



North Dakota
Comprehensive
Literacy

STATE LITERACY PLAN

SELF-EVALUATION CONTINUUM

NORTH DAKOTA STATE LITERACY TEAM
ND DEPARTMENT OF PUBLIC INSTRUCTION
CLSD/NDSLII

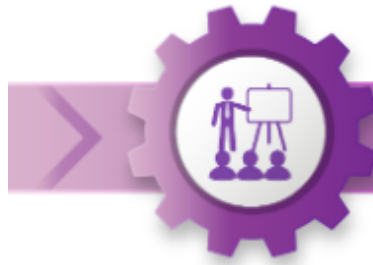


Leading for Impact

	1. Learning	2. Developing	3. Embedding	4. Innovating
Critical Indicators:	Specific ideas have been brought forth for consideration. Research and discussion are happening.	A plan exists and some action has occurred.	Consistent, systemwide actions are occurring at a sustainable level, incorporating the continuous improvement process.	Continually monitors and reviews data to strategically improve programming to reach and exceed the targeted outcome.
Leadership: Building and literacy team leaders develop and manage systemic approaches to advance literacy achievement.				
Culture: Members of the school community value literacy and support it across the system within all content areas.				
Process: Systemwide processes are designed, operated, and monitored for evidence of literacy attainment for all learners.				
SCORE				

Potential Evidence:

- Agendas and meeting notes from teacher collaboration time
- Policies and structures supporting equitable learning experiences
- Budget showing classroom supports (for example, aides, evidence-based curriculum)
- Building leader possess degrees, endorsements, or certifications in literacy
- Building leadership team is in place and focus on student learning outcomes
- Coach's schedule
- Evidence of a vision, mission, and short- and long-term goals that are visited often
- Evidence of leadership training and support of evidence based practices
- Feedback cycles conducted with teachers based on observations
- Professional learning experiences for the principal, teacher leaders, and coaches
- School/classroom climate survey
- Student data
- Any related High Reliability Schools (HRS), MTSS, or COGNIA data



Supporting Professional Learning

	1. Learning	2. Developing	3. Embedding	4. Innovating
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Leadership: Building and literacy team leaders work in partnership to advance teacher effectiveness in impacting student literacy outcomes.				
Culture: Members of the school community value literacy and cooperatively engage in continuous professional improvement efforts.				
Process: Systemwide processes exist for all staff to engage in learning and access ongoing support for literacy-focused professional learning to impact student outcomes.				
SCORE				

Potential Evidence:

- Literacy goals are visible and communicated (literacy plan, website, newsletters)
- PLC structures include:
 - Gathering and Analysis of student data
 - Dedicated time to use data to plan, assess, and evaluate literacy instruction
- Structures to analyze system data to evaluate professional learning efficacy and plans to monitor and adjust based on data
- Opportunities for personalized and goal centered experiences for staff including but not limited to:
 - Learning walks, Observations, Instructional coaching, Peer Coaching, Mentorship, PLC collaborative studies, action research cycles
- Established coaching program with embedded coaching standards and inclusive of feedback to coaches and supportive leader partnerships



Engaging All Stakeholders

	1. Learning	2. Developing	3. Embedding	4. Innovating
Critical Indicators:	Specific ideas have been brought forth for consideration. Research and discussion are happening.	A plan exists and some action has occurred.	Consistent, systemwide actions are occurring at a sustainable level, incorporating the continuous improvement process.	Continually monitors and reviews data to strategically improve programming to reach and exceed the targeted outcome.
Leadership: Building and literacy team leaders establish and promote systems and opportunities to develop community and family partnerships for the benefit of student literacy achievement.				
Culture: Members of the school community promote multiple and varied opportunities to engage with one another for the purpose of enhancing literacy achievement.				
Process: Systemwide processes exist to establish, implement, and review family and community engagement systems and opportunities to maximize student literacy outcomes.				
Add				
SCORE				

Potential evidence:

- Established family engagement platform
- Established and consistent social media identity
- Records and data on engagement
- Evidence of utilization of data through PLC agendas
- Established volunteer structures
- Established parent advisory board
- Published community-based learning opportunities
- Established community partnerships and feedback opportunities



Planning Standards-Aligned Curriculum

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Leadership: Building and literacy team leaders guide instructional curriculum selection and implementation based on a scope and sequence for a continuum of learning to reach identified literacy outcomes.				
Culture: Members of the school community know and use literacy standards to guide instruction.				
Process: Systemwide processes are in place for selection, development, implementation, and review of evidence-based curriculum aligned to North Dakota content standards in English Language Arts and Early Learning Standards.				
SCORE				

Potential evidence:

- Prioritized standards are published and shared
- A vertically aligned scope and sequence is known
- Instructional staff use proficiency scales to design instruction
- Proficiency scales are published and shared
- Assessments are designed based on proficiency scales
- Time is set aside for grade or content PLCs
- PLC focus starts with what students need to know and do.
- PLCs meet regularly to calibrate on proficiency (building and/or district level)
- A continuous improvement cycle is established to review and reflect based on student data
- Vertically aligned vocabulary is established and embedded.
- Evidence of gradebook practices that align with a standards based mindset
- Establishment of student friendly proficiency scales and learning targets
- Students demonstrate self-monitoring of progress and matching evidence.



Instructing with Precision

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Leadership: Building and literacy team leaders ensure literacy instruction addresses the evidence-based progression of skill development essential				
Culture: Members of the school community understand literacy as a progressive acquisition of skills and allow for individual differences while maintaining				
Cohesion: Systemwide processes exist to effectively differentiate instruction to support all students in literacy achievement.				
SCORE				

Potential evidence:

- Establishment of a literacy plan inclusive of learning progressions Birth-18+
- Establishment of literacy framework or continuum
- Evidence of Provision of training to teachers in research-based practice at all levels
- Leaders have established data days
- Leaders have established PLC structures including protocols for looking at student work
- Notes and agendas from PLC and data days exist and are referenced
- Established MTSS/RTI inclusive of Special Education, Gifted and Talented, EL, Indigenous, and Social-Emotional supports
- District has established personalized learning pathways
- Qualitative evidence of literacy rich environments



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Leadership: Building and literacy team leaders establish a comprehensive assessment plan to monitor and impact literacy outcomes.				
Culture: Members of the school community are invested in student-centered decision-making based on data.				
Process: Systemwide processes are in place for collecting, analyzing, and responding to data for continuous improvement.				
SCORE				

Potential evidence:

- Comprehensive assessment plan is aligned to prioritized standards
- PLCs demonstrate understanding of valid, reliable, and unbiased evidence
- A model and process for triangulation of data from multiple sources exists and is known by staff
- Leaders have established data days
- Leaders have established PLC structures including protocols for looking at student work
- Notes and agendas from PLC and data days exist and are referenced
- Established MTSS/RTI inclusive of Special Education, Gifted and Talented, EL, Indigenous, and Social-Emotional supports
- Establishment of student friendly proficiency scales and learning targets
- Students demonstrate self-monitoring of progress and matching evidence