

# Early Literacy Partnership Pilot

## Partner commitments

### Leadership team engagements

	Year 1: Building leader capacity	Year 2: Deepening the work	Year 3: Monitoring and adjusting
District leaders	<ul style="list-style-type: none"> <li>Initial systems analysis</li> <li>School selection</li> <li>IPG training</li> <li>Classroom walkthroughs</li> <li>Action planning</li> <li>Progress monitoring</li> <li>Custom virtual and onsite support</li> </ul>	<ul style="list-style-type: none"> <li>Systems review</li> <li>Classroom walkthroughs*</li> <li>Action planning</li> <li>Custom virtual and onsite support</li> <li>Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Systems review</li> <li>Classroom walkthroughs*</li> <li>Action planning</li> <li>Custom virtual and onsite support</li> <li>Progress monitoring</li> </ul>
School leaders	Custom virtual and onsite school support (recommended 90 minutes weekly or bi-weekly)		

\*An IPG training session is recommended following any updates to the [Foundational Skills IPG](#).



## District conditions

Through our research and on-the-ground work with schools, we've found that there are key conditions that must be in place in order for an early literacy system to be successful.

With our guidance and support, we expect all pilot partners to **meet or work towards** the following conditions:

- High-quality instructional materials are used in all schools.
- Collaborative planning structures are in place for K-2 teachers.
- There are common data and assessment systems across the district and within each school.
- There is a dedicated early literacy person (e.g., an instructional coach) to support teachers in each school.
- There are at least 120 minutes devoted to early literacy instruction reflected in the school schedule, with at least 60 minutes that can be devoted to both explicit Tier 1 foundational skills whole group instruction and differentiated Tier 1 foundational skills small group instruction.

## Data sharing

This pilot is a part of a study to test and measure the effectiveness of our approach to building an early literacy system. To ensure the efficacy of the data we're presenting, we will need robust data from the district, including demographic information for students and staff. We will not share this data with external researchers, nor will there be any formal publications.