

# Cherry Creek Pk-12 Literacy Plan

2023-2027

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## CCSD PK-12 Literacy Mission Statement

*To develop independent and confident readers, writers, communicators and thinkers by providing every student with authentic and rigorous learning experiences through a structured, culturally responsive and evidence-based approach to literacy instruction. Through high expectations that foster college and career readiness, CCSD will ensure students have the skills to compete in today's global, knowledge-based economy.*

We believe every innovative and culturally responsive literacy classroom requires:

- every student to engage in rigorous, meaningful, grade-level literacy experiences focused on reading, writing, communicating, and thinking.
- every teacher designs learning experiences that are responsive to the needs and assets of each student.
- classroom systems, structures, rituals, and routines that allow students to think flexibly, communicate their understanding effectively, and apply literacy skills in all areas of life.

### CCSD Literacy Vision:

All students in CCSD master grade-level literacy skills in order to engage with all content and be college and career ready. This will be accomplished by ensuring all CCSD students have access to high-quality, culturally responsive instruction. High-quality, culturally responsive instruction is defined as

- Instruction aligned to grade-level standards, grounded in the Science of Reading, and taught through evidence-based instructional practices.
- All students engage in rigorous, meaningful literacy experiences focused on reading, writing, communicating and thinking.
- All teachers design learning experiences that are responsive to the needs and assets of each student.
- Classroom systems, structures, rituals, and routines that shift ownership to students providing them the opportunity to think flexibly, effectively communicate their understanding, and apply literacy skills in all areas of life.

### Introduction

The Cherry Creek Literacy Plan (CCLP) is designed with a single goal in mind: to support each and every student in developing strong literacy skills and positive identities as learners. In particular, the district is looking to ensure traditionally underserved populations — including students acquiring English, students with disabilities, students eligible for free or reduced lunch, students experiencing homelessness, students in foster care, migrant students, and students of color —

are provided the appropriate instruction to make sure that when we talk about all students developing strong literacy skills, we mean **each and every** student. The goal of the CCLP is to ensure each student reads proficiently by the end of 3rd grade, and that ALL students can read, write, think, and communicate with grade-level competency.

Cherry Creek School District is committed to building a comprehensive [structured literacy](#) program that serves every single one of our students. We believe Structured Literacy and both Content and Disciplinary Literacy will give our students the literacy skills they need to be successful in their lives. By using data from common assessments, including progress monitoring, district and building leaders will be able to focus conversations around literacy on identifiable areas for growth and make appropriate strategic plans to address these areas of growth.

### **Purpose**

This comprehensive literacy plan is designed to be aspirational and name what literacy practices will be in place by the 2026-2027 school year. Each section has a multi-year implementation plan which is meant to be a guide for schools and district leadership in reaching Cherry Creek's ideal state and revisited annually.

### **Where We Are Now**

The District is working with a grant from CDE to implement Structured Literacy based on the Science of Reading across every school in the district, from ECE to 12th grade (PK-12). Beginning in 2021 grades K-3 began adopting new curricular resources to align evidence-based practices. In 2022, grades 4-5 began to adopt new curricular resources while middle schools and high schools began a needs assessment by exploring the current systems and structures in place.

In 2022-2023, eight Comprehensive Literacy State Development Grant funded schools began implementation of Lexia Power Up, a literacy intervention curricular resource. Literacy leaders from each middle and high school attended professional learning to grow their capacity to lead systems change to support literacy development in their schools. CCSD identified PK-12 Literacy instructional practices and revised the instructional framework to reflect the Cherry Creek Literacy Plan.

In 2023-2024 6th -12th grades will implement a common argument/synthesis writing assessment based on the reading of common sources. In 2023-2024, CCSD will identify PK-12 Literacy instructional practices and revise the instructional framework to reflect the Cherry Creek Literacy Plan.

# 1. Literacy Leadership

*Building Leaders use research based practices based on the Science of Reading and Disciplinary Literacy to positively impact teaching and learning in their building and across the district.*  
(from LET, CDE 2022)

Literacy Leadership is the responsibility of all members of a site Professional Learning Community (PLC) in service to CCSD's Literacy Mission. The PLC is made up of the entire community of educators in a building, including Instructional Excellence RAISE Coaches (IERCs), principal and assistant principals, coordinators, classroom teachers, special populations teachers and service providers (GT/SPED/MLS/504). Within each PLC, grade level or job-alike teams, called Collaborative Teams, educators work together to make appropriate literacy decisions. Literacy Leaders are change agents to improve literacy achievement and implement the criteria found in the [Literacy Evaluation Tool](#) (LET).

Literacy leaders will ensure that data is a regular focus of meetings, at the district, building, and Collaborative Team levels. In addition to engaging with literacy data, literacy leaders will support literacy instruction (i.e. planning and delivering) and conduct observations to assess how teachers and students are doing and what next steps need to be addressed.

## TRANSFORMATIONAL EQUITY FRAMEWORK

HOW DOES CCSD ENSURE AN EQUITABLE LEARNING EXPERIENCE FOR ALL STUDENTS?  
WHAT IS THE FRAMEWORK THAT GUIDES OUR BEHAVIORS AND SYSTEM-WIDE WORK?



In alignment with CCSD's commitment to the Core Value of Equity, Literacy Leadership will support the implementation of the CCSD Transformational Equity Framework throughout literacy instruction, instructional design, and planning of systems and structures that support literacy instruction. Literacy leaders will use the following questions to guide their planning and decision-making in service to learning for each student:

- What systems & structures are we promoting and/or dismantling in service to our literacy goals in the 22-23 SY?
- How are we elevating our racial consciousness in our own lives and as a staff in service to our literacy goals in the 22-23 SY?
- How are we allowing our students/staff to show up whole in the learning environment to meet our literacy goals in the 22-23 SY?
- How do our instructional practices allow students to authentically show up, learn, and connect with their educational lived experiences in service to our literacy goals in the 22-23 SY?

#### 4 Reasons Literacy Leadership Matters

1. Literacy Leaders Directly Impact Student Achievement - Literacy leaders are second only to teachers in their impact on student learning. (Fullan & Pinchot, 2018; Leithwood, Harris, & Hopkins, 2008)
2. Literacy Leaders Promote Equitable Outcomes - Literacy leaders play a critical role in supporting the literacy needs of all students, including those with or at risk for literacy-related disabilities, by designing and evaluating effective schoolwide reading plans within multi-tiered systems of support. (Eagle, Dowd-Eagle, Snyder, & Holtzman, 2015)
3. Literacy Leaders Build Strong Literacy Teams - Literacy leaders improve teaching and learning by promoting staff motivation, commitment, and a positive school culture. (Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D., 2006)
4. Literacy Leaders are Instructional Leaders - Literacy leaders actively support the implementation of evidence-based literacy practices by providing access to high-quality professional learning and coaching/feedback opportunities. (Steiner and Kowal, 2007)

Leaders across the district will use their knowledge of the Science of Reading, Structured Literacy and Disciplinary Literacy to ensure all students achieve grade-level proficiency in literacy. In CCSD, the phrase "all students" includes historically underserved populations (identified by socio-economic status, Multilingual Learners, ethnicity, gender, race, students with disabilities, etc.). Specifically, Literacy Leadership, including building leaders and collaborative teams, will use their knowledge of the Science of Reading and Disciplinary Literacy to ensure best practices in Tiers 1, 2, and 3 Literacy Instruction.

District Literacy Leadership will ensure the Cherry Creek Literacy Plan (CCLP) is implemented with integrity. In order to achieve these goals, District Leadership agrees to prioritize initiatives throughout the district so that School Leaders and Literacy Leaders can effectively make decisions for their buildings. This means offering constructive feedback for continuous improvement as aligned to the

CCLP and accountability for all leaders in the district so that the CCLP is fulfilled effectively and on schedule. This includes holding each other accountable for carrying out well-defined literacy goals that lead to improved literacy results. Literacy Leaders will use the LET to self-assess literacy implementation and growth in their building.

### Key Takeaways for Literacy Leadership

1. Professional Learning Communities, encompass all educators in a building and make up the Literacy Leadership responsible for implementing the 2023-2027 Cherry Creek Literacy Plan.
2. Literacy Leadership is committed to ensuring that the CCSD Transformational Equity Framework is at the center of all literacy work in the district.
3. Effective Literacy Leadership: Impacts student outcomes, promotes equitable outcomes, builds strong teams and provides instructional leadership.

### Literacy Leadership Implementation Plan

<p>Year One 2023-2024</p>	<ol style="list-style-type: none"> <li>1. <b>Instruction</b> Build capacity for themselves and their teams around the CCSD Vision for high-quality instructional practices (as it rolls out) in ELA classrooms and during literacy instruction. This includes a deep focus on instructional practice <a href="#">Center Meaning Making</a>.</li> <li>2. <b>Science Of Reading</b> Literacy leadership will build their understanding of the Science of Reading and Board-approved resources to impact teaching and learning.</li> <li>3. <b>Multi Tiered Layers of Support</b> Literacy Leadership will support teachers with reviewing students' bodies of evidence in order to identify goals and progress monitoring measures aligned to READ Plans.</li> <li>4. <b>Literacy Evaluation Tool</b> Literacy Leadership uses the Literacy Evaluation Tool to monitor the progress and implementation of the Cherry Creek Literacy Plan, vision, and universal framework as a Professional Learning Community.</li> </ol>
<p>Year Two 2024-2025</p>	<ol style="list-style-type: none"> <li>1. <b>Instruction</b> Literacy Leadership builds capacity for themselves and their teams around the CCSD Vision for high-quality instructional practices (as it rolls out) in ELA classrooms and during literacy instruction. This includes a deep focus on common instructional practice <a href="#">Plan Grade Level Tasks</a>.</li> <li>2. <b>Science Of Reading</b> Literacy Leadership will support their teams with designing learning experiences based on the</li> </ol>

	<p>Science of Reading and use of board-approved resources to impact teaching and learning</p> <ol style="list-style-type: none"> <li>3. <b>Multi Tiered Layers of Support</b> Literacy Leadership conducts a needs assessment/course placement and schedule audit and adjusts instructional programming and scheduling to ensure access to equitable core instruction.</li> <li>4. <b>Literacy Evaluation Tool</b> Literacy Leadership uses the Literacy Evaluation Tool to assess growth and implementation of the Cherry Creek Literacy Plan, vision, and universal framework as a collaborative team with a special focus on equitable access to universal instruction and appropriate scaffolds and supports.</li> </ol>
<p>Year Three 2025-2026</p>	<ol style="list-style-type: none"> <li>1. <b>Instruction</b> Literacy Leadership builds capacity for themselves and their teams around the CCSD Vision for high-quality Instructional practices (as it rolls out) in ELA classrooms and during literacy instruction. This includes a deep focus on common instructional practice 3: <a href="#">Diagnostic Instruction</a>. Builds capacity with all ELA teachers using instructional practices for Tier 2 instruction within the ELA classroom.</li> <li>2. <b>Science Of Reading</b> Literacy Leadership will leverage Collaborative Team time to support their teams to design unit plans including Common Formative Assessments and end-of-unit assessments based on the Science of Reading and using board-approved resources to impact teaching and learning.</li> <li>3. <b>Multi Tiered Layers of Support</b> Within unit planning Literacy Leadership identifies Tier 2 assessments that can be used after Tier 2 instruction.</li> <li>4. <b>Multi Tiered Layers of Support</b> Literacy Leadership continues to build the capacity of the Professional Learning Community to provide Tier 2 instruction aligned to the district vision, and ensure Tier 2 and Tier 3 structures are in place.</li> <li>5. <b>Literacy Evaluation Tool</b> Literacy Leadership uses the Literacy Evaluation Tool to assess the growth and implementation of the Cherry Creek Literacy Plan, vision, and universal framework as a collaborative team with a special focus on Tier 2 supplemental and intervention instruction.</li> </ol>
<p>Year Four 2026-2027</p>	<ol style="list-style-type: none"> <li>1. <b>Instruction</b> Literacy Leadership builds capacity for themselves and their teams around the CCSD Vision for high-quality instructional practices (as it rolls out) in ELA classrooms and during literacy instruction. This includes a</li> </ol>

	<p>deep focus on common instructional practice <a href="#">Explicit Writing Instruction</a>. Builds capacity across the instructional team to support Tier 3 literacy instruction.</p> <ol style="list-style-type: none"><li>2. <b>Science Of Reading</b> Literacy Leadership will leverage collaborative team time to support teams with data analysis and action planning to support learning acceleration.</li><li>3. <b>Multi Tiered Layers of Support</b> Literacy Leadership continues to build capacity on the common data tracking system (Including tracking the number of students needing Tier 2 and Tier 3) to inform instruction and course placement.</li><li>4. <b>Multi Tiered Layers of Support</b> Literacy Leadership builds capacity for general education classroom teachers to support students receiving Tier 3 Interventions with High Quality Instruction at Tier 1 and Tier 2 in the ELA classroom.</li><li>5. <b>Literacy Evaluation Tool</b> Literacy Leadership uses the Literacy Evaluation Tool to assess the growth and implementation of the Cherry Creek Literacy Plan, vision, and universal framework as a collaborative team with a special focus on Tier 3 supplemental and intervention instruction.</li></ol>
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## 2. Universal Literacy Instruction

*Literacy: Literacy is the ability to use language to read, write, listen and speak in order to successfully participate in a social, economic, family and community life. (IRA, 2009)*

“The whole world opened up to me when I learned to read.” Mary McLeod Bethune reminds us of the power that exists within educational spaces and the impact learning has on the futures of all learners. Literacy sparks curiosity, wisdom and adventure. Reading gives learners a window into the world and into their futures. Because reading is a foundational life skill that unlocks access to learning across all other content areas, it is imperative all educators leverage a literacy framework that includes both 1) evidence-based strategies and 2) culturally responsive and sustaining pedagogy.

### Evidence-Based Strategies

Through Universal literacy instruction, each student receives effective, differentiated Tier I core literacy instruction from high-quality research-based curricular resources and instructional strategies aligned to the [Colorado Academic Standards](#) (CAS) and which adhere to the [READ Act Rules](#). Teacher knowledge of state standards (what they are asking of students, how this informs instruction, and how standards build upon one another) is essential to universal instruction. Key components of Universal Instruction include adequate time, appropriate structures (i.e. workshop models, mini-lessons), and instructional materials using research based evidence with high to moderate effectiveness. The 2023 version of this document is focused on the decoding aspects of literacy as we wait for CDE to complete a state writing framework. We acknowledge all students are currently receiving writing instruction as part of universal instruction and look forward to including the encoding part of literacy in future iterations.

The goal of the Cherry Creek Literacy Plan (CCLP) is to ensure each student reads proficiently by the end of 3rd grade, and that ALL students can read, write, think, and communicate with grade level competency.

### Culturally Responsive Education

“Culturally Responsive Education (CRE) is a mental model that is useful for identifying themes and tools of practice for closing Equity gaps. CRE provides a conceptual context for policies and practices that focus on Equity without marginalizing some students relative to others. It actively enlists the awareness of culture, race, ethnicity, gender, ability, and other social markers that shape the perceptions of educational opportunities in the interest of and effort to provide meaningful learning experiences for all students” (Stembridge, 2020). Cherry Creek Schools worked closely with Dr. Adeyemi Stembridge to build our collective

understanding and capacity to be culturally responsive educators. Through this learning, we came to know CRE is the joining of pedagogy and equity.

Building on the work of Gloria Ladson-Billings, Sonia Nieto, Geneva Gay, and others, Dr. Stemberge synthesized their research along with field work he conducted to identify 6 Big Themes of Culturally Responsive Education. They are as follows:

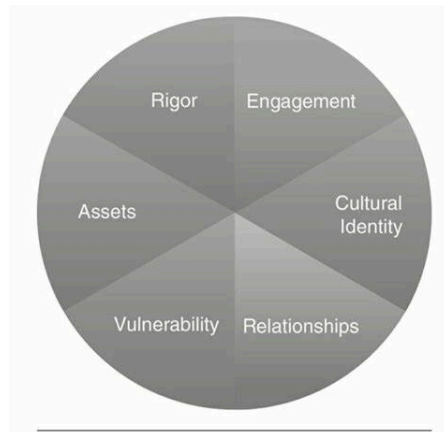
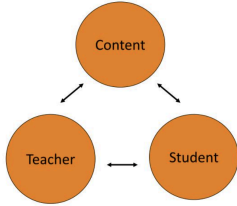


Figure 3.4 The BIG six themes

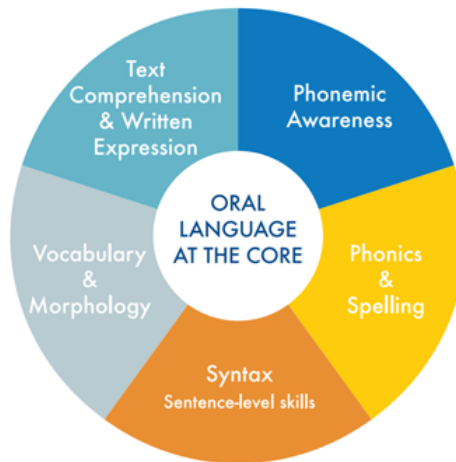
CRE Theme	CRE Planning Questions
Rigor	<ul style="list-style-type: none"> <li>• How does the instructional design encourage students to employ higher order thinking skills beyond mere recall?</li> <li>• In what ways are students led to construct their own meaning and interpretations from content?</li> <li>• How does the instruction lead students into stretching their understandings of content?</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• How does instruction engage students behaviorally, affectively and cognitively?</li> <li>• How does this instructional design model for students what engagement looks like?</li> <li>• How does the lesson differentiate for highly engaged, moderately engaged, and minimally engaged students?</li> </ul>
Cultural Identity	<ul style="list-style-type: none"> <li>• In what ways does instruction make references to culture?</li> <li>• How does instruction allow students to draw from their cultural knapsack?</li> <li>• How does instruction support students in bridging their social/cultural identities with their academic identities</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• How does the lesson and instructional design further build community in the classroom?</li> <li>• How do teachers leverage relationships with (1) highly</li> </ul>

	<p>engaged,(2) moderately engaged, and (3) minimally engaged students to maximize learning experiences?</p> <ul style="list-style-type: none"> <li>• How do teachers intentionally plan for the instructional core in service to building a relationship between students and the content?</li> </ul> <p style="text-align: center;"><b>The Instructional Core</b></p>  <pre> graph TD     Content((Content)) &lt;--&gt; Teacher((Teacher))     Content &lt;--&gt; Student((Student))     Teacher &lt;--&gt; Student   </pre>
Vulnerability	<ul style="list-style-type: none"> <li>• What environmental risk factors does this student face? What protective factors are (or could be) in place to mitigate those risks?</li> <li>• How does the lesson and instructional design encourage appropriate risk-taking?</li> </ul>
Assets	<ul style="list-style-type: none"> <li>• How are students' strengths (both in terms of process and content knowledge and also dispositions and interests) leveraged in instruction?</li> <li>• In what ways are students encouraged to understand their strengths and tendencies as learners?</li> </ul>

CCSD educators will design rigorous learning experiences with the awareness of the full humanity of students as a leverage point to build relationships with one another, the teacher(s), and most importantly in service to the relationship between students and grade level/course content. This includes opportunities for students to learn and share characteristics from their own cultures so that every student can learn how to respect similarities and differences from one another. This is in service to building learning communities within each classroom that support the growth and development of each student. By coupling research-based literacy instruction frameworks with culturally responsive practices, Cherry Creek educators can support improved literacy outcomes for all students, regardless of content, grade level, or student demographics through intentional learning design and lesson planning.

**Structured Literacy**  
[Structured Literacy](#) is an approach to teaching based on years of research by the International Dyslexia Association. It is based on **explicit** teaching, where teachers clearly explain how to do something, and is **systematic**, in that the curriculum follows a planned sequence. Structured Literacy uses the 5 components from the Simple View of Reading (above) and also looks at

morphology (the smallest unit of meaning in a word), syntax (how sentences are put together) and semantics (how language makes sense.)



[Structured Literacy, CDE website](#)

Not only must educators have a solid foundation in the Science of Reading and Structured Literacy, they must also provide students with access to equitable, culturally, and linguistically responsive, high-quality literacy curricular resources and learning environment.

### Writing Rope

[Joan Sedita](#) points to the importance of writing for student literacy achievement. She identifies, "A similar "rope" metaphor can be used to depict the many strands that contribute to fluent, skilled writing, as shown in the graphic below. It should be noted that instruction for many skills that support writing also support reading comprehension."

**The Strands That Are Woven Into Skilled Writing**  
(Sedita, 2019)

**Critical Thinking**

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

**Syntax**

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

**Text Structure**

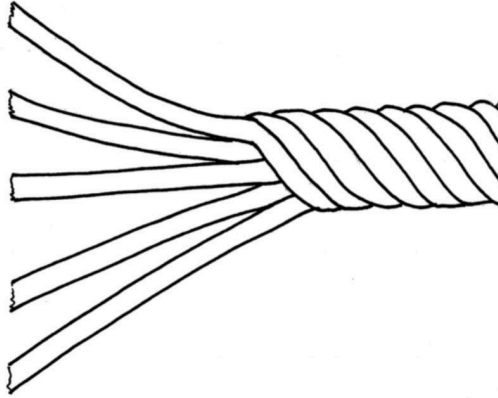
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

**Writing Craft**

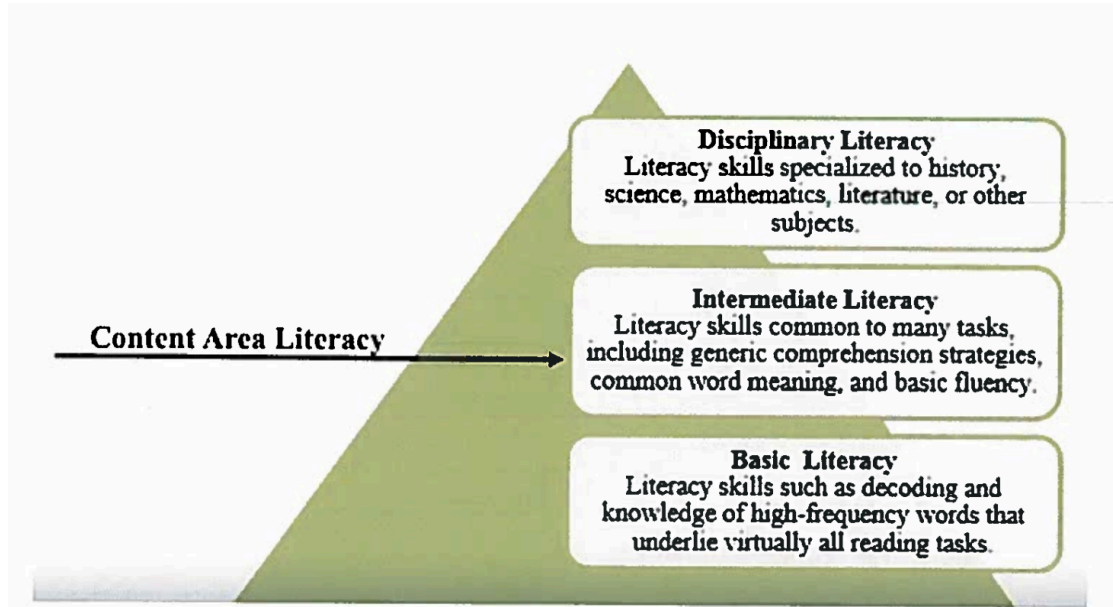
- Word choice
- Awareness of task, audience purpose
- Literary devices

**Transcription**

- Spelling
- Handwriting, keyboarding



## Disciplinary Literacy



Colorado Department of Education

Disciplinary Literacy "is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline" as defined in the [Literacy Framework](#). Disciplinary Literacy focuses on the more sophisticated and specialized skills needed to read, write, think and communicate within each discipline and is taught explicitly in the content course other than English. Cherry Creek Schools began work to better understand disciplinary literacy prior to the pandemic and is returning to it so 100% of students pk-12 are using disciplinary literacy to engage in learning daily. This is applicable to each content area. Educators should leverage the supporting documents below while unit design planning and daily lesson planning.

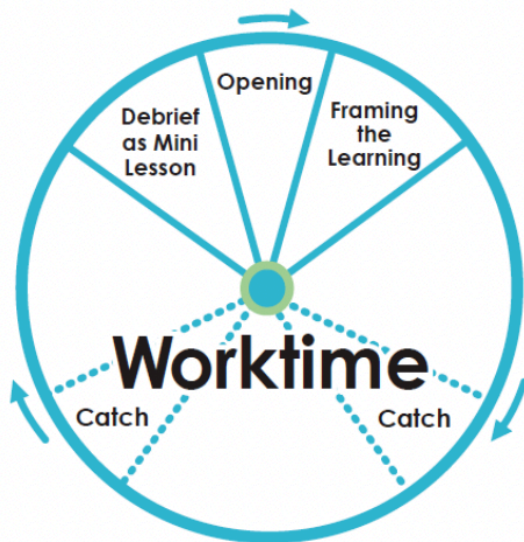
- [Art](#)
- [English Language Arts](#)
- [Health](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Tech/Digital Literacy](#)
- [World Language](#)

**What are Literacies within the Disciplines?** The following lists for each of the major content areas, while not comprehensive, can act as starting points through which communities of teachers can begin to think in terms of disciplinary literacy (Lent, 2016).

	<b>Read</b>	<b>Write</b>	<b>Think</b>
<b>Science</b>	<p><i>When scientists read, they</i></p> <ul style="list-style-type: none"> <li>• Ask "Why?" more than "What?"</li> <li>• Interpret data, charts, illustrations</li> <li>• Seek to understand concepts and words</li> <li>• Determine validity of sources and quality of evidence</li> <li>• Pay attention to details</li> </ul>	<p><i>When scientists write, they</i></p> <ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Compose in phrases, bullets, graphs, or sketches</li> <li>• Use passive voice</li> <li>• Favor exactness over craft or elaboration</li> <li>• Communicate in a systematic form</li> </ul>	<p><i>When scientists think, they</i></p> <ul style="list-style-type: none"> <li>• Tap into curiosity to create questions</li> <li>• Rely on prior knowledge or research</li> <li>• Consider new hypotheses or evidence</li> <li>• Propose explanations</li> <li>• Create solutions</li> </ul>
<b>History</b>	<p><i>When historians read, they</i></p> <ul style="list-style-type: none"> <li>• Interpret primary and secondary sources</li> <li>• Identify bias</li> <li>• Think sequentially</li> <li>• Compare and contrast events, accounts, documents and visuals</li> <li>• Determine meaning of words within context</li> </ul>	<p><i>When historians write, they</i></p> <ul style="list-style-type: none"> <li>• Create timelines with accompanying narratives</li> <li>• Synthesize info/evidence from multiple sources</li> <li>• Emphasize coherent organization of ideas</li> <li>• Grapple with multiple ideas and large quantities of information</li> <li>• Create essays based on argumentative principles</li> </ul>	<p><i>When historians think, they</i></p> <ul style="list-style-type: none"> <li>• Create narratives</li> <li>• Rely on valid primary and secondary sources to guide their thinking</li> <li>• Compare and contrast or ponder causes and effects</li> <li>• Consider big ideas or inquiries across long periods of time</li> <li>• Recognize bias</li> </ul>
<b>Math</b>	<p><i>When mathematicians read, they</i></p> <ul style="list-style-type: none"> <li>• Use information to piece together a solution</li> <li>• Look for patterns and relationships</li> <li>• Decipher symbols and abstract ideas</li> <li>• Ask questions</li> <li>• Apply mathematical reasoning</li> </ul>	<p><i>When mathematicians write, they</i></p> <ul style="list-style-type: none"> <li>• Explain, justify, describe, estimate or analyze</li> <li>• Favor calculations over words</li> <li>• Use precise vocabulary</li> <li>• Include reasons and examples</li> <li>• Utilize real-world situations</li> </ul>	<p><i>When Mathematicians think, they</i></p> <ul style="list-style-type: none"> <li>• Consider patterns</li> <li>• Utilize previous understandings</li> <li>• Find connections</li> <li>• Estimate, generalize, and find exceptions</li> <li>• Employ mathematical principles</li> </ul>
<b>English Language Arts</b>	<p><i>When students of English read, they</i></p> <ul style="list-style-type: none"> <li>• Understand how figurative language works</li> <li>• Find underlying messages that evolve as theme</li> <li>• Assume a skeptical stance</li> <li>• Pay attention to new vocabulary or words used in new ways</li> <li>• Summarize and synthesize</li> </ul>	<p><i>When students of English write, they</i></p> <ul style="list-style-type: none"> <li>• Engage in a process that includes drafting, revising, and editing</li> <li>• Use mentor texts to aid their writing craft</li> <li>• Pay attention to organization, details, elaboration and voice</li> <li>• Rely on the feedback of others</li> <li>• Avoid formulaic writing</li> </ul>	<p><i>When students of English think, they</i></p> <ul style="list-style-type: none"> <li>• Reflect on multiple texts</li> <li>• Ask questions of the author</li> <li>• Consider research or others ideas</li> <li>• Discuss ideas and themes</li> <li>• Argue both sides of a point</li> </ul>

From "Disciplinary Literacy: A Shift that Makes Sense," by Releah Lent, in the February 2017 issue of *ASCD Express*. © 2017 ASCD. All rights reserved.

## Workshop



“Workshop is a predictable structure, routine, ritual, and a system that allows the unpredictable work of deep reading, brilliant writing, mind-changing conversations, inspirational epiphanies, and connections to the known - that is, learning - to happen.”

-Sam Bennett, *That Workshop Book*, 2007

The Workshop structure identifies a focused structure of time that allows for a succinct short lesson, with opportunities for conferring, independent student practice, small group instruction (differentiated Tier 1, and Tier 2).

## Early Childhood Education

Birth to 5 Years Old

[The Colorado Early Learning and Development Guidelines](#) are designed so all childcare providers play an important part in giving Colorado’s kids a healthy start. Early language and literacy (reading and writing) development begins in the first 3 years of life and is closely linked to a child’s earliest experiences with books and stories. The interactions young children have with such literacy materials as books, paper, and crayons, and with the adults in their lives are the building blocks for language, reading, and writing development. This relatively new understanding of early literacy development complements the current research supporting the critical role of early experiences in shaping brain development. The Guidelines are based on research and bring together widely accepted strategies to help children develop successfully. For the first time, experts from across Colorado have woven together their knowledge about these important years. As a result, the Guidelines are aligned with and help connect existing programs to create a coordinated approach to learning and development.

Cherry Creek School District preschool, pre-kindergarten and our Child Find department, is committed to implementing the Colorado Early Learning and Development Guidelines. To this end, the district will host and facilitate Community Family Literacy Events at local libraries to reach community members

and families of young children. These literacy events create a relationship between families and the school district by sharing and modeling how to strengthen oral language and preliteracy skills at home. At the end of each event families receive a literacy kit to support literacy development for our youngest literacy learners within their home environment.

### CCSD Early Childhood Education

Early Childhood Education classrooms in CCSD focus on the development of oral language and pre-literacy. Early reading experiences, opportunities to build vocabularies, and literacy rich environments are the most effective ways to support the development of pre-reading and cognitive skills ensuring children are prepared for success in school, including grade-level reading, and throughout life. We are training our staff in Early Childhood LETRS® for Early Childhood Educators professional learning which provides deep knowledge of literacy instruction for the youngest learners. This robust information related to the science of teaching pre-literacy skills will provide our staff the skills they need to implement developmentally appropriate practice in early childhood. We are implementing PreK Foundations into all CCSD preschool programs. The Foundations® Pre-K Activity Set supports students’ emerging understanding of the alphabetic principles of letter-sound associations and alphabetical order, and the written language skill of manuscript letter formation. The Preschool Early Literacy Indicators (PELI) will be utilized to monitor student’s progress throughout the year to ensure they are meeting benchmarks that directly predict future literacy success.

### ECE Implementation Plan

<p>Year One 2023-2024</p>	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Full implementation of Foundations in all Early Childhood programs district-wide.</li> <li>2. Administration of PELI (Preschool Early Learning Indicators) three times throughout the school year for all 4-5 year olds.</li> <li>3. Instructors access and develop lesson plans, materials and resources to provide universal instruction based on state standards and differentiation related to identified student needs and strengths..</li> <li>4. Instructors review assessment data and make plans for adjusting instruction in response to student needs and strengths.</li> </ol>
<p>Year Two 2024-2025</p>	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Whole group instruction is taught with integrity to the</li> </ol>

	<p>curriculum and small group instruction is regularly adjusted (both concept and materials) based on student growth.</p> <ol style="list-style-type: none"> <li>2. Skills and concepts taught in small groups are appropriately differentiated based on universal instruction data.</li> <li>3. Data and instructional practices are reviewed from Year 1 to make modifications to resources and guide continued professional development.</li> <li>4. Disaggregated data are considered to ensure culturally responsive instruction is consistently planned to target the growth of each student.</li> </ol>
<p>Year Three 2025- 2026</p>	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Whole group instruction is culturally responsive and focuses on grade-level skills and small group instruction is taught at the level of student need including, but not limited to, learning disability, gifted and talented.</li> <li>2. Instructors engage in collaborative conversations that occur at least after each interim assessment and previous instructional and learning goals are revisited at each meeting.</li> <li>3. Small group instruction is consistently adjusted based on universal instruction student data and is of sufficient pace that allows for multiple repetition for student attainment.</li> <li>4. Instructors identify specific standards-based targets for individuals and groups of students to monitor growth to ensure kindergarten readiness.</li> </ol>
<p>Year Four 2026-2027</p>	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Multi Tiered Layers of Support are evident throughout both whole group and small group instruction. Students have agency over their skills to apply to pre-literacy and early language skills.</li> <li>2. Instructors engage in collaborative conversations frequently to discuss progress monitoring and program data. Conversations are data driven and stick to the <a href="#">data protocol</a> to adjust culturally responsive instruction.</li> <li>3. Review longitudinal data of students who have attended Pre-Kindergarten in CCSD to guide future planning and support for instructors and administrators.</li> </ol>

## K-5 Universal Instruction

The Cherry Creek Literacy Plan (CCLP) highlights three main research-based theoretical frameworks for early reading instruction proven to increase student achievement while also improving teacher practice in literacy:

1. The Simple View of Reading, developed by Philip Gough and William Tunmer
2. Scarborough's Reading Rope, developed by Hollis Scarborough
3. Structured Literacy & the Five Components of Literacy

## [The Science of Reading](#)

The Science of Reading is a comprehensive body of research developed over many years. This research is conclusive, empirically supported and provides us with the knowledge to be more effective teachers of reading. In accordance with The Colorado READ Act, all teachers who support literacy instruction for K-3 students have (or will) completed the requirements for the READ designation. By August 2024, all 4-12 Reading Interventionists and Elementary principals will also obtain the READ Act designation through the Colorado Department of Education.

### The Simple View of Reading

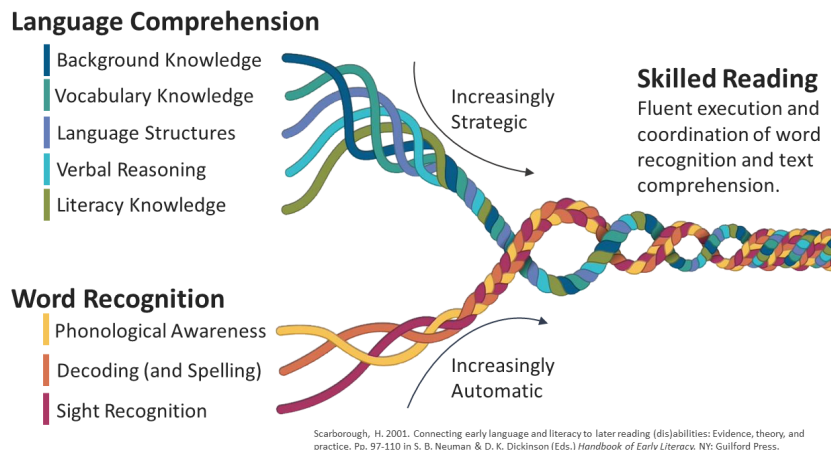
The Simple View of Reading (SVR) is a theoretical framework defining the skills contributing to the early stages of reading comprehension. According to Gough and Tunmer (1986) the key to reading comprehension is pairing the following two skills: decoding (accurate and fluent word reading) and language comprehension (understanding the meaning of the words). The SVR is often represented like this:

$$\text{Decoding (D) X Language Comprehension (LC) = Reading Comprehension (RC)}$$

(For more information see [Learning to Read: The Simple View of Reading](#) from the National Center on Improving Literacy)

Learning to decode and comprehend written language does not develop naturally, it requires formal, systematic instruction in both word reading and comprehension starting as early as preschool.

For a more detailed model of the SVR we turn to [Scarborough's Reading Rope](#) developed by Hollis Scarborough as seen below. Here we see how language comprehension and word recognition are woven together in ways that are increasingly strategic and automatic and lead to the comprehension of skilled readers.



<https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/>

Universal Instruction, also known as Tier 1 or Core Instruction, will be offered to every student in CCSD elementary schools. Beginning in 2022 all elementary schools are offering 60 minutes of core universal Tier 1 instruction as well as 30 minutes of writing instruction. All K-3 classrooms will offer an additional 30 minute foundational skills lesson using *Foundations*. CCSD has adopted *Houghton Mifflin Harcourt (HMH) Into Reading* as the core curriculum is on the [Advisory List of Instructional Core Programming](#) and meets the requirements for the [READ Act](#). Grades K-2 will implement *Houghton Mifflin Harcourt (HMH) Into Reading* in the 2022-23 school year. Grades 3-5 will adopt and implement the *HMH Into Reading* curricular resource in the 2023-24 school year.

ELEMENTARY LITERACY BLOCK		
All K-3 Classrooms (120 minutes Literacy Instruction)	Reader's Workshop with HMH Into Reading	60 minutes
	Writers' Workshop with HMH Into Reading	30 minutes
	Foundations Foundational Skills	30 minutes
All 4 - 5 Classrooms (120 minutes Literacy Instruction)	Reader's Workshop to include all components of HMH Into Reading	75- 90 minutes
	Writer's Workshop with HMH Into Reading to include grammar as needed	30 - 45 minutes

All K-5 classrooms will use *HMH Into Reading*. *HMH Into Reading* offers literacy instruction that provides opportunities to naturally build background knowledge

around grade level standards and cross curricular topics. *HMH Into Reading* supports the full range of writing modes and forms through the steps of the writing process, while also developing students' ability to have productive, collaborative conversations. Teachers use the *HMH Into Reading Teacher's Guide*, along with resources found online at HMH ED to plan standards based, explicit and systematic instruction. Additionally, *HMH Into Reading* provides differentiated lessons to support Tier 1 small group instruction as part of universal instruction.

All K-3 classrooms will use Foundations, a foundational skills program approved by CDE, for Universal Tier 1 Foundational Skills Instruction. Foundations is a multisensory structured literacy approach to systematically and explicitly teach foundational reading and spelling skills ([encoding and decoding](#)). Teachers are expected to plan for each lesson and use the materials provided in Foundations, including differentiating for student needs.

### Elementary Implementation Plan

<p>Year One 2023-2024</p>	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Students receive High-Quality instruction aligned to standards, Cherry Creek vision and framework and our scope and sequence. In Elementary School, this means that students receive at least 120 minutes of standards-based High-Quality Instruction utilizing research based curricular resources.             <p><b>Grades K-3</b></p> <ol style="list-style-type: none"> <li>a. Foundations- 30 minutes</li> <li>b. Reader's Workshop with HMH Into Reading- 60 minutes</li> <li>c. Writer's Workshop with HMH Into Reading- 30 minutes</li> </ol> <p><b>Grades 4-5</b></p> <ol style="list-style-type: none"> <li>d. Reader's Workshop to include all components of HMH</li> <li>e. Into Reading- 75-90 minutes</li> <li>f. Writer's Workshop with HMH Into Reading to include</li> <li>g. grammar as needed 30 - 45 minutes</li> </ol> </li>   <li>2. Daily lesson objectives are meaningful, aligned to standards, and develop <a href="#">disciplinary literacy</a> and are used to design unit and lesson assessments.</li>   <li>3. Students receive instruction through a workshop model that includes regular small group instruction and integrates instructional practice <a href="#">Center Meaning Making</a>.</li> </ol>
<p>Year Two</p>	<p><b>Instruction</b></p>

<p>2024-2025</p>	<ol style="list-style-type: none"> <li>1. Whole group instruction is planned so that all students have access to grade level content through culturally responsive practices and appropriate scaffolds and supports.</li> <li>2. Whole group instruction is taught with integrity to the curriculum and small group instruction is regularly adjusted (both concept and materials) based on student growth.</li> <li>3. Identified unit and lesson objectives are meaningful, incorporating disciplinary literacy, and are used to design unit and lesson assessments. Teachers use daily progress monitoring to inform instruction.</li> <li>4. Skills and concepts taught in small groups are appropriately differentiated based on universal instruction data.</li> <li>5. Teachers continue to use instructional practice <a href="#">Center Meaning Making</a> and begin implementation of instructional practice <a href="#">Plan Grade Level Tasks</a>.</li> </ol>
<p>Year Three 2025-2026</p>	<p><b>Tier 2 Instruction Based on Grade Level Content/Standards</b></p> <ol style="list-style-type: none"> <li>1. Tier 2 instruction is intentionally planned, aligned to our Tier 2 and 3 instructional vision, and is taught in support of Tier 1 instruction.</li> <li>2. Teachers use appropriate Tier 2 teaching methods and instructional materials.</li> <li>3. Students understand and are able to reflect upon standards-based lesson objectives and demonstrate understanding or mastery, incorporating <a href="#">disciplinary literacy</a>.</li> </ol> <p><b>Tier 1 Instruction</b></p> <ol style="list-style-type: none"> <li>1. Teachers continue to use instructional practices <a href="#">Center Meaning Making</a> and <a href="#">Plan Grade Level Tasks</a> and begin implementation of instructional practice <a href="#">Diagnostic Instruction</a>.</li> </ol>
<p>Year Four 2026-2027</p>	<p><b>Vision and Framework</b></p> <ol style="list-style-type: none"> <li>1. Refinement of high quality instruction aligned to standards, Cherry Creek vision, and scope and sequence.</li> <li>2. Refinement of whole group instruction that is planned so that all students have access to grade level content through culturally responsive practices and appropriate</li> </ol>

	<p>scaffolds and supports.</p> <ol style="list-style-type: none"> <li>3. Instructional planning focuses on support for students receiving Tier 2 and Tier 3 foundational literacy skills interventions in order to access grade level content.</li> <li>4. Teachers continue to use instructional practices 1: Center Meaning Making, <a href="#">Plan Grade Level Tasks</a>, and <a href="#">Diagnostic Instruction</a> and begin implementation of instructional practice <a href="#">Explicit Writing Instruction</a>.</li> </ol>
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## MS|HS

In Middle School and High School, students receive Universal Instruction in English Language Arts (ELA) based on Colorado Academic Standards (CAS). Currently, each building is responsible for instructional units with learning experiences that meet these standards. However, as we move forward secondary schools will offer both [content and disciplinary literacy](#) as part of universal instruction across disciplines. Traditionally, **content literacy** has been focused on the skills students need to read and write across disciplines. Content literacy is what is traditionally taught in ELA classes. As we move forward secondary schools will focus on content and disciplinary literacy, while supporting students who are not yet reading at grade level proficiency with appropriate interventions.

Middle school and high school teachers design standards-based instruction to meet the needs and interests of their current students. Teachers ground instructional units in novels, anchor texts, poetry and other resources. Teachers plan from the CCSD Scope and Sequence for their grade level to ensure all standards are covered and all corresponding writing genres are taught. Schools and English departments select texts for purchase and based on student interest/feedback and teacher instructional design objectives. Teachers offer both anchor texts all students read and a choice of texts throughout the instructional year. The structure of the text for each unit or lesson is designed to best support the objectives of that lesson or unit of student. Middle school and high school ELA classes are taught in a variety of structures across the district including lecture style, workshop model and a combination of both.

### Planning for Future Literacy Instruction

In 2022-2023, the middle school and high school English Language Arts Coordinators will begin the process of aligning writing instruction from 6th-12th grades. The vertical alignment design work will leverage the Secondary Literacy Assessment as a common writing assessment to eventually be given in 6th through 12th grades. This work will identify the standards and skills required for every student to demonstrate their ability to independently synthesize multiple sources and craft an argumentative essay by the 11th grade, with benchmark common writing assessments each year to demonstrate their progress.

### MS|HS Implementation Plan

Year One 2023-2024	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Students receive High-Quality instruction aligned to</li> </ol>
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	<p>standards, Cherry Creek vision and framework and our scope and sequence.</p> <ol style="list-style-type: none"> <li>2. Daily lesson objectives are meaningful, aligned to standards, and develop <a href="#">disciplinary literacy</a> and are used to design unit and lesson assessments.</li> <li>3. Students receive instruction through a workshop model that includes regular small group instruction and integrates instructional practice <a href="#">Center Meaning Making</a>.</li> </ol>
<p>Year Two 2024-2025</p>	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Whole group instruction is planned so that all students have access to grade level content through culturally responsive practices and appropriate scaffolds and supports.</li> <li>2. The teacher identifies standards-based evidence outcomes incorporating <a href="#">disciplinary literacy</a>, success criteria, and learning progression with learning experiences that match designed end of unit and lesson assessments. Teachers use daily progress monitoring to inform instruction.</li> <li>3. Skills and concepts taught in small groups are appropriately differentiated based on universal instruction data.</li> <li>4. Teachers continue to use instructional practice <a href="#">Center Meaning Making</a> and begin implementation of instructional practice <a href="#">Plan Grade Level Tasks</a>.</li> </ol>
<p>Year Three 2025-2026</p>	<p><b>Tier 2 Instruction Based on Grade Level Content/Standards</b></p> <ol style="list-style-type: none"> <li>4. Tier 2 instruction is intentionally planned, aligned to our Tier 2 and 3 instructional vision, and is taught in support of Tier 1 instruction.</li> <li>5. Teachers use appropriate Tier 2 teaching methods and instructional materials.</li> <li>6. Students understand and are able to reflect upon standards-based lesson objectives and demonstrate understanding or mastery, incorporating <a href="#">disciplinary literacy</a>.</li> </ol> <p><b>Tier 1 Instruction</b></p> <ol style="list-style-type: none"> <li>7. Teachers continue to use instructional practices <a href="#">Center Meaning Making</a> and <a href="#">Plan Grade Level Tasks</a> and begin implementation of instructional practice <a href="#">Diagnostic Instruction</a>.</li> </ol>

<p>Year Four 2026-2027</p>	<p><b>Vision and Framework</b></p> <ol style="list-style-type: none"> <li>5. Refinement of high quality instruction aligned to standards, Cherry Creek vision, and scope and sequence.</li> <li>6. Refinement of whole group instruction that is planned so that all students have access to grade level content through culturally responsive practices and appropriate scaffolds and supports.</li> <li>7. Instructional planning focuses on support for students receiving Tier 2 and Tier 3 foundational literacy skills interventions in order to access grade level content.</li> <li>8. Teachers continue to use instructional practices <a href="#">Center Meaning Making</a>, and <a href="#">Plan Grade Level Tasks</a>, and <a href="#">Diagnostic Instruction</a> and begin implementation of instructional practice <a href="#">Explicit Writing Instruction</a>.</li> </ol>
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### Key Takeaways for Universal Instruction

1. Literacy instruction in CCSD provides all students access to evidence-based strategies and culturally responsive education.
2. Essential to universal instruction in CCSD is structured literacy and disciplinary literacy, using the writing rope and the workshop model.
3. Literacy instruction follows an explicit and intentional scope and sequence from Pre-K to 12th grade which uses the Science of Reading to inform teaching early literacy and supporting older readers not yet reading on grade level.

### 3. Supplemental and Intervention Instruction

*Additional instruction provided to students that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level benchmarks. Students needing acceleration also receive appropriate interventions to accelerate grade-level proficiency.*

From the Literacy Evaluation Tool, CDE

Based on the Science of Reading, we know with the right materials and knowledge 95% of students can learn to read. All students who are reading below benchmark receive an additional 20-40 minutes/day (elementary) or 60-90 minutes/week (secondary) of literacy instruction based on the identified need of the student. At the same time, students who are above grade level should receive daily extended learning opportunities or acceleration as needed.

Literacy interventions are focused, with no more than one targeted skill/concept for each lesson, and delivered with an intensity to ensure student mastery of the skill/concept. Interventions are delivered in small groups with the appropriate level of intensity based on the needs of students by classroom teachers and/or those with the title of interventionists.

READ Plans are written with identified goals to support students in reaching grade level competencies. READ plans should indicate students' identified needs based on the interim and diagnostic assessment data, and aligned interventions should be selected and consistently progress monitored. Changes to intervention instruction is based on information gathered from the most recent progress monitoring assessment and a body of evidence. All schools have and use approved intervention materials readily accessible to teachers and students. These materials are appropriate, purposeful, targeted to students' needs, and aligned with core/universal programming.

Students who are below grade level but not eligible for READ plans are reviewed and monitored through the Cherry Creek Schools Multi Tiered Layers of Support framework. Plans (Significant Reading Deficiency, SpEd, Title I, 504, MLL, etc.) for identified students are reviewed regularly to ensure the established goals are being met through collaborative efforts among teachers. Approved materials, instruction, and instructional strategies are culturally responsive in supporting language and reading gaps including Multilingual students.

#### K-5 Tiered Supports

##### Tier 2 Targeted and Tier 3 Intensive Instructional Supports

Tier	Resource	Purpose
Tier 2	Foundations	Allows educators to diagnostically monitor the progress of their students through daily observation and end of unit assessments. Data should drive instructional decisions, including reteaching and Tier 2 small group instruction
Tier 2	Into Reading	Allows educators to design small group instruction to reinforce, extend, and/or intervene as indicated by student need.
Tier 2	Foundational Skills Toolkits	Enables teachers to provide differentiated and targeted small group or one on one skills instruction
Tier 3	Orton Gillingham Approach	Direct, explicit, multi-sensory, structured, sequential, diagnostic and prescriptive way to teach reading, writing, and spelling. Designed for small groups with similar intensive needs to target foundational skills.

*\*CDE approved curricular resources to support K-5 supplemental and intervention instruction:*

MS|HS Tiered Supports

**Tier 2 Targeted and Tier 3 Intensive Instructional Supports**

Tier	Instruction/Supports	Purpose
Tier 2	Grade Level English Courses  Co-Taught Special Education Grade Level English  Co-Taught English Language Support Grade Level English Courses	Educators provide additional instruction including scaffolds and targeted support to accelerate learning within the grade level English Course
Tier 2	Targeted Support Course Such as Read Write Lab or Similar	Educators provide additional instruction that provides targeted support to accelerate literacy learning and ensure progress towards grade level standards' mastery as a course offering in addition to grade level English.
Tier 3	Intensive Support English Course	In addition to their grade level English course, the intensive support English course provides significant instructional support using evidence-based structured literacy instruction. Students are placed in the intensive support course based on a body of evidence and a

		diagnostic assessment used to determine students specific areas of need.
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\*CCSD Secondary Tiers are aligned to [CDE Guidance](#)

As CCSD continues to deepen understanding of literacy and what is required to support all students at the secondary level, all schools will be expected to provide differentiated course options, in addition to universal English Language Arts instruction based on student needs including:

- Additional targeted support and time to reach grade-level standards
- Foundational skills, including Phonological Awareness and Phonics
- Fluency: focus on word, phrase, sentence and/or text fluency
- Support with comprehension strategies for students who have foundational skills and who are not yet meeting grade level competency in literacy.

### Key Takeaways for Supplemental and Intervention Supports

1. Research indicates approximately 95% of students, including students with dyslexia or other learning disabilities, have the cognitive ability to learn to read (Moats, 2020) with evidence-based instruction and resources.
2. When students need more support to reach grade level benchmarks, opportunities for supplemental will be provided *in addition* to universal core instruction. Students needing additional support will receive intervention support *in addition* to universal and supplemental instruction.
3. Supplemental and intervention supports will be individualized as much as possible and target areas of reading, writing and communicating will be incorporated as needed based on data.

### Elementary Implementation Plan

Year One 2023-2024	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. A schedule is set so students who are scoring below benchmark should receive an additional 20-40 minutes of targeted literacy instruction per day, using approved evidence based practices.</li> <li>2. Students needing acceleration have been identified.</li> <li>3. READ Plans are written for all K-3 students identified with a Significant Reading Deficiency (SRD), including goals and identified interventions.</li> <li>4. Grades 4/5 students continuing on READ plans have a yearly READ plan written that includes goals, identified interventions and progress monitoring.</li> <li>5. Students scoring below grade level competency/benchmark are identified and progress monitored regularly.</li> </ol>
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	<p>6. Students scoring below grade level competency/benchmark, but not eligible for READ Plans, have been identified and a plan has been developed to reach grade level proficiencies.</p>
<p>Year Two 2024-2025</p>	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. Students who are scoring below grade level competency/benchmark have instruction that is rigorous, targeted to the needs of the students in the group, based on data and monitored. There is a structure in place to provide extension to students above grade level.</li> <li>2. K-5 READ plans use progress monitoring data to track progress of interventions and adjust instruction accordingly.</li> <li>3. All staff fully understand progress monitoring data and fluently align their instruction to ensure growth towards the goals.</li> <li>4. A fluid process is in place to identify students with a Significant Reading Deficiency (SRD). (Data will drive progress monitoring and exiting of students based on multiple named data points in the body of evidence).</li> <li>5. Students scoring below grade level, but not eligible for READ Plans, are identified, additional instruction provided and progress monitored.</li> </ol>
<p>Year Three 2025-2026</p>	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. For students scoring below grade level competency/benchmark, a sense of urgency is evident in instruction and little intervention time is lost (transitions, etc.).</li> <li>2. Instruction during interventions aligns to READ Plan goals and objectives and to the Cherry Creek Literacy Plan.</li> <li>3. Time, intensity, and focus of intervention is regularly adapted based on the most recent progress monitoring data.</li> <li>4. For students scoring below grade level competency/benchmark, a sense of urgency for student growth is evident and reflected in the intensity of instruction.</li> </ol>
<p>Year Four 2026-2027</p>	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. Students scoring below benchmark understand and are able to identify where they are in relation to their goal(s) and what they need to reach the next step in their learning progression</li> <li>2. Teachers as interventionists are fluent with materials and</li> </ol>

	<p>can make appropriate decisions regarding selection and use of materials that leads to student growth.</p> <p>3. Instruction is continuously refined/adapted based on student data.</p>
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**Middle School and High School Implementation Plan**

<p>Year One 2023-2024</p>	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. Students continuing on READ plans have a yearly READ plan written including goals, identified interventions and progress monitoring.</li> <li>2. Students not yet meeting grade level competencies and/or not meeting benchmarks, but without a READ Plan, have been identified and a plan has been developed to support their trajectory to reach grade level competencies/benchmarks.</li> <li>3. Educators will implement Progress Monitoring and documentation of progress monitoring in alignment with CDE expectations for students on READ plans.</li> <li>4. Content teachers will implement Tier 2 content and disciplinary literacy intervention based on student need as evidenced by current student data within the content course.</li> <li>5. Students needing acceleration have been identified.</li> </ol>
<p>Year Two 2024-2025</p>	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. Students with READ Plans are provided instruction that is rigorous, targeted to the needs of the students in the group, based on data and monitored.</li> <li>2. READ plans use progress monitoring data to track progress of interventions and adjust instruction accordingly.</li> <li>3. Students not yet meeting grade level competencies and/or benchmarks, but not on READ Plans, are identified, additional instruction provided and progress is monitored.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Content teachers will implement Tier 2 content and disciplinary literacy intervention based on student need as evidenced by current student data within the content course.</li> <li>5. There is a structure in place to provide extension to students exceeding grade level competencies.</li> </ol>
<p>Year Three 2025-2026</p>	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. For students on READ Plans, a sense of urgency is evident in instruction and little intervention time is lost (transitions, etc.).</li> <li>2. Instruction during interventions aligns to READ Plan goals and objectives and to the Cherry Creek Literacy Plan.</li> <li>3. Time, intensity, and focus of intervention is regularly adapted based on the most recent progress monitoring data.</li> <li>4. For students not yet meeting grade level competencies and/or benchmarks, but not on READ Plans, a sense of urgency to accelerate student growth is evident and reflected in the intensity of progress monitoring and instruction.</li> <li>5. Intentional structured and systematic use of an intervention resource informs intervention instructional design.</li> <li>6. Students needing acceleration have been identified and are receiving aligned supports.</li> </ol>
<p>Year Four 2026-2027</p>	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. Students on READ Plans, as well as students working significantly below grade level, understand and are able to identify where they are in relation to their goal(s) and what they need to reach the next step in their learning progression.</li> <li>2. Teachers as interventionists are fluent with materials and can make appropriate decisions regarding selection and use of materials that leads to student growth.</li> <li>3. Instruction is continuously refined/adapted based on</li> </ol>

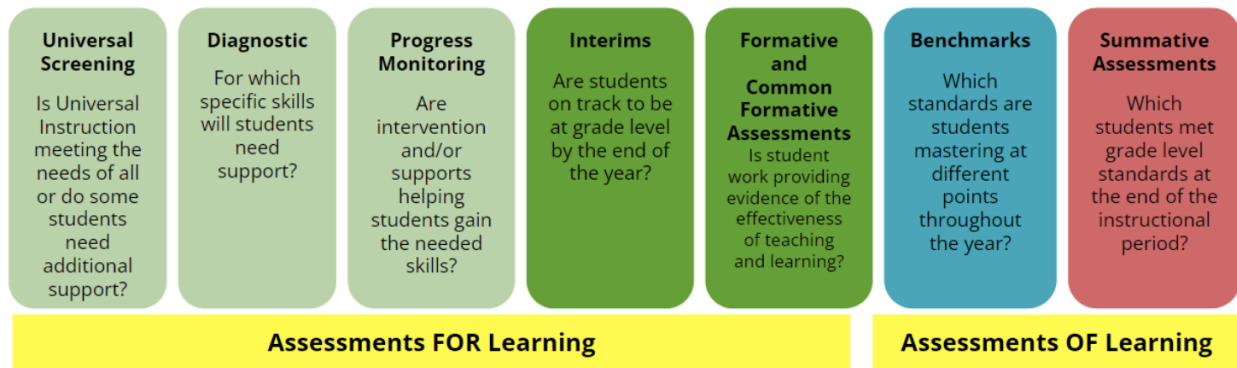
	<p>student data.</p> <p>4. Students needing acceleration have been identified and are receiving aligned supports.</p>
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## 4. Comprehensive Assessment System and Assessment Literacy

*Valid and reliable instruments for screening and progress monitoring reading achievement are clearly specified and are used to guide instruction. Procedures for using assessments are clearly specified. For students in grades K-3, approved interim assessments from the CDE-approved READ Diagnostic and Summative Assessments list are used at a minimum of 3 times a year and more often for students reading below grade level.*

From the Literacy Evaluation Tool, CDE

### CCSD Assessment Framework (Universal ELA Assessments)



CCSD has a comprehensive assessment system (CAS) in place. All schools will have a school-wide assessment calendar created and shared with staff and adhered to consistently, including screening, interim, diagnostic, and summative assessment testing dates. Teachers use daily formative data to inform next day's (future) instruction. 2022/2023 Cherry Creek Schools Assessment Calendar can be accessed [here](#).

Within the first 30 days of enrollment, or 60 days for Kindergarten, an interim assessment is used as a screener to identify students who are reading above and below expectations based on established goals for the interim assessment. Students who fall below the interim cutpoint are administered a CDE approved diagnostic to determine an area of need. For students who fall below the interim cut score and a body of evidence (i.e. common formative assessment, CDE diagnostic, end of unit assessments) supports a Significant Reading Deficiency (SRD), READ plans are immediately developed in collaboration with families. Reading interventions are put in place and monitored for K-3 students for whom a body of evidence shows identified reading concerns, even when they may have scored above the CDE interim defined cutpoint.

Students with a Significant Reading Deficiency (SRD) receive targeted and intensive [interventions](#) and consistently receive targeted and intensive interventions. Progress monitoring assessments will be used every two weeks to document growth. These students with a Significant Reading Deficiency will be given a valid and reliable interim and diagnostic assessment aligned to the Comprehensive Aligned Assessment System, which is chosen from the State Board Approved List. The interim and diagnostic assessment(s) will be used to identify specific areas of instructional need.

Students identified as reading above expected goals are progress monitored to ensure expected growth is taking place to maintain or exceed grade level proficiency.

Students reading below level who do not qualify for a READ plan are further assessed to determine an instructional plan for meeting grade level proficiency.

### **Assessment Literacy**

As educators consider the assessment tools they will use, an understanding of the tools, how they are being used, and what they are collecting is necessary. This speaks to one's assessment literacy. Assessing students is always in service to understanding student strengths, needs, and at times even historical learning patterns and trends. Most importantly, assessing is in service to student learning.

*"The teacher's job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning."  
— Dylan Wiliam, Embedded Formative Assessment*

## Elementary Assessment Tools Examples

Assessment Type		Examples	Time Frame
Assessment for Learning	Universal Screening	<ul style="list-style-type: none"> <li>• STAR Reading</li> <li>• STAR Early Literacy</li> </ul>	Fall Window Winter Window Spring Window
	Diagnostic	<ul style="list-style-type: none"> <li>• STAR Reading</li> <li>• STAR Early Literacy</li> <li>• End of Unit Foundations Assessment</li> </ul>	Within 60 day window  Additional Progress Monitoring Tools - As Needed, Prescribed by tool
	Progress Monitoring	<ul style="list-style-type: none"> <li>• Foundations Probes</li> </ul>	As Needed
	Interims	<ul style="list-style-type: none"> <li>• STAR Reading</li> <li>• STAR Early Literacy</li> </ul>	Fall Window Winter Window Spring Window
	Formative and Common formative assessments	<ul style="list-style-type: none"> <li>• Foundations Dictation</li> <li>• Teacher Observation</li> <li>• Into Reading Written Responses</li> <li>• Co-created CFA's</li> </ul>	As Needed
Assessment of Learning	Benchmark	<ul style="list-style-type: none"> <li>• End of Unit Foundations Assessment</li> </ul>	As determined by grade level unit plans
	Summative Assessments	<ul style="list-style-type: none"> <li>• End of Module Into Reading Assessment Including written responses and written pieces to the modes of writing (rubric scored)</li> </ul>	As determined by grade level unit plans

## MS|HS Assessment Tools Examples

Assessment Type		Examples	Time Frame
Assessment for Learning	Diagnostic	<ul style="list-style-type: none"> <li>District Identified Diagnostic</li> </ul>	As needed
	Progress Monitoring	<ul style="list-style-type: none"> <li>Co-created Daily Checks for Understanding</li> <li>Co-created exit tickets</li> <li>Intervention tools</li> </ul>	As needed
	Interims	<ul style="list-style-type: none"> <li>District Identified Interim Assessment</li> </ul>	Fall Window Winter Window Spring Window
	Formative and Common formative assessments	<ul style="list-style-type: none"> <li>Co-created CFAs based standards by units designed using CCSD Instructional Framework including essays, traditional exams, and other ways of demonstrating understanding.</li> </ul>	Coinciding with end of instructional unit and checkpoints within the unit
Assessment of Learning	Benchmarks	End of unit assessments/projects/presentations	Coinciding with end of instructional unit and checkpoints within the unit
	Summative Assessments	End of unit assessments. <ul style="list-style-type: none"> <li>Secondary Literacy Assessment</li> <li>Projects/Presentations</li> <li>College Board Exams (PSAT, SAT, etc.)</li> <li>CMAS</li> </ul>	Coinciding with end of instructional unit Annually

As part of Universal Instruction, students are assessed using common formative assessments across Collaborative Teams/Grade levels based on end of unit standards mastery to ensure educators are evaluating the same content in the same way. End of unit assessments to monitor progress and drive instruction. Students in grades 6-11 and students on READ plans are assessed using the district identified interim assessment.

### K-3

In alignment with the Colorado READ Act, students have a Significant Reading Deficiency (SRD) if their body of evidence includes a score below the cut point on the state approved interim, diagnostic data, Foundations end of unit assessment (k-3), and end of unit assessments from HMH Into Reading (k-5).

Starting in 2023, CCSD is using the STAR Reading and/or STAR Early Literacy for all students in grades K-9. These assessments will be used in the fall, winter and spring each year. Additionally, STAR offers progress monitoring for students who need supplemental support.

### MS|HS

Students through 9th grade will be universally screened three times a year — fall, winter and spring — using the district interim. Those who need more support will also use STAR to progress monitor. Tenth graders take the PSAT. Eleventh Graders take the SAT and the district Secondary Literacy Assessment (SLA). Student progress in Middle School and High School is also monitored based on teacher-created common formative assessments and student grades.

### Key Takeaways for Assessment

1. The CCSD Comprehensive Aligned Assessment System (CAAS) identifies assessments FOR learning and assessments OF learning.
2. In addition to knowledge of the CAAS, it is important for all educators to have assessment literacy: an understanding of what and how assessments are being used, and the knowledge to analyze whether data being collected is meaningful and appropriately informs instruction.
3. [Assessment schedules](#) offer one way to understand what data is available to support all students to become competent readers and writers.

### Assessment Implementation Plan

Year One 2023-2024	<b>Universal Instruction</b> <ol style="list-style-type: none"><li>1. Teachers familiarize themselves with the CDE approved curriculum and embedded assessments for Tier 1 instruction and use them to monitor progress and use them to inform instruction (Elementary).</li><li>2. Teachers familiarize themselves with the scope and sequence and the common writing expectations for Tier 1 instruction. They collect and use data aligned to the scope and sequence and the common writing expectations to plan for Tier 1 instruction. (Secondary).</li></ol>
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	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. Students needing targeted and intensive interventions are identified, including students without a READ plan.</li> <li>2. Students identified as having a Significant Reading Deficiency are given a valid and reliable diagnostic assessment chosen from the State Board Approved List to identify specific areas of instructional need.</li> <li>3. Appropriate goals are set for students on READ plans and appropriate progress monitoring tools are identified and used to report out progress on READ plan goals.</li> <li>4. A progress monitoring schedule is set, opportunities for accelerating learning are provided to students not yet meeting grade level competencies and students identified as reading above expected goals are progress monitored to ensure continued growth to maintain or exceed grade level proficiency.</li> </ol>
<p>Year Two 2024-2025</p>	<p><b>Universal Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Teachers give and use mid-unit and end of unit assessments and use data to monitor learning and plan for instruction.</li> </ol> <p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. READ Plans are developed/updated for all students with on Significant Reading Deficiency immediately upon identification. READ Plan goals and objectives correctly align to interim and diagnostic results.</li> <li>2. Students identified as needing targeted and intensive interventions are consistently progress monitored at a minimum every two weeks. Progress monitoring is used to inform and align instruction.</li> <li>3. The progress of students, identified as reading above expected goals/grade level, is monitored to ensure expected growth is taking place to maintain or exceed grade level proficiency.</li> </ol>
<p>Year Three 2025-2026</p>	<p><b>Universal Instruction</b></p> <ol style="list-style-type: none"> <li>1. Educators utilize appropriate Tier 2 assessments to monitor growth during and after Tier 2 instruction.</li> </ol>

	<p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. Appropriate Tier 2 instruction is aligned to data to ensure continued annual growth for students needing targeted and intensive intervention. Educators implement action plans aligned to appropriate Tier 2 teaching methods and resources.</li> <li>2. READ plans indicate timely, targeted, and consistent interventions that are progress monitored regularly.</li> <li>3. Appropriate Tier 2 assessments are selected and routinely used to measure needs and ensure accelerated growth for students needing targeted and intensive interventions. Progress monitoring and data usage is a regular part of the school routine.</li> <li>4. Instruction to extend learning is aligned to data to ensure continued annual growth for students above grade level.</li> </ol>
<p>Year Four 2026-2027</p>	<p><b>Universal Instruction</b></p> <ol style="list-style-type: none"> <li>1. Educators continue to use and make refinements to their assessments and scoring practices.</li> </ol> <p><b>Multi Tiered Layers of Support</b></p> <ol style="list-style-type: none"> <li>1. Appropriate Tier 1 and 2 instruction is provided during Tier 1 instruction for students receiving Tier 3 literacy interventions to ensure equitable access to core instruction.</li> <li>2. School sites track fewer students continuing READ plans as they are exited from their plans based on a body of evidence.</li> <li>3. Whole group, small group, and intervention instruction reflects the data and leads to accelerated learning and continuous growth towards grade level competencies.</li> <li>4. Staff adapts instruction to provide opportunities to extend learning for students above grade level within regular classroom instruction.</li> </ol>



## 5. Professional Learning

*Professional learning (PL) is an integral part of the school-wide system for increased literacy achievement. Professional learning includes the skills and knowledge gained in an effort to improve teaching and is aligned to research based principles and instructional practices.*

From the Literacy Evaluation Tool, CDE

The District is committed to *building strong literacy learners across the district* by providing professional learning opportunities aligned to the [Learning Forward: Standards for Professional Learning](#) (SPL). These standards guide the way professional learning is planned, delivered and reflected upon across the district.

Aligned with the Colorado Department of Education (CDE) professional learning Guidelines, our goal is “to support educators to grow professionally, advance their professional careers and become more effective teachers and/or administrators.” Professional learning, when done well, provides rigorous content for each learner and transforms processes within the district including equity practices and how content is implemented. To this end, Cherry Creek Schools provides effective professional learning as measured by changes in teacher practices that result in improved outcomes on student achievement.

CCSD is particularly committed to addressing equity and supporting culturally responsive education (CRE) that creates a love of learning and an embrace of one’s full humanity for each student. To this end, the professional learning department is working to create structures to ensure all professional learning in the district reflects this commitment to equity and inclusion, for adults and students. Specifically, Professional learning supports teachers and leaders in supporting students in subgroups who have been historically underserved, i.e. MLLs, SpEd, Title I, socio-economic, racial, etc.

CCSD makes professional learning decisions based on research and data. Choices about professional learning are made with a collaborative, representative process through the work of the District Leadership Team, Instructional Excellence, and School Leadership Team with consideration of needs from student subgroups (i.e., MLLs, SpEd, Title I, socio-economic, racial) and alignment to the Cherry Creek Literacy Plan. On-going, job-embedded professional learning is provided in many ways to meet varying staff needs based on student (formal and informal assessments) and teacher data (walkthrough data).

District and school leaders who coach k-3 teachers in literacy, including central office (SpEd, GT, and Instructional Excellence RAiSE Coaches) are required to have knowledge of literacy practices based on the Science of Reading (SoR) and how

high-quality instruction is implemented connected to the Cherry Creek Literacy Plan.

### [The Colorado Department of Education Principal Literacy Standards:](#)

- Principal Literacy Standard I: Foundational Knowledge of the Science of Reading: Principals demonstrate knowledge of the evidence- based foundations of language and literacy (reading, writing, speaking, and listening), instructional practice, and the major theoretical, conceptual, and evidence-based foundations of the science of reading to implement schoolwide scientifically and evidence-based reading instructional programming to improve literacy achievement for all students.
  - Element A: Principals demonstrate knowledge of the foundational reading skills in the science of reading, including phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
  - Element B: Principals demonstrate knowledge of the instructional practice of explicit, systematic, and evidence based learning and instruction addressing oral language development and writing.
  - Element C: Principals demonstrate knowledge of the major theoretical instructional models such as The Simple View of Reading and Scarborough's Reading Rope.
- Principal Literacy Standard II: Curriculum, Instruction, Assessment, and Evaluation: Principals ensure the implementation of curriculum and instructional programming aligned to the science of reading, understand that reading difficulty exists along a continuum of severity, understand how curriculum impacts learning, and coach and evaluate to increase the quality of instruction for all students.
  - Element A: Principals understand the components of the science of reading and use that knowledge to ensure schoolwide adoption and implementation of standards aligned, scientifically and evidence-based core, supplemental, and intervention curricular resources.
  - Element B: Principals understand that reading difficulty exists along a continuum of severity, understand the distinguishing characteristics of reading difficulties, and understand how this affects curricular and instructional programming decisions to support learners on this continuum.
  - Element C: Principals coach and evaluate educators in their use of evidence-based literacy instruction to ensure that the school meets the literacy needs of all students.
  - Element D: Principals ensure that literacy assessments and evaluations are scientifically and evidence based.
  - Element E: Principals lead, monitor, and evaluate the school's comprehensive scientifically and evidence based language and literacy assessment systems, monitor gaps or redundancy across

assessments, and adjust the assessment system accordingly to foster school literacy improvement for all students.

- Principal Literacy Standard III: Literacy Leadership and Professional Learning: Principals demonstrate leadership by aligning literacy instructional programming to the science of reading and supporting evidence-based professional learning
  - Element A: Principals establish, align, and ensure the implementation of the science of reading through job embedded professional learning based on school-wide assessment data.
  - Element B: Principals analyze and guide literacy instruction through data analysis, observation, and coaching conversations.
- Principal Literacy Standard IV: Diversity, Equity, and Inclusion: Principals lead and guide school efforts to advance diversity, equity, and inclusion.
  - Element A: Principals promote self-reflection by school personnel about the effect of culture, beliefs, and potential biases on literacy instruction; and lead change in educational practices and institutional structures to promote equitable literacy instruction for all students.
  - Element B: Principals apply foundational knowledge of scientifically and evidence-based practices and promote equitable literacy instruction to meet the diverse and inclusive needs of all learners.
  - Element C: Principals create an environment that prioritizes transforming and creating scientifically and evidence-based learning experiences for students that reflect their language and culture and create a link between the school and family literacy practices.

District and school leaders regularly encourage teachers to improve instruction regarding literacy after frequently observing and providing specific feedback aligned to the Cherry Creek Literacy Plan. Educators receive ongoing, job-embedded Professional learning on the approved instructional materials that are used for all three Tiers of instruction as relevant to each teacher's usage. High quality Professional learning is research based, staff knows the specific effectiveness behind the research, and knows how to implement approved curricula in the classroom. In order to establish trends, multiple sources of student and teacher data are used when planning and implementing Professional learning aligned to the Cherry Creek Literacy Plan.

Furthermore, Professional learning changes instructional practices based on research and best practices with a rich understanding of the contexts that have led to successful implementation positively impacting data. Professional learning is aligned to the goals outlined in the school's Unified Improvement Plan (UIP) and the Cherry Creek Literacy Plan. Structures are in place for providing ongoing, job-embedded professional learning for new staff members. Professional learning supports sustainability of school-wide systems for teaching literacy aligned with the Cherry Creek Literacy Plan.

In order to improve students' literacy proficiency across the district, professional learning in literacy will focus on the following:

- Understanding of data to make instructional decisions. This includes interim, diagnostic, and progress monitoring data to complete a gap analysis to identify specific areas of need.
- Developing READ plans that are intentional and explicit to support individual student needs to reach grade level proficiency.
- Implementing targeted evidence-based Tier 2 and Tier 3 interventions with the appropriate time, frequency and intensity.
- Evidence Based Practices (EBP) and the Science of Reading through culturally responsive unit design and daily lesson planning.
- Curricular Resource Implementation Support: Differentiated for new and returning teachers to deepen their instructional practice and understanding of how to effectively use Board of Education adopted resources
- Understanding and implementation of daily learning through disciplinary literacy as students read, write, think and communicate in the work of each discipline

Instructional Excellence RAISE Coaches (IERCs) support professional learning in the following ways:

1. Support induction
2. Onboarding and mentoring
3. Job embedded professional learning: coaching cycles, site PD, PLCs, team meetings, content support, etc.
4. Directed improvement: specific improvement as outlined in the District Improvement Plan (DIP)

## ECE

Professional learning for Early Childhood Education is focused on culturally responsive, developmentally appropriate practice for our youngest learners. Elements of this practice include- Oral Language Pre-Literacy (PreK Foundations, EC LETRS), Math/Science Instruction and Social Emotional Learning and Physical Development (Pyramid Plus Approach, Second Step, Young Athletes) Our integration of these practices creates equitable, robust universal instruction that supports EACH learner. We are training staff using a continuous consultation model on Multi Tiered System of Support structure to provide intervention to students who are not responding to universal instruction and Special Education for students with identified disabilities. (TEACCH, ESDM, TPBA, TPBI)

## Elementary K-5

Professional learning for K-5 is focused on building strong Multi Tiered Layers of Support (MTSS) processes that support all students. Strong Universal Instruction that is culturally responsive and differentiated must lead before all else. Focus

on building effective Tier 1 literacy instruction for all students using curricular resources and continuing to support teachers to implement Evidence Based Practices is a priority. This will lead to each student across the district becoming proficient in all areas of literacy, regardless of demographics or other identity markers..

Some examples of professional learning opportunities for K-5 educators include providing Foundations training to all elementary IERC coaches; supporting administrators and coaches to explore new curricular resources as part of the Elementary Principals' Council and continued support to ensure teachers are implementing curricular resources that support the Science of Reading and culturally responsive practices.

## MS|HS

For secondary educators, professional learning supports the understanding of systems and structures needed to implement effective, high quality core literacy and disciplinary literacy for all students, throughout the district and in each building. Core literacy refers to traditional literacy instruction focused on reading, writing and thinking as a literate person. Disciplinary literacy “emphasizes the unique tools experts in a field use to engage in the work of that discipline” to include how they read, write, think and communicate.

According to the CCSD Literacy Framework, “Disciplinary literacy is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline.” For example, historians need to understand how to read and interpret primary sources within the larger context.

The plan for supporting secondary schools begins with professional learning opportunities for school leaders, coordinators, department heads and English teachers. There is an intentional focus on supporting English teachers in developing their range and skillset to serve students as an interventionist. As we continue moving forward, deepening the knowledge and practice for secondary educators, professional learning will focus on IERC coaches, and supporting core literacy and daily learning through disciplinary literacy.

The district is working to create systems and structures ensuring messaging across the district is consistent. This includes aligning the Universal Instructional Framework (UIF) with Evidence Based Practices (EBP), ensuring materials created by the Office of Professional learning embody the professional learning standards and communicating with families and the community.

## Key Takeaways for Professional Learning

1. Professional learning includes structures reflecting the District's commitment to equity and inclusion, for adults and students.
2. All district and school leaders who coach K-3 literacy teachers are required to have knowledge of literacy practices based on the Science of Reading which includes, but is not limited to, the [Colorado Department of Education Principal Literacy Standards](#) (see [above](#))
3. Instructional Excellence RAISE Coaches will support teachers in multiple ways, including job embedded professional learning aligned to Learning Forward: Standards for Professional learning.
4. Professional learning systems and structures are consistent and aligned for all educators ECE through 12th grade and aligned with the Universal Instructional Framework.

## Professional Learning Implementation Plan

<p>Year One 2023-2024</p>	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Professional learning aligns to CCSD vision and common instructional practice <a href="#">Center Meaning Making</a>.</li> <li>2. Feedback and coaching cycles are aligned with the observation tool for Instructional Practice <a href="#">Center Meaning Making</a>.</li> <li>3. Professional learning includes facilitated unit planning to plan for instruction using the Colorado State Standards, CCSD Scope and Sequence, HMH and Foundations.</li> </ol> <p><b>Assessment &amp; Data Literacy</b></p> <ol style="list-style-type: none"> <li>4. School leaders have a strong understanding of high quality literacy instruction, assessment tools and reporting; Elementary school leaders and 4-12 reading interventionists complete the required 45 hours of training to receive READ Act Designation.</li> </ol>
<p>Year Two 2024-2025</p>	<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. Professional learning focuses on building capacity to provide all students with access to Universal grade level content through culturally responsive practices and appropriate scaffolds and support and aligns to the CCSD vision and common instructional practice <a href="#">Plan Grade Level Tasks</a>.</li> <li>2. Feedback and coaching cycles are aligned with the observation tool for Instructional Practice <a href="#">Plan Grade Level</a></li> </ol>

	<p><a href="#">Tasks.</a></p> <p>3. Professional learning includes facilitated unit planning (Tier 1 instructional and assessment design) to plan for instruction using the Colorado State Standards, CCSD Scope and Sequence, HMH and Foundations.</p> <p><b>Assessment &amp; Data Literacy</b></p> <p>4. School leaders have a strong understanding of high quality literacy instruction and assessment tools and reporting and ensure all literacy educators are able to use disaggregated data to transform instruction for all populations; Elementary school leaders and 4-12 reading interventionists complete the required 45 hours of training to receive READ Act Designation.</p>
<p>Year Three 2025-2026</p>	<p><b>Instruction</b></p> <p>1. Professional learning focuses on building the capacity of teachers to plan, teach and monitor progress of Tier 2 instruction. Professional learning aligns to CCSD vision and common instructional practice <a href="#">Diagnostic Instruction</a>.</p> <p>2. Feedback and coaching cycles are aligned with the observation tool for Instructional Practice <a href="#">Diagnostic Instruction</a>.</p> <p>3. Professional learning includes facilitated unit planning (Tier 1 and Tier 2 instructional and assessment design) to plan for instruction using the Colorado State Standards, CCSD Scope and Sequence, HMH and Foundations.</p> <p><b>Data Literacy</b></p> <p>4. Professional learning builds data literacy capacity for leaders and teachers to implement high quality instruction at Tier 2 in general education classrooms.</p>
<p>Year Four 2026-2027</p>	<p><b>Instruction</b></p> <p>1. Professional learning focuses on building the capacity of teachers to plan, teach and monitor progress of Tier 3 instruction. Professional learning aligns to the CCSD vision and common instructional practice <a href="#">Explicit Writing Instruction</a>.</p> <p>2. Feedback and coaching cycles are aligned with the observation tool for Instructional Practice <a href="#">Explicit Writing Instruction</a>.</p> <p>3. Professional learning includes facilitated unit planning (Tier 1 and Tier 2 instructional and assessment design) to plan for instruction using the Colorado State Standards,</p>

	<p>CCSD Scope and Sequence, HMH and Foundations; Professional learning includes a Unit Planning and Data Literacy to support students receiving Tier 3 interventions through differentiation of Tier 1 and 2 supports in the general education classroom to ensure all students have access to High Quality Tier 1 instruction.</p> <p><b>Data Literacy</b></p> <p>4. Professional Learning builds capacity in data literacy, clarifies reteach expectations and supports collaborative teams in designing effective cycles of instruction.</p>
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## 6. Data-Based Decision Making

*Improving literacy achievement is incumbent on discussion about the current state of literacy achievement. Discussions regarding literacy data must become a regular part of the school climate.*  
From the Literacy Evaluation Tool, CDE

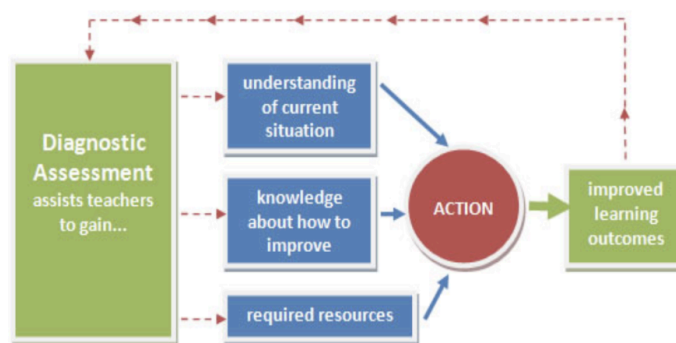
Data driven decision making requires a data collection system to be in place and uses technology to allow for continuous access to the data.

Schools dedicate sufficient time (e.g. 45 minutes each week) for collaborative teams to work together in data focused collaborative meetings in their regular daily schedule, leading to determining next steps for continued student growth. During this time, teachers will have access to [data protocols](#) they understand and are using consistently to inform instructional changes and adjustments when the data demonstrates changes are necessary at the student, classroom, and/or school level.

Professional learning communities and collaborative teams use data, and the data are disaggregated by trends, sub- groups, and individual students to have a full understanding of the current situation. Teachers commit to implementation of culturally responsive instructional strategies based on data analysis and taking action steps as student individual and subgroup needs indicated.

Educators balance content literacy and disciplinary literacy. In instructional design, there is intentional planning to include how students will read, write, think, and communicate within the discipline. Collaborative teams and educators will include a range of assessments and data analysis in a course to monitor the growth and development of how students read, write, think, and communicate within the discipline.

### A Mental Model for Improving Outcomes



Administrators demonstrate an understanding of the importance of data meetings, attend the meetings, and regularly participate in the data based decision making. Teams look at data, value the discussions during their team time, and express a sense of urgency for improving student achievement including subgroups.

**Key Takeaways for Data-Based Decision Making**

1. Site Professional Learning Communities and collaborative teams use data on a regular basis to make instructional decisions. Collaborative teams meet weekly and leverage data and data protocols to inform instruction for all students.
2. Educators will use a range of assessments to monitor growth and development of skills and understanding in content literacy and disciplinary literacy.

**Data-Based Decision Making Implementation Plan**  
[PLC and Collaborative Team Protocols](#)

<p>Year One 2023-2024</p>	<p><b>Collaborative Teams</b></p> <ol style="list-style-type: none"> <li>1. The school dedicates sufficient time for educators to collaborate and support one another with implementation of the Cherry Creek vision and framework for universal instruction, implementation of CDE approved curriculum, and implementation of Cherry Creek common ELA instructional practices with special focus on instructional practice 1: Center Meaning Making..</li> <li>2. Collaborative teams familiarize themselves with the CDE approved curriculum and embedded assessments for Tier 1 instruction and use this data to plan for Tier 1 instruction (Elementary).</li> <li>3. Collaborative teams familiarize themselves with the scope and sequence and the common writing expectations for Tier 1 instruction. They collect and use data aligned to the scope and sequence and the common writing expectations to plan for Tier 1 instruction. (Secondary).</li> </ol>
<p>Year Two 2024-2025</p>	<p><b>Collaborative Teams</b></p> <ol style="list-style-type: none"> <li>1. Educators collaborate and continue to support one another with implementation of the Cherry Creek vision and framework for universal instruction, implementation of CDE approved curriculum, and implementation of Cherry Creek</li> </ol>

	<p>common ELA instructional practices with special focus on instructional practice <a href="#">Plan Grade Level Tasks</a>. In addition, educators collaborate to ensure all students have access to Tier 1 instruction with appropriate scaffolds and supports and culturally responsive practices.</p> <ol style="list-style-type: none"> <li>2. Collaborative Teams engage in an aligned data analysis protocol to analyze mid-unit and end of unit assessments. Collaborative teams will use common practices for scoring benchmarks. Collaborative teams will use data analysis of Tier 1 instruction to action plan and reteach as needed.</li> <li>3. Unit Common Formative Assessments and End of Unit Data is disaggregated and reviewed at the collaborative team meeting. Reteach plans and Tier 2 instructional plans are made.</li> <li>4. Collaborative teams will disaggregate data to monitor progress for all populations.</li> </ol>
<p>Year Three 2025-2026</p>	<p><b>Collaborative Teams</b></p> <ol style="list-style-type: none"> <li>2. Educators collaborate and continue to support one another with implementation of the Cherry Creek vision and framework for universal instruction, implementation of CDE approved curriculum, and implementation of Cherry Creek common ELA instructional practices with special focus on instructional practice 3: <a href="#">Diagnostic Instruction</a>.</li> <li>3. Collaborative teams will use data analysis of Tier 1 instruction to action plan, reteach as needed, plan for Tier 2 instruction. Collaborative teams will analyze appropriate Tier 1 and Tier 2 assessment data and action plan aligned to appropriate Tier 2 teaching methods and resources.</li> </ol>
<p>Year Four 2026-2027</p>	<p><b>Collaborative Teams</b></p> <ol style="list-style-type: none"> <li>1. Educators collaborate and continue to support one another with implementation of the Cherry Creek vision and framework for universal instruction, implementation of CDE approved curriculum, and implementation of Cherry Creek common ELA instructional practices with special focus on instructional practice <a href="#">Explicit Writing Instruction</a>.</li> <li>2. Collaborative Teams will refine their aligned data analysis protocol to analyze mid-unit and end of unit assessments.</li> </ol>

	<p>Collaborative teams will refine common practices for scoring benchmarks. Collaborative teams will refine data analysis of Tier 1 instruction to action plan and reteach as needed.</p>
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## 7. School Leadership Team (SLT)

*An SLT serves the purpose of leading the school's efforts to embed the essential components of reading instruction into all elements of the school's structures and developing and updating the professional learning plan related to literacy assessment and instruction. Representation is composed of various grade levels, an administrator, and a representative of teachers working with students receiving interventions.*

*From the Literacy Evaluation Tool, CDE*

CCSD is committed to supporting School Leadership Teams (SLT) focused on literacy instruction and using data to support a results oriented approach to teaching literacy. Each building will identify the SLT structure and membership that best supports their students, this could be, but is not limited to, modifying the purpose of an existing group (i.e. Guiding Coalition, Instructional Leadership Team, Leadership Team) or creating a new structure for the purpose of looking at literacy data and accountability. Teams will use data to name areas of growth and next steps and support the development of local collective ownership and agency to support literacy growth across all students. Principals and their administrative teams are the lead leaders and coaches of the School Leadership Team.

The School Leadership Team, using the Literacy Evaluation tool, works to support a collective mindset across the staff of a site, giving and receiving feedback about literacy instruction. As a team, SLT members will review data, identify growth, next steps, and support the site's collective ownership and agency for greater literacy learning.

### Key Takeaways for School Leadership Implementation Plan

1. Every school will identify a School Leadership Team focused on literacy instruction as described in this Literacy Plan. This team may be an existing group or specifically convened for this purpose.
2. The School Leadership Team will use the [CDE Literacy Evaluation Tool](#) to self-assess structural and systemic literacy instruction in their building.

### School Leadership Team Implementation Plan

Year One 2023-2024	1. <b>Instruction</b> School Leadership Team builds capacity for themselves and their teams around the CCSD Vision for high quality instructional practices (as it rolls out) in ELA classrooms and during literacy instruction. This includes a
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	<p>deep focus on common instructional practice <a href="#">Center Meaning Making</a>. In addition the School Leadership Team will establish a walk through culture and design structures for unit planning within collaborative teams.</p> <ol style="list-style-type: none"> <li>2. <b>Science Of Reading</b> School Leadership Team will build their own understanding as well as their teams' understanding of Science of Reading and Board approved resources to impact teaching and learning.</li> <li>3. <b>Multi Tiered Layers of Support</b> School Leadership Team will build team capacity to monitor student progress towards unit learning objectives and adjust instruction in response to student needs.</li> <li>4. <b>Multi Tiered Layers of Support</b> School Leadership Team will support teachers with reviewing students' bodies of evidence in order to identify goals and progress monitoring measures aligned to READ plans.</li> <li>5. <b>Literacy Evaluation Tool</b> School Leadership Team uses the Literacy Evaluation Tool to monitor progress of the implementation of the Cherry Creek Literacy Plan as a Professional learning Community, vision, and universal framework as a professional learning community.</li> </ol>
<p>Year Two 2024-2025</p>	<ol style="list-style-type: none"> <li>1. <b>Instruction</b> School Leadership Team builds capacity for themselves and their teams around the CCSD Vision for high quality instructional practices (as it rolls out) in ELA classrooms and during literacy instruction. This includes a deep focus on common instructional practice <a href="#">Plan Grade Level Tasks</a>. In addition, the School Leadership Team will continue to establish a walk through culture and design structures for unit planning within collaborative teams to include creation of Common Formative Assessments and Common End of Unit Assessments.</li> <li>2. <b>Science Of Reading</b> School Leadership Team will support their teams with designing learning experiences based on the Science of Reading and use of board approved resources to impact teaching and learning. School Leadership Teams will look for ways to highlight, celebrate and leverage progress.</li> <li>3. <b>Multi Tiered Layers of Support</b> School Leadership Team conducts a needs assessment/course placement, and schedule audit and adjusts instructional programming and scheduling to ensure access to equitable core instruction.</li> <li>4. <b>Literacy Evaluation Tool</b> School Leadership Team uses the Literacy Evaluation Tool to assess growth and</li> </ol>

	<p>implementation of the Cherry Creek Literacy Plan, vision, and universal framework as a collaborative team with a special focus on equitable access to universal instruction and appropriate scaffolds and supports.</p>
<p>Year Three 2025-2026</p>	<ol style="list-style-type: none"> <li>1. <b>Instruction</b> School Leadership Team builds capacity for themselves and their teams around the CCSD Vision for high quality instructional practices (as it rolls out) in ELA classrooms and during literacy instruction. This includes a deep focus on common instructional practice <a href="#">Diagnostic Instruction</a>, continue to reinforce walk-through culture and structures for unit planning to build capacity with all ELA teachers using instructional practices for Tier 2 instruction within the ELA classroom.</li> <li>2. <b>Science Of Reading</b> School Leadership Team will leverage collaborative team time to support their teams to design unit plans including Common Formative Assessments and end of unit assessments based on the Science of Reading and using Board approved resources to impact teaching and learning.</li> <li>3. <b>Multi Tiered Layers of Support</b> School Leadership Team builds team capacity to identify Tier 2 assessments and progress monitoring within Unit Planning that can be used to assess mastery following Tier 2 instruction.</li> <li>4. <b>Multi Tiered Layers of Support</b> School Leadership Team advises on adjustments to instructional programming to ensure FTE is aligned to Tier 2 and Tier 3 intervention teaching responsibilities and scheduling as needed to address student needs based on CAAS data.</li> <li>5. <b>Literacy Evaluation Tool</b> School Leadership Team uses the Literacy Evaluation Tool to assess growth and implementation of the Cherry Creek Literacy Plan, vision, and universal framework as a collaborative team with a special focus on Tier 2 supplemental and intervention instruction.</li> </ol>
<p>Year Four 2026-2027</p>	<ol style="list-style-type: none"> <li>1. <b>Instruction</b> School Leadership Team builds capacity for themselves and their teams around the CCSD Vision for high quality instructional practices (as it rolls out) in ELA classrooms and during literacy instruction. This includes a deep focus on common instructional practice <a href="#">Explicit Writing Instruction</a>, to continue to refine walk-through culture and structures for unit planning to build capacity with all ELA teachers using instructional practices for Tier 3 instruction within the ELA classroom.</li> <li>2. <b>Science Of Reading</b> School Leadership Teams will leverage</li> </ol>

	<p>collaborative team time to support teams with data analysis and action planning to support learning acceleration.</p> <ol style="list-style-type: none"><li data-bbox="462 331 1388 468">3. <b>Multi Tiered Layers of Support</b> School Leadership Teams supports the use of the common data tracking system (Including tracking the number of students needing Tier 2 and Tier 3) to inform instruction and course placement.</li><li data-bbox="462 499 1412 636">4. <b>Multi Tiered Layers of Support</b> School Leadership Team builds capacity for general education classroom teachers to support students receiving Tier 3 Interventions with high quality instruction at Tier 1 and Tier 2 in the ELA classroom.</li><li data-bbox="462 667 1404 856">5. <b>Literacy Evaluation Tool</b> School Leadership Team uses the Literacy Evaluation Tool to assess growth and implementation of the Cherry Creek Literacy Plan, vision, and universal framework as a collaborative team with a special focus on Tier 3 supplemental and intervention instruction.</li></ol>
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## 8. Community and Family Involvement

*Community and family involvement contributes to the social, emotional, physical, academic, and occupational growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.*  
From the Literacy Evaluation Tool, CDE

This CCLP is the result of a collaboration between CCSD and various family and community engagement groups. The District is committed to communicating frequently and effectively to families and other stakeholders regarding the literacy plan in each building and across the district. This includes communicating in ways that are culturally and linguistically responsive and ensuring families are informed of expectations for their students and progress towards these expectations. Literacy goals may be identified within a school's Unified Improvement Plan or school goals may exist outside of the UIP.

Enriching learning experiences by offering their funds of knowledge, families and community members are always welcome partners to support literacy learning for all students.

Families of students with READ Plans are updated regularly and READ Plans are updated at least annually.

### Key Takeaways for Community and Family Involvement

1. The District is committed to communicating with families and community members in ways that are culturally and linguistically responsive.
2. Funds of knowledge from families and the community are welcomed and respected in ways that feel inviting and are sincere.

Families of students with READ plans are updated regularly on their student's progress.

### Community and Family Involvement Implementation Plan

Year One 2023-2024	<ol style="list-style-type: none"><li>1. Literacy goals are identified and published in current structures to inform family and community.</li><li>2. School works with families and community members to identify ways to be culturally and linguistically responsive (i.e. surveys, family meetings, focus groups, empathy interviews).</li></ol>
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	<ol style="list-style-type: none"> <li>3. Families of students with READ Plans are updated on progress minimum twice a year, and READ Plans are updated at least annually.</li> <li>4. Families and community members are welcomed as partners and learners of the literacy goals of the school. There are events planned intentionally to engage families and communities in literacy.</li> </ol>
<p>Year Two 2024-2025</p>	<ol style="list-style-type: none"> <li>1. Literacy goals of the school are frequently and effectively communicated to families and other stakeholders in the community in a manner families and stakeholders are able to understand.</li> <li>2. School implements families' and community members' feedback of identified ways to be culturally and linguistically responsive and seeks feedback to adjust as needed.</li> <li>3. Families of students with READ Plans are updated on progress at least 3 times per year, and READ Plans are updated at least annually.</li> <li>4. Families and community members are welcomed as partners and the school seeks to understand the funds of knowledge within families and the community.</li> </ol>
<p>Year Three 2025-2026</p>	<ol style="list-style-type: none"> <li>1. Literacy goals of the school are frequently and effectively communicated to families and other stakeholders in the community in a manner families and stakeholders are able to understand.</li> <li>2. Families and community members are occasionally engaged as partners in ways that are culturally and linguistically responsive.</li> <li>3. Families of students with READ Plans are frequently updated on progress, and READ Plans are updated at least annually.</li> <li>4. Families and community members are welcomed as partners, and plans are made to leverage family and community funds of knowledge to support student literacy learning.</li> </ol>

Year Four 2026-2027	<ol style="list-style-type: none"><li>1. Families and community members have frequent opportunities and multiple spaces to provide feedback on the status/progress of literacy goals of the school.</li><li>2. Families and community members are frequently engaged as partners in ways that are culturally and linguistically responsive.</li><li>3. Families of students with READ Plans are involved in the development of READ plans and understand the goals their student is working towards. READ Plans are updated at least annually.</li><li>4. Families and community members are welcomed as partners, utilizing their funds of knowledge to maximize student literacy learning.</li></ol>
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## 9. Sustainability

Sustainable, meaningful change to improve teaching and learning is the heart of the Cherry Creek Literacy Plan. Any improvement process meant to sustain itself must be embedded directly into the school, supporting teaching and learning practices to support the school and District culture of improvement. As planning takes place within schools, the following considerations are meant to support planning with systems thinking.

### Considerations

- **Funding**
  - How is the balance between the big picture and the important details maintained?
  - What new perspectives should adjust the thinking for funding?
  - Where might a small change have a long-lasting, desired effect?
  
- **Scheduling**
  - How does the organization of scheduling and interaction of the parts of the system create the behavior that emerges?
  - What are the unintended consequences of the proposed schedule and what trade off should be considered? What are possible long and short term consequences?
  - What will be needed to maintain necessary blocks of time for Tier 1, Tier 2, and Tier 3 instruction?
  - How will small group instruction prioritize the most vulnerable students being in the smallest groups?
  - What new perspectives should adjust the thinking for scheduling?
  
- **Professional learning**
  - What indicators will we expect to see as we look for progress after professional learning?
  - How is professional learning supporting others in seeing the influence of mental models on our decision-making?
  - What impacts from professional learning can I see, feel, count, or measure as amounts that change over time?
  - At what rate can accumulations of change be seen from professional learning?
  
- **Staffing**
  - How to maintain the staff to provide the necessary blocks of time for Tier 1, Tier 2, and Tier 3 instruction.

- How to maintain a School Leadership Team as the decision-making body.
- **Collaborative Teams**
  - How are current mental models (i.e. attitudes, beliefs) advancing or hindering efforts to achieve desired results?
  - What feedback loops are being leveraged to support collaborative planning and decision making for student learning?
  - As new perspectives are learned, is there a willingness to shift thinking and practice?

## Resources

[2022/2023 Cherry Creek Schools Assessment Schedule](#)

[CCSD Elementary Literacy Evaluation Tool \(ELET\)](#)

[CCSD Secondary Literacy Evaluation Tool \(SLET\)](#)

[CCSD Literacy Framework](#)

[ELA Alignment PDF PLACEHOLDER](#)

[CDE CCLP Guidance](#)

[Literacy Year at a Glance](#)

### The Six Stages of Reading Development

The Six Stages of reading is a blended learning approach developed by Jeanne Chall (1983) who argued that students need both explicit and direct phonics instruction AND reading rich environments to become successful readers. [Chall's Stages of Reading Development](#) outlines the age range, characteristics and the correlations between reading and writing. (From the Stages of Reading Development, [here](#))

PLACE HOLDER FOR Special Pops documents and links SPED, MLL, G/T support, Secondary Co-Teaching Including Assistive Technology  
<https://www.cde.state.co.us/cdesped/codyslexiahandbook>

## Glossary of Terms

**Assessment Literacy:** the knowledge, skills, and process associated with designing, selecting, implementing, scoring, and/or using high-quality assessments to improve student learning (U.S. Department of Education).

**Collaborative Team:** Collaborative Teams are the engines of the schoolwide Professional Learning Community. Collaborative Teams are mutually accountable for shared student learning goals and work interdependently to analyze and improve their classroom practices. Collaborative Teams engage in an ongoing cycle that promotes deep team learning and improved student experiences and outcomes.

**Content Literacy:** Content area literacy focuses on study skills that can be used to help students learn from subject matter specific texts.

**Core Curriculum:** Core curricular resources being used by all teachers in all classrooms.

**Curricular Resource:** The materials that support standards based teaching and learning.

**Data Literacy:** the ability to read, write and communicate data in context, including an understanding of data sources and constructs, analytical methods and techniques applied. (from gartner.com)

**Disciplinary Literacy:** is an emphasis on the knowledge and abilities possessed by those who create, communicate, and use knowledge within the disciplines.

**Explicit Instruction:** Structured Literacy instruction requires the deliberate teaching of all concepts with continuous student-teacher interaction. It is not assumed that students will naturally deduce these concepts on their own

**PLC:** A Professional Learning Community is a collective of educators who engage both in smaller Collaborative Teams and as a whole staff in an ongoing process in which they work collaboratively in recurring cycles of collective inquiry and action to create better learning experiences and achieve better results for each learner they serve. This ongoing process of planning, teaching, monitoring, and adjusting has a profound impact on the culture and structure of the system and the assumptions and practices of the educators within it. Becoming a Professional Learning Community requires a system to embrace and engage in three primary elements: developing a collaborative culture, focusing on learning, and being results oriented.

**Science of Reading-** The Science of Reading is a comprehensive body of research developed over many years. This research is conclusive, empirically supported and provides us with the knowledge to be more effective teachers of reading.

**The Simple View of Reading (SVR)-** is a theoretical framework that defines the skills contributing to the early stages of reading comprehension. According to Gough and Tunmer (1986) the key to reading comprehension is pairing the following two skills: decoding (accurate and fluent word reading) and language comprehension (understanding the meaning of the words). The SVR is often represented like this:

**SRD:** Significant Reading Deficiency

**Structured Literacy:** Structured Literacy teaching is systematic and cumulative. Structured Literacy requires direct, explicit instruction with continuous teacher-student interaction and does not assume students deduce concepts. Structured Literacy is diagnostic and based on careful and continuous assessment, both informal and formal.

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[The Science of Reading](#)