Early Literacy Sample Visions

See below for four sample visions for early literacy as well as a sample roles and responsibilities chart that illustrates the essential elements of effective vision setting.

Arthur Elementary's vision for early literacy instruction

Arthur Elementary's early literacy vision is that all students can and will read proficiently upon exiting 2nd grade. Our ultimate goal is to accelerate student learning, resulting in successful and productive citizens.

We will do this by ensuring that all stakeholders are equipped with the skills and resources they need to provide equitable opportunities that support and move students toward reading and writing proficiency and celebrate students over the course of their journey.

We accept the responsibility of supporting every student's literacy growth and development by ensuring that each receives high-quality, aligned instruction that is anchored in the science of reading.

Unity School's vision for early literacy instruction

We believe that honoring and leveraging students' cultural and linguistic assets will support every student in Unity School reading proficiently by the end of 2nd grade. We will support the literacy and language development of every student by ensuring that they receive high-quality instruction, curriculum, and materials that are aligned with current reading research and culturally and linguistically responsive pedagogy.

Our ultimate goal is to accelerate student learning in positive and productive ways so that students, specifically those in our priority groups (i.e., students of color, students in poverty, multilingual learners, and students with disabilities) master skills critical to reading and writing development and are affirmed as valued members of their learning community over the course of their journey.

Unity School staff will embody a spirit of collaboration; we will partner with caregivers and families to reinforce literacy skills in students' primary languages and English, and we will work together to ensure that every adult and child in our community feels safe, seen, respected, and valued.

Cloud Elementary's vision for early literacy instruction

At Cloud Elementary School, we provide an integrated early literacy experience in which students are able to see themselves (mirrors) and learn about the world (windows) through literacy. Teachers provide the necessary tools using a science-based approach to ensure that students will be proficient in foundational skills by the time they leave 2nd grade in order to be successful global citizens in the 21st century.

Button County Schools' vision for early literacy instruction

At Button County Schools, we believe that highly effective instruction that incorporates professional learning based on foundational skills prepares all students to succeed in reading and writing. This instructional approach, along with our commitment to fostering a positive learning environment, will enable students to be excited, confident, and on grade level when they leave 2nd grade so they can continue on the trajectory of being successful in school.

Sample roles and responsibilities chart

Role	Responsibilities
School or system leader	- Assemble a team of stakeholders who are committed to ensuring that the essential practices in early literacy are implemented well - Ensure that team of stakeholders is clear on their early literacy responsibilities - Lead the team through creating a decision-making process - Perform the following duties, or delegate other team member(s) as needed: - Adopt and develop an implementation plan for high-quality instructional materials - Design a school schedule that allows for a protected literacy block, no less than 120 minutes a day, in K–2 that includes time for instruction and practice using high-quality instructional materials to build foundational skills and content knowledge anchored in the science of reading

Role	Responsibilities
	- Work with the stakeholder team to identify and communicate the learning goals, targets, and priority skills for each grade (or delegate to K–2 instructional leaders) - Collect, disaggregate, and analyze data regularly to monitor all students' progress, including leading root cause analyses, to monitor the progress of all students and facilitate conversations about instructional enhancements - Set up a portfolio system for every student that is easy to use and access (or delegate to K–2 instructional leaders) - Gather a team of stakeholders regularly to assess progress, reflect, and iterate on next steps - Communicate successes, areas of growth, and next steps based on stakeholder feedback and data analyses - Ensure that K–2 teachers as well as teachers delivering specialized services (e.g., bilingual educators) have weekly collaboration time to prepare upcoming lessons, analyze student work, review data, and learn together - Ensure that early literacy information and opportunities are provided to parents in their primary language - Affirm the perspectives, efforts, and contributions of all members of the school community
K–2 instructional leaders (e.g. principals, instructional coaches)	- Provide training to K–2 teachers about literacy instruction - Observe K–2 teachers regularly to provide feedback and support - Monitor K–2 data closely to determine areas of students' and teachers' strengths as well as needs for additional support - Support teachers in collecting and analyzing student data and updating student portfolios - Facilitate grade-level collaborative planning (or train grade-level leaders) to help teachers prepare upcoming lessons, analyze student work, review data, reflect, and make instructional adjustments - Celebrate teachers and students who are showing great effort and/or making progress and provide additional support and encouragement to teachers who need it

Role	Responsibilities
General education/ K–2 teachers	- Provide no less than 120-minutes of research-based, high-quality literacy instruction daily, implementing curricular guidelines and language development strategies - Collaborate with early literacy stakeholders, including K–2 teachers and providers of specialized services (e.g., multilingual services, disability services) to: - Meet weekly to prepare lessons, analyze student work, review data, reflect, and make instructional adjustments - Discuss expectations for standards-based instruction, early literacy curriculum, and benchmarks - Collect frequent data for each student to understand their progress - Update each student's portfolio with work samples and data - Communicate each student's progress consistently with families/caregivers in a language they understand - Partner with families/caregivers to help them support continued literacy and language development at home - Provide additional support and resources for students who are not making progress with Tier 1 instruction
Interventionists	Collaborate with early literacy stakeholders, including K–2 teachers and providers of specialized services (e.g., multilingual services, disability services) to: - Prepare lessons, analyze student work, review data, reflect, and make instructional adjustments as needed - Collect frequent data for each student to understand their progress and to inform instructional decisions - Collaborate with Tier 1 teachers around student progress to goals and ways to strategically support students in moving forward in skill progression - Communicate each student's progress consistently with families/caregivers in a language they understand - Partner with families/caregivers to help them support continued literacy and language development at home - Provide additional support and resources for students who are not making progress with Tier 1 instruction - Participate in any capacity-building opportunities provided by the school or system, including professional learning related to early literacy research-based practices and language development strategies

Role	Responsibilities
Bilingual or English language development (ELD) program specialists and/or teachers[1]	Collaborate with early literacy stakeholders to: ● Explain information about language proficiency, influence of language, stages of second language acquisition, and culture on student learning and behavior ● Include the use of students' primary languages in early literacy and language development instruction to the extent possible ● Suggest resources and strategies that support the development of literacy skills in students' primary languages to the extent possible ● Identify and suggest scaffolds and modifications to early literacy instructional materials, instruction, and assessments ● Suggest and provide guidance on best practices for multilingual learner instruction, including culturally-sustaining pedagogies (i.e., strategically affirming students' cultural identities while introducing them to additional ways of engaging in their new learning environments)
Special education program specialists and/or teachers	Collaborate with early literacy stakeholders to: ● Share information about how students' learning differences and needs influence their learning and behavior ● Use the disability categories named in the Individuals with Disabilities Act (IDEA) to anchor a discussion about the potential impacts a student's specific disability may have on their early literacy development ● Explain specific instructional needs and supports connected to a student's disability and their early literacy development ● Identify and implement adaptations and modifications of materials, instruction, and assessments to address a student's strengths and needs ● Inform the students' teachers of the accommodations available that reduce the impact of the disability along with suggestions for how to make accommodations to instruction and assessment ● Share specific supports needed so the learner benefits from special education-related services (e.g., speech language pathology, counseling, assistive technology) ● Explain ways for teachers to reinforce and utilize the additional supports within the classroom environment

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[1] The bullets in this section were adapted from Virginia Department of Education, Comprehensive System of Supports for English Learners with Disabilities (ELWD), accessed January 5, 2023, **https://vdoe.prod.govaccess.org/home/showdocument?id=20841**.

Role	Responsibilities
	• Develop or align support within a multi-tiered system of support (MTSS) to assist educators in providing academic and behavioral strategies to students; meet regularly with this integrated team to help ensure interventions can be adjusted based on need • Evaluate progress toward IEP goals
Paraprofessionals	• Support the early literacy vision by implementing any assigned responsibilities from leaders and teachers they are supporting • Participate in any capacity-building opportunities provided by the school or system, including professional learning related to early literacy research-based practices and language development strategies
Families/caregivers	• Support children's literacy and language development at home, in their primary languages and/or English, using resources and materials provided by teachers • Communicate with teachers frequently to learn about their child's progress and next steps • Share any ideas or concerns about how to strengthen their child's literacy instruction