrastructure to support it. | * Drafted a Professional Learning Plan which includes minimal or no Professional Learning (e.g., one day training).   Drafted a plan to develop the understanding of the impact of unconscious bias in relation to the ELA/Literacy High-Quality curriculum and the instruction of diverse populations.   * Provided educators the scope and sequence of the ELA/Literacy High-Quality curriculum to support implementation. There is no time/support allocated for teachers/specialists to engage in professional learning around implementation. | * No evidence of a Professional Learning Plan. * No evidence of Professional Learning provided for educators on the ELA/Literacy High- Quality curriculum. * No evidence of understanding that the impact of unconscious bias is a need for staff to understand in relation to ELA/Literacy High-Quality curriculum or instruction. |
| **Evidence:** | | | |

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| Level 2: Supports for Students | | | |
| *Multi-Tier System of Supports (MTSS)* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Data from assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective and evidence based. * Interventionists, ELA, and content area teachers meet regularly for collaboration and planning to ensure that the goals of evidence-based intervention are being achieved. * All students have access to Tier 1 instruction within an ELA/Literacy High-Quality curriculum. * Interventions at Tier 2 and Tier 3 are systematic, provided by trained interventionist with fidelity, and do not replace the Tier 1, ELA/Literacy High-Quality curriculum and instruction. * Team meets regularly to ensure that a student’s lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction). | * Assessments are administered regularly to students in each tier of instruction, and data needs to be more consistent and effectively analyzed. * Interventionists, ELA, and content area teachers meet for collaboration and planning to ensure that the goals of evidence-based intervention are being achieved. * All students have access to Tier 1 instruction of an ELA/Literacy High-Quality curriculum. * Interventions at Tier 2 and Tier 3 are provided by trained interventionist with fidelity, and do not replace the Tier 1 ELA/Literacy High-Quality Curriculum and instruction. * Team meets regularly regarding student’s progress. | * Assessments are administered and a plan for Professional Learning has been drafted on how to use data effectively for MTSS. * Interventions are inconsistently monitored, resulting in lack of fidelity of implementation. * The three tiers of intervention are not clearly defined or accessible to all. * Interventions are provided by skilled instructors without support for the classroom teacher from interventionists or special educators. | * MTSS/RTI processes are inconsistently implemented. * There is no evidence of the three tiers of intervention. * Interventions are provided by skilled instructors with little to no collaboration or support provided to the classroom teacher. No time is built into schedules for consultation with the classroom teacher. * MTSS/RTI are not a shared responsibility among educators and are not available to all students. |
| **Evidence:** | | | |
| *Intensive Intervention and Data-Based Individualized Training by Qualified Staff* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Enacted plan for research based ongoing Professional Learning of the components of intensive intervention and data-based individualization components in literacy instruction (e.g., assessment administration/ interpretation, data-based decision making and implementing interventions) for all educators that is iterative and reflective of need. * Interventionists participate in ongoing Professional Learning in program implementation and in how to diagnose and correct reading difficulties. | * Enacted plan for research based ongoing Professional Learning of the components of intensive intervention and data-based individualization components in literacy instruction (e.g., assessment administration/ interpretation, data-based decision making and implementing interventions) for all educators. * Interventionists participate in Professional Learning in program implementation and in how to diagnose and correct reading difficulties; however, it is not ongoing. | * Instructional personnel participate in training of some, not all of the components of intensive intervention or data-based individualization in literacy instruction. * Interventionists participate in Professional Learning in program implementation; however, it is not ongoing. | * Little or no opportunities for training in the components of intensive intervention and data-based individualization in literacy instruction. |
| **Evidence:** | | | |
| *Culturally Responsive and Sustaining Education (CRSE)* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Provide ongoing CRSE training for all staff. * Integrated CRSE within all components of the curriculum (e.g. ELA/Literacy Curriculum, MTSS, Intensive Intervention) and embedded within teaching practices. * The practices and attitudes of all staff are responsive to cultural, racial, and linguistic diversity. * The school recognizes and celebrates the diversity and richness of students’ and families’ backgrounds. | * Provided CRSE training for staff. * Integrated CRSE within the curriculum (e.g., ELA/Literacy Curriculum, MTSS, Intensive Intervention); however, inconsistently embedded within teaching practices. * The practices and attitudes of most staff are responsive to cultural, racial, and linguistic diversity. | * Drafted plan for CRSE training for staff. * Drafted plan to integrate CRSE within the curriculum and embedded within teaching practices. | * No evidence of addressing CRSE within curriculum, instruction, or trainings. * Staff practices and attitudes about culture, race, and linguistic background prevent achievement. |
| **Evidence:** | | | |
| *Supports for Multilingual Learners (MLL)* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Provided ongoing training for staff on how to support MLL students. * Integrated supports for MLL students within all components of the curriculum (e.g., MTSS, Intensive Intervention) and embedded within teaching practices. * All staff view multilingualism as an asset that contributes to success of MLL students. | * Some training for staff on how to support MLL students has been provided. * Inconsistent integration of supports within the curriculum has occurred and are inconsistently embedded within teaching practices. * Most staff view multilingualism as an asset that contributes to success of MLL students. | * Drafted plan to provide training for staff on how to support MLL students. * It is seldom integrated within the curriculum and is sporadically embedded within teaching practices. * Few staff view multilingualism as an asset that contributes to success of MLL students. | * Supports for MLL students have not been addressed and are not embedded in teaching practices. * Staff view multilingualism as a deficit that inhibits the success of MLL students. |
| **Evidence:** | | | |
| *Transition between Buildings* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Enacted a formal written and implemented process for transitioning students to various schools/grade spans/programs. * The transition process addresses the needs of students, families, and educators. | * Drafted process for transitioning students to various schools/grade spans/programs with inconsistent implementation across the district. * The transition inconsistently addresses the needs of students, families, and educators. | * Informal process for transitioning students to various schools/grade spans/programs resulting in inconsistent implementation. * The informal transition process does not address the needs of students, families, and/or educators. | * No evidence of a process for transitioning students to various schools/grade spans/programs; nor addressing the needs of students, families, and/or educators. |
| **Evidence:** | | | |
| *Dyslexia and Other Scientifically Based Literacy Trainings* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Enacted plan for research based ongoing Professional Learning of the components of Structured LiteracyTM for all educators that is iterative and reflective of need. * Enacted plan for interventionists to be certified or undergoing certification in Orton-Gillingham or a similar International Dyslexia Association accredited training program. * Implemented reading screening tools for students in K-3 reading and intervention students that include phonemic awareness and rapid automatic naming. | * Enacted plan for research based ongoing Professional Learning of the components of Structured LiteracyTM for all educators. * Enacted plan for interventionists to be certified or undergoing certification in Orton-Gillingham or a similar International Dyslexia Association accredited training program. * Enacted plan to implement reading screening tools for students in K-3 reading and intervention students that include phonemic awareness and rapid automatic naming. | * Drafted plan for research based ongoing Professional Learning of the components of Structured LiteracyTM for all educators. * Drafted plan for interventionists to be certified in Orton-Gillingham or a similar International Dyslexia Association accredited training program. * Drafted plan to implement screening tools for students in K-3 reading and intervention students that include phonemic awareness and rapid automatic naming. | * No evidence of plan for research based ongoing Professional Learning of the components of Structured LiteracyTM for educators. * No evidence of plan for interventionists to be certified in Orton-Gillingham or a similar International Dyslexia Association accredited training program. * No evidence of plan to implement screening tools for students in K-3 reading and intervention students that include phonemic awareness and rapid automatic naming. |
| **Evidence:** | | | |
| *\*\*Itinerant Models\*\* (Birth to Pre-K)* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * LEA Itinerant Model demonstrates all three anchors of practice: Direct Instruction, Collaborative Meetings, and Professional Development. * The Itinerant Model includes all students in the general education setting to the highest extent possible. * Clear evidence the Itinerant Model has been effectively integrated. | * LEA Itinerant Model demonstrates most components of the three anchors of practice: Direct Instruction, Collaborative Meetings, and Professional Development. * The Itinerant Model includes many students in the general education setting. * Inconsistent evidence the Itinerant Model has been effective. | * LEA Itinerant Model is weak or missing some of the three anchors of practice: Direct Instruction, Collaborative Meetings, and Professional Development. * The Itinerant Model demonstrates difficulty including students within the general education setting. * There is little evidence to suggest that this model has been effective. | * LEA Itinerant Model does not demonstrate the three anchors of practice. * The Itinerant Model does not include students in the general education setting. * No evidence reviewed to determine if this model is effective. |
| **Evidence:** | | | |

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| **Level 2: Family and Community Engagement** | | | |
| *Building System Partnership (Birth Through 5 years)* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| The LEA and/or Community-based Early Learning Program have a reciprocal system partnership that provide evidence-based family literacy programs.  A variety of activities and methods are employed to ensure access (e.g., language) and fit for all families. | The LEA and/or Community-based Early Learning Program have established some informal partnerships that provide evidence-based family literacy programs.  Some activities and methods are employed to ensure access and fit for all families. | * The LEA and/or Community-based Early Learning Program has drafted plan for building system partnerships to provide evidence-based family literacy programs; however, this has not been enacted. | No evidence of a plan for the LEA and/or Community-based Early Learning Program to implement a system partnership to provide evidence-based family literacy programs. |
| **Evidence:** | | | |
| *Partner with Community-Based Organizations (K-12)* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Established partnerships with multiple community-based organizations to support school literacy instruction. * Partnerships ensure literacy instruction occurs during the evenings and weekends to support family schedules. * Literacy support services between the school and community-based organization are seamless. | * Established some partnerships with community-based organizations to support school literacy instruction. * Partnerships do not offer consistent opportunities for literacy instruction on evening or weekends to support family schedules. * Literacy support services may or may not be seamless between the school and community-based organization. | * Developed plan to establish partnerships with community-based organizations. * No partnerships have been finalized and/or events to promote literacy have occurred. | * No evidence of plan for partnerships with community-based organizations to support literacy instruction. |
| **Evidence:** | | | |
| *Family Collaboration* | | | |
| **Fully Operational** | **Operational** | **Emergent** | **Not Addressed** |
| * Families are systematically involved with the LEA (e.g. parent/child homework sessions, literacy libraries) * Clear respect for linguistic differences by having information disseminated in a variety of ways and aligns with the ideals of the CRSE vision. * Implemented protocols and tools to engage families with the student literacy plans (e.g., PLP, RTI, 504, IEP, ILP). * Parents and family members of the groups that experience success gaps feel welcomed in the school and are frequently engaged in school activities, meetings, and/or other functions. * All the groups that are experiencing success gaps are represented within stakeholder planning groups to reduce success gaps. * School staff members take intentional measures, on an ongoing basis, to learn about the culture of these diverse groups. | * Families are involved with the LEA (e.g. parent/child homework sessions, literacy libraries). * Drafted plan to accommodate linguistic differences, including information disseminated in a variety of ways and aligns with the ideals of CRSE vision. * Created protocols and tools to engage families with student literacy plans (e.g., PLP, RTI, 504, IEP, ILP). * Parents and family members of the groups that experience success gaps in the school feel welcomed and are engaged in school activities, meetings, and/or other functions. * Some of the diversity of the school, but not all the groups that are experiencing success gaps, are represented on stakeholder planning groups to reduce success gaps. * Drafted plan to reach the diversity of the school that are experiencing success gaps that are not represented on stakeholder planning groups to reduce success gaps. * School staff members are taking intentional measures to learn about the culture of these diverse groups. | * Drafted plan to help educators collaborate with families. * Drafted protocols and tools along with staff training to engage families with student literacy plans (e.g., PLP, RTI, 504, IEP, ILP). * Parents and family members attending school activities, functions, or parent/teacher meetings represent some of the diversity of the school, but not all the groups that are experiencing success gaps. | * Families are rarely or not involved with the LEA. There has been no plan constructed to include them. * Drafted tools and protocols to engage families with student literacy plans (e.g., PLP, RTI, 504, IEP, ILP). * Parents and family members typically attending school activities, functions, or parent/teacher meetings do not represent the full diversity of the school, including the group(s) that experience success gaps. |
| **Evidence:** | | | |