



## **District Application for the Oklahoma Literacy Initiative Pilot Program**

### **Overview of the Oklahoma Literacy Initiative:**

The Oklahoma Literacy Initiative (OLI) Pilot Program establishes a structured framework to strengthen educators' knowledge and application of the Science of Reading in classroom instruction. OLI will promote the use of high-quality instructional materials, model evidence-based best practices in classrooms, and support the use of student performance data to address individual student literacy needs.

### **Key Components**

- **Pilot Sites:** Partner with 10 school districts (or clusters of smaller districts) demonstrating a need for early literacy improvement.
- **Reading Coaches:** Train an in-district reading specialist or elementary English/Language Arts department chair to serve as the district's reading coach to deliver science-of-reading-aligned instruction and to mentor classroom teachers.
- **Reading Consultants:** Each school district will partner with a reading expert to provide coaching and technical assistance on the Science of Reading and its application in elementary classrooms.
- **District Teachers:** Partner with 10 in-district elementary school teachers (two per grades K-4) to provide professional development on the Science of Reading and its implementation in their classrooms.
- **District Administrators:** School principal will partner with consultant to apply best practices that enhance teacher support and drive successful program implementation and outcomes.

**APPLICATIONS ARE DUE BY FRIDAY, MAY 15, 2026, AT 5:00 P.M.**

**Please email completed application to [OLI@okstatechamber.com](mailto:OLI@okstatechamber.com)**

**APPLICATION**

**School District and Contacts:**

**Name of School District:**

\_\_\_\_\_

**District Superintendent:**

\_\_\_\_\_

Contact:

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**District Literacy Lead:**

\_\_\_\_\_

Contact:

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**District School Site 1:**

\_\_\_\_\_

**Principal:** \_\_\_\_\_

Contact:

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**District School Site 2:**

\_\_\_\_\_

**Principal:** \_\_\_\_\_

Contact:

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Please answer the following questions:**

**1. District Vision and Guiding Commitments**

1. District literacy vision (K–4 focus):
  - Write a short statement describing the district’s vision for early reading, grounded in the science of reading and Oklahoma Academic Standards. What do you hope to accomplish as part of the OLI Pilot Program?
  
2. Guiding commitments from School District:
  - We will implement a multi-level prevention system (Tier 1, Tier 2, Tier 3) aligned to the Strong Readers Act.<sup>[1]</sup>
  - We will use approved universal screeners and diagnostics to identify and support students with reading difficulties.<sup>[3][1]</sup>
  - We will communicate clearly and regularly with families about reading progress and supports.<sup>[1]</sup>

**2. MTSS / Multi-Level Prevention System**

Describe how reading instruction and intervention are organized at each tier K–4.<sup>[1]</sup>

**Tier 1 – Core Instruction**

- Universal screener cut score (e.g., at or above 40th percentile): \_\_\_\_\_<sup>[1]</sup>
- Daily core reading minutes (minimum 90 minutes): \_\_\_\_\_ minutes<sup>[1]</sup>
- Core curriculum / HQIM materials: \_\_\_\_\_
- Instructional approach (structured literacy, science-of-reading aligned):
- Differentiation within Tier 1 (small groups, Tier 1+ for 26th–39th percentile):
  - Group size: \_\_\_\_\_ students
  - Frequency: \_\_\_\_\_ days/week
  - Minutes (in addition to whole-group Tier 1): \_\_\_\_\_ minutes<sup>[1]</sup>
- Staff primarily responsible: \_\_\_\_\_

**Tier 2 – Supplemental Instruction**

- Entry criteria (e.g., 11th–39th percentile on screener; insufficient progress with Tier 1+):
  - \_\_\_\_\_<sup>[1]</sup>
- Group size: \_\_\_\_\_ (recommended 6–8)<sup>[1]</sup>
- Frequency: \_\_\_\_\_ days/week (recommended 3–5)<sup>[1]</sup>
- Additional daily minutes beyond Tier 1 (≥15 minutes): \_\_\_\_\_<sup>[1]</sup>
- Materials/programs used (aligned to Tier 1): \_\_\_\_\_
- Staff responsible (general education teacher / interventionist): \_\_\_\_\_

**Tier 3 – Intensive Intervention**

- Entry criteria (e.g., 1st–10th percentile; inadequate response to Tier 2):
  - \_\_\_\_\_<sup>[1]</sup>
- Group size: \_\_\_\_\_ (recommended 1–3)<sup>[1]</sup>
- Frequency: \_\_\_\_\_ days/week (recommended daily)<sup>[1]</sup>

- Additional daily minutes beyond Tier 1 ( $\geq 30$  minutes): \_\_\_\_\_<sup>[1]</sup>
- Intervention program(s) used: \_\_\_\_\_
- Staff responsible (interventionist, specialized support): \_\_\_\_\_

### 3. Assessment System and Timelines

#### 3.1 Universal Screening

- Approved universal screener(s) used K–4: \_\_\_\_\_<sup>[3]</sup>
- Windows and dates:
  - Beginning of year (BOY): \_\_\_\_\_
  - Middle of year (MOY): \_\_\_\_\_
  - End of year (EOY): \_\_\_\_\_<sup>[1]</sup>
- Process for tracking SLIP deadlines (30 days from identification):<sup>[1]</sup>
  - Method (e.g., individual tracking, window-based deadline): \_\_\_\_\_
  - Who monitors completion and compliance: \_\_\_\_\_

#### 3.2 Diagnostic and Progress Monitoring Assessments

- Diagnostic tools used to identify specific skill deficits:
- Progress monitoring schedule for students with SLIPs:
  - Tier 1+ students: every \_\_\_\_\_ weeks
  - Tier 2 students: every \_\_\_\_\_ weeks
  - Tier 3 students: every \_\_\_\_\_ weeks
- Process to use data to adjust instruction (data meetings, PLCs, etc.):

### 4. Student Literacy Intervention Plans (SLIPs)

For all K–4 students with identified reading deficiencies, the district will implement SLIPs within 30 days of identification.<sup>[3][1]</sup>

Describe your SLIP process:

#### Additional Information:

1. SLIP form used (OSDE sample or district form):
  - OSDE sample SLIP form
  - District-created SLIP (ensures all statutory requirements are included)<sup>[4][1]</sup>
2. Required elements in each SLIP:<sup>[1]</sup>
  - Additional in-school instructional time:
  - Tutorials (after school, Saturday, summer; as funds allow):
  - Diagnostic and progress monitoring assessments:
  - High-quality instructional materials grounded in scientifically based reading research:
  - Access to free online, evidence-based literacy resources for families:
3. Responsible staff for creating and monitoring SLIPs (roles, not names):

## 5. Parent / Family Communication

Describe how and when parents/guardians will be notified and involved, consistent with statutory requirements.<sup>[1]</sup>

### Additional Information:

1. Notification of reading difficulty and SLIP development:
  - Timeline: within 30 days of identification<sup>[1]</sup>
  - Method(s):
    - Letter (Please attach template)
    - Email / parent portal
    - Phone call / conference
  - Staff responsible for notification: \_\_\_\_\_
2. Ongoing communication:
  - Progress reports (frequency, format): \_\_\_\_\_
  - Family resources provided (online tools, literacy nights, workshops):
3. Communication calendar (dates by which specific letters/notifications will be sent, as required):
  - \_\_\_\_\_<sup>[1]</sup>

## 6. Staffing and Time Allocation

1. Staff positions supporting Strong Readers (district total FTE):<sup>[3][1]</sup>

Role	Number of Staff	% Time on Strong Readers Activities	Notes
Classroom teachers (K–4)			
Reading specialists / interventionists			
Literacy coaches			
Paraprofessionals / aides			
Administrators (principals/APs)			

2. Average daily time for additional instruction (school-wide intervention block):
  - Grade K: \_\_\_\_\_ minutes
  - Grade 1: \_\_\_\_\_ minutes
  - Grade 2: \_\_\_\_\_ minutes
  - Grade 3: \_\_\_\_\_ minutes
  - Grade 4: \_\_\_\_\_ minutes<sup>[1]</sup>
3. Plan to protect core reading time and intervention blocks in the master schedule:

## **7. Professional Development and Use of Funds**

1. Science of Reading professional learning:<sup>[3][11]</sup>
  - Providers (OSDE-approved vendors, SoR Academies, etc.):
  - Target audiences (K–4 teachers, interventionists, principals):
  - PD calendar (dates, topics):
  
2. Additional uses of Strong Readers funds (must align to allowable uses):<sup>[1]</sup>
  - Individual and small group tutoring
  - Screening and assessment measures
  - Summer school and Saturday programs
  - High-quality instructional materials
  
3. Monitoring PD impact (attendance, implementation checks, changes in student data):

## **8. Site-Level Planning and Data Analysis**

For each elementary site, attach or summarize:

1. Site-level reading data (Oklahoma School Testing Program and local assessments) and analysis.<sup>[2]</sup>
2. Site-specific actions to meet Strong Readers requirements (scheduling, staffing, interventions).
3. How the site will monitor and report progress to the district.

District plan must include a plan for each site outlining how the site will comply with Strong Readers provisions.<sup>[2]</sup>

## **9. Website and Public Reporting**

### **10. Annual Review and Update**

- Describe the process for annually reviewing and updating the district Strong Readers Plan (stakeholder input, data review, timeline).<sup>[2][11]</sup>
- Indicate how revisions will be shared with staff and families.

## **11. School District and its employees commit to participate in the following program requirements:**

### **General Principles:**

- Instruction will be grounded in the science of reading and structured literacy.
- MTSS will be used to provide tiered supports (Tier 1, Tier 2, Tier 3) aligned with the Strong Readers Act and Oklahoma Academic Standards.
- OLI Coaching is non-evaluative and focused on instructional improvement.
- Data (screeners, diagnostics, progress monitoring, classroom observations) will drive decisions about instruction and intervention.

### **Services Provided by the State Chamber Research Foundation (The Foundation)**

Subject to funding and capacity, The Foundation will:

- Contract with qualified external literacy coaching consultants to provide coaching and technical assistance to the District's participating schools.
- Coordinate with the District to assign consultants, define focus schools/grades (prioritizing K–4), and establish annual goals.
- Provide or co-sponsor professional learning aligned to science of reading, structured literacy, MTSS, and Strong Readers requirements.
- Facilitate data-informed planning conversations with district and school leaders to align coaching support with district Strong Readers plans and MTSS structures.
- Monitor overall implementation and impact for reporting to funders, using aggregate and de-identified data shared by the District as permitted by law.

### **District Commitments**

The District agrees to:

- **Strong Readers Compliance**
  - Maintain and annually update a district Strong Readers Plan, including site-level plans, in accordance with state law and State Board of Education rules.
  - Use approved universal screeners, diagnostics, and progress monitoring to identify and support students with reading difficulties.
- **Participation in Coaching and Training**
  - Designate a District Strong Readers/Literacy Lead as primary contact who will take part in summer training sessions in June and July (with stipend and approved expenses paid for by The Foundation).
  - Identify two participating schools (with emphasis on K–4).
  - Ensure principals and identified teachers participate in scheduled coaching, PLCs, and training sessions (virtual and in-person).
  - Protect core reading and intervention blocks in schedules to allow implementation of Tier 1, Tier 1+, Tier 2, and Tier 3 supports.
- **Non-Evaluative Coaching Guardrails**
  - Communicate to staff that external coaches are non-evaluative partners and that formal evaluations remain the responsibility of administrators.
  - Refrain from using coaching notes/logs as formal evaluation evidence.

- **Data Sharing and Continuous Improvement**
  - Share relevant aggregate and, as appropriate, deidentified student-level data (e.g., screener results, SLIPs/IRPs status, progress-monitoring summaries) under FERPA-compliant agreements, solely for the purpose of improving literacy outcomes and evaluating the initiative.
  - Teacher knowledge surveys will be administered prior to the beginning of the school year and again at the end of the year to assess growth in educator understanding and implementation of evidence-based reading practices.
  - Participate in periodic progress reviews with The Foundation and consultants, providing feedback to refine services.

### **School-Level Participation and Expectations**

For each participating school, the District will:

- Identify a principal responsible for onsite leadership of the initiative.
- Ensure regular principal-coach meetings (e.g., weekly or bi-weekly) to coordinate schedules, priorities, and data review.
- Provide coaches and consultants with access to classrooms for observations, modeling, and co-teaching, as well as space for debriefs and PLCs.
- Support teachers in implementing structured literacy routines and using data to inform instruction across tiers.

### **Funding and No-Cost Participation**

- The Foundation will cover consultant fees and related initiative costs from private/philanthropic funds secured for this project, subject to funder terms.
- The District will not be charged for coaching services but remains responsible for its own staff time, substitutes (if used), and any local expenses not covered by the initiative.
- Participation does not preclude the District from accessing state Strong Readers funding or other grants.

### **Data, Confidentiality, and Communication**

- The parties will enter into any additional data-sharing addenda required by state or federal law, including FERPA.
- Student-level data will be used only for educational purposes and evaluation of this initiative and will not be shared publicly in identifiable form.
- The Foundation and District may jointly communicate about the initiative to stakeholders (families, community, business partners), with agreed-upon talking points highlighting private–public collaboration to improve early literacy and workforce readiness.

### **Non-Supplanting and Autonomy**

- This initiative is intended to **supplement** existing state and district efforts, not to supplant state technical assistance or district responsibilities under the Strong Readers Act.
- The District retains full authority over curriculum adoption (within state requirements), staffing, scheduling, and policy decisions.

**Disclaimer:**

The Foundation is not liable for change in law, regulation or Oklahoma Academic Standards that may or may not conflict or substitute the Science of Reading as the premier instructional theory used to implement OLI. Should a change in law, regulation or Oklahoma Academic Standards occur, The Foundation will attempt to make changes to OLI, but if unfeasible, it shall not be the fault or responsibility of The Foundation to shift teaching methods.

**Questions on the Application:**

For questions on the application, please contact Jake Yunker, Executive Director, The State Chamber Research Foundation at [jake@okstatechamber.com](mailto:jake@okstatechamber.com).

By signing below, the School District and School Sites confirm that they agree to the terms of this application and would like to be part of the Oklahoma Literacy Initiative Pilot Program.

Signature – Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Signature – Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature – Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature – District Literacy Lead : \_\_\_\_\_ Date : \_\_\_\_\_

Signature – Board President (if required): \_\_\_\_\_ Date: \_\_\_\_\_

Sources:

1. <https://oklahoma.gov/content/dam/ok/en/osde/documents/services/literacy-policy-and-programs/strong-readers-for-schools/StrongReadersSlides-1.pdf>
2. <https://www.jenksp.org/page/strong-readers-act-339>
3. [https://earlyliteracymatters.org/wp-content/uploads/2024/02/Oklahoma\\_ImplementationReport\\_Final.pdf](https://earlyliteracymatters.org/wp-content/uploads/2024/02/Oklahoma_ImplementationReport_Final.pdf)
4. <https://oklahoma.gov/education/services/literacy-policy-and-programs/strong-readers-for-schools.html>
5. <https://www.mustangps.org/families-students/strong-readers-act>
6. <https://windingcreek.mooreschools.com/about-us/strong-readers-act-data-download>
7. <https://www.95percentgroup.com/state-approved-literacy-solutions/oklahoma/>
8. [http://www.inspirationforinstruction.org/uploads/1/3/1/2/13121092/2015-2016\\_teacher\\_implementation\\_guide.pdf](http://www.inspirationforinstruction.org/uploads/1/3/1/2/13121092/2015-2016_teacher_implementation_guide.pdf)