Funding Opportunity

Applications Due: Tuesday, March 15, 2016, by 11:59 pm

Application Training Webinar: Wednesday, February 3, 2016, 1 pm – 2 pm

Letters of Intent Due: Friday, February 5, 2016

Early Literacy Grant Program

Pursuant to: C.R.S. 22-7-1211

For program questions contact:
Rachel Anderberg (anderberg_r@cde.state.co.us or 303-866-6150)

For fiscal/budget questions contact:
Marti Rodriguez (rodriguez_m@cde.state.co.us or 303-866-6769)

For application-specific questions contact:
Kim Burnham (Burnham_K@cde.state.co.us or 303-866-6916)

Required
(To Obtain Benefit)
FORM # CGA-158
EDAC APPROVED
Approved 1/8/2016 for 2015-2016
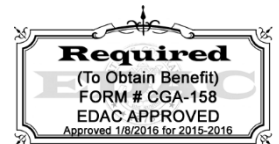
	EARLY LITERACY GRANT PROGRAM **REQUEST FOR PROPOSAL** *Proposals Due:* **Tuesday, March 15, 2016 by 11:59 p.m.**
Introduction	This Request for Proposal (RFP) is designed to distribute funds to local education providers, including school districts, BOCES, and district charter schools or Institute Charter Schools, to embed the essential components of reading instruction into all elements of the K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency. The Colorado Department of Education (CDE) recognizes the importance of a Multi-Tiered System of Support (MTSS) for all students. Comprehensive implementation of a multi-tiered system of support will contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, accelerate the reading growth of advanced readers, and assist with the identification of students reading below grade level, including students with a Significant Reading Deficiency (as defined in the Rules for the Administration of the Colorado READ Act posted on the CDE READ Act webpage: http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp) and students with learning disabilities related to reading. District and school leadership is critical to the successful implementation of the Early Literacy Grant. Thus, this RFP will support schools in developing and/or maintaining a School Leadership Team (SLT) for the purpose of leading the school's effort to embed the essential components of reading instruction into all elements of the mainstream K-3 teaching structures. (Note that a currently existing leadership team or school improvement team may serve the purpose of the Early Literacy Grant School Leadership Team). District support of the Early Literacy Grant is critical; therefore, all proposals must include a description of how district level personnel will be represented on a regular basis to support the activities of the grant. The SLT must meet regularly to review the school's K-3 student level data (interim and diagnostic assessments) and data related to the school's implementation of grant requirements. The SLT will also be responsible for developing and updating the school's professional development plan related to assessment and instruction in K-3 literacy.
Purpose	The purpose of this RFP is to solicit an application for funding from an eligible district, BOCES, district charter school, or Institute Charter school. The Early Literacy Grant Program will: • Provide the necessary assistance to grantees to establish instructional systems related to the teaching of reading for all students in kindergarten through third grade based on Scientifically Based Reading Research (SBRR). • Support schools in implementing a multi-tiered system of support in an effort to reduce the number of students reading below grade level, including students identified as having a Significant Reading Deficiency. Be used to provide significantly increased principal and teacher professional development to ensure that all principals and teachers, including teachers providing interventions for students (i.e., special education, English language development, Title I), have the skills necessary • to effectively teach all children to read and understand the infrastructures that enable increased reading achievement for K-3 students. • Provide assistance to grantees in administering and interpreting interim and diagnostic assessments as listed in the CDE READ Act State Board approved lists of interim and diagnostic assessments pursuant to the READ Act

	(http://www.cde.state.co.us/coloradoliteracy/ReadAct/resourcebank.asp) • Provide support in implementing universal/core programs and programs designed for targeted and intensive instructional interventions, as listed in the CDE READ Act advisory list of instructional programming (http://www.cde.state.co.us/coloradoliteracy/ReadAct/programming.asp) • Provide assistance to grantees in scheduling testing of students and interpreting assessment data, including scheduling of progress monitoring of students that are reading below grade level. Grantees must adhere to requirements provided by the Department regarding frequency of testing and deadlines for completing assessments and submitting data. See *Attachment A* for the Rules for the Administration of the Early Literacy Grant.
Eligibility and Continued Funding	Districts and BOCES may apply on behalf of individual schools or a collaborative group (consortium) of schools. If applying as a consortium, the consortium as a unit will be held accountable for the demonstration of achievement targets; however, if the consortium does not meet one or more of the achievement targets, individual schools within the consortium that meet targets will continue to receive subsequent years funding, and the consortium will not continue to receive funding as a group. In order to be considered for subsequent year's funding, grantees must meet one or more of the following targets: • Make above to well above average progress moving students out of the well below benchmark category as measured by the DIBELS Next Growth Tool http://www.cde.state.co.us/coloradoliteracy/elatresourcesdocuments • Make above to well above average progress moving students into the benchmark category as measured by the DIBELS Next Growth Tool http://www.cde.state.co.us/coloradoliteracy/elatresourcesdocuments • Move 50% of students scoring below benchmark up at least one performance category (well below benchmark to below benchmark/benchmark or below benchmark to benchmark).
Funding Available	Approximately $3 million is available for the Early Literacy Grant Program for the 2016-2017 school year. In awarding grants to schools that meet the expectations of this grant program, CDE will make awards that are of sufficient size and scope to support the costs associated with establishing instructional systems related to the teaching of reading for all students in kindergarten through third grade based on Scientifically Based Reading Research (SBRR). Applicants choosing to submit a consortia application (on the behalf of multiple schools) may not apply and be funded for more than $1 million for the project.
Critical Components of the Proposal	**It is critical that the proposal of each applicant:** • demonstrates a deep understanding of the five essential components of effective reading instruction and; • establishes that the proposed activities will operate in a coherent, seamless manner, including elements of effective literacy programs and; • details how all activities incorporate Scientifically Based Reading Research (SBRR) and; • includes a plan for implementing a multi-tiered system of support in an • effort to reduce the number of students reading below grade level, demonstrating a cohesive plan of instruction both system-wide and among the tiers of instruction within each grade level and; addresses sustainability of the program established during the grant's

| | implementation phase beyond the years of grant funding.

Critical components of the applicant's proposal are described in detail below.

1. Five Essential Components of Effective Reading Instruction
Scientifically Based Reading Research (SBRR) has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

> *Phonemic awareness*: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.
> *Phonics:* A method of teaching reading and writing by developing learner's phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.
> *Fluency:* The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.
> *Vocabulary:* Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text.
> *Comprehension:* The process of extracting and constructing meaning from written texts. Comprehension has three key elements: (1) the reader, (2) the text, and (3) the activity.

The applicant's proposal must demonstrate how the reading program, including universal/core instruction and targeted and intensive instructional interventions, will address appropriate systematic and explicit teaching of the five essential components of reading across grade levels K-3 and the design of school and classroom structures to support such a system of instruction.

2. Coherent Structure of Effective Reading Programs
An effective reading program is one that coherently integrates:

- a comprehensive assessment plan that includes interim and diagnostic assessments that are valid and reliable and;
- instructional programming and materials that include explicit and systematic instruction in the five essential components of reading instruction on a daily basis and that are of an appropriate level, duration, and content and;
- an aligned professional development plan for principals and teachers that may include but is not limited to literacy and leadership coaching and on-going, job-embedded professional development for all educators including school level administration and;
- dynamic instructional leadership, including school and district leaders and;
- on-going monitoring of the reading program's implementation and effectiveness.

The applicant's proposal must address how the school, under the guidance of the School Leadership Team (SLT), will implement an effective reading program K-3 in a coherent manner. Each of the above components of effective reading programs must be addressed in the applicant's proposal. Please note that Early Literacy Grant schools will be required to participate in professional development provided by the Department as outlined below. |

Critical Components of the Proposal (Continued)

Critical Components of the Proposal (Continued)	**3. Scientifically Based Reading Research** Scientifically Based Reading Research (SBRR) applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties. Scientific research employs systematic, empirical methods that draw on observation or experiment. Scientific research may have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. It prevents the use of unreliable and untested methods that can actually impede academic progress. The applicant's proposal must demonstrate that all instructional activities and materials and professional development provided to principals and teachers are supported by Scientifically Based Reading Research (SBRR) and have been selected from the Department's advisory lists of instructional programming and professional development. **4. Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency** The applicant's proposal must address a plan for implementing a multi-tiered system of support in an effort to provide effective universal/core instruction to meet the needs of all students. **Targeted and intensive instruction must be aligned with the universal/core instruction taking place in the regular classroom.** The proposal must demonstrate a cohesive system of instruction both system-wide in grades K-3 and among the tiers of instruction within each grade level, through the adoption of one or more of the instructional programs from the READ Act advisory list. Additionally, the applicant's proposal must address how targeted and intensive interventions will be implemented to support students not meeting grade level expectations with a specific emphasis on students identified as having a Significant Reading Deficiency. The applicant's plan should align with the school's and/or district's Unified Improvement Plan (UIP) goals for reducing the number of students identified as having a Significant Reading Deficiency. For students reading below grade level, including those with a Significant Reading Deficiency, it is imperative that instruction is delivered by the most effective and knowledgeable teachers. Thus, applicants must provide assurance in their proposals that all students reading below grade level will receive instruction from effective educators with demonstrated knowledge of how children learn to read and demonstrated results in improving reading achievement or demonstrate how teachers will become effective and knowledgeable of explicit and systematic teaching of the 5 components of reading. **5. Sustainability of the Program Beyond the Years of Grant Funding** Implementation research indicates that school or district level programs are more successfully sustained when certain factors are in place. These factors include the staff's understanding of the current state of affairs and the reason for the change; an acceptance and commitment to the program; a feeling of determination by the staff; a perception that the program is practical, useful, and beneficial to students; and administrative support and leadership. (Note: Administrative support includes both school level and district level leadership). The applicant's proposal must describe the school's current capacity for implementing the grant requirements and how the school will sustain the new structures and essential components of effective reading instruction in grades K-3. The proposal must also describe the role of the School Leadership Team (SLT) in sustaining the grant beyond the years of receiving funding. **In addition to the 5 above mentioned components, all proposals must include each of**

Critical Components of the Proposal (Continued)	**the following:** • Purchase of DIBELS Next and either DIBELSnet or mClass for online reporting or documentation of participation in the Early Literacy Assessment Tool Project for use of DIBELS Next and mClass. • Documentation of which diagnostic reading assessments from the State Board approved list for the READ Act is or will be used in the school. • Purchase of one instructional program from the READ Act advisory list for the purpose of universal/core instruction (if not already utilized by the school or consortium). • Purchase of one or more of the instructional programs from the READ Act advisory list for the purpose of providing targeted and intensive instructional interventions for students reading below grade level, including students identified as having a Significant Reading Deficiency (if not already utilized by the school or consortium). • Budgeting for two days of professional development provided by CDE for the School Leadership Team (SLT), which should be representative of the following groups: building administrator(s) (Principal must attend); K-1 grades teaching team; 2-3 grades teaching team; literacy coach; and interventionist(s). This training will take place along with the Office of Literacy Reading Conference in October. Please plan on travel to the Denver metro area. • Budgeting for one additional day of professional development for the literacy coach to take place at a different time than the conference. Please plan on travel to the Denver metro area. • Budgeting for on-going, on-site consulting assistance (at least one day per month for each school) selected from the READ Act resource bank advisory list of professional development. On-site consultants will support Early Literacy Grant schools in incorporating Scientifically Based Reading Research (SBRR) findings into instructional practice in all K-3 classrooms, including both universal/core and targeted and intensive intervention classrooms. On-site consultants will provide guidance to schools' leadership teams to maximize universal/core instruction and intervention time to ensure K-3 reading proficiency. School Leadership Teams, including the principal, must meet regularly with the consultant to review the school's K-3 student level data (interim and diagnostic assessments) and data related to the school's implementation of grant requirements. Meetings must include regularly updating the school's professional development plan based on the data that has been reviewed. (Note that meetings between the SLT and consultant may take place via a web-based conference format). The principal must routinely visit classrooms with the coach and consultant. **Two additional days must be budgeted for the consultant to attend the Office of Literacy Reading Conference with the SLT each year.** • Budget for a K-3 literacy coach if not already present in the school. Schools with more than five K-3 teachers must budget a full-time coach. Schools with five or fewer teachers may budget for a part-time coach or include a plan indicating how the role of the coach will be filled by existing staff. If role is filled by existing staff, indicate the amount of time staff member will dedicate to coaching role. Coaches will be responsible for working with CDE and on-site consultant to assist in implementation of programs and assessments. Coaches will meet regularly with consultant and administration and will provide feedback and support to teachers between consultant visits. Additionally, coaches will attend required CDE trainings twice a year.

Use of Funds	Funds may be used to <u>**supplement and not supplant**</u> any moneys currently being used to embed the essential components of reading instruction into all elements of the K-3 teaching structures in schools. **Activities that will not be funded include the following:** • technological equipment (e.g., computers, laptops, LCDs) that is not related to assessment purposes (if supplemental funds are available after years one and two, technological equipment for instructional purposes will be considered) and; • capital needs (including bookshelves or other furniture) and; • out-of-state travel that is not directly related to the critical components of the Early Literacy Grant program and; • professional development that is not from the advisory list of professional development for the READ Act and; • assessment materials that are not from the State Board approved list of interim and diagnostic assessments for the READ Act and; • instructional programming that is not from the advisory list of instructional programs for the READ Act and; • technical and/or coaching/consulting support that is not from the READ Act advisory list of professional development.
Duration of Grants	Grant applications must be submitted for three years of Early Literacy Grant funding. Applicants must include appropriate budget forms for all 3 years. Funding for years 2 and 3 of the Early Literacy Grant is contingent upon appropriations made by the Colorado State Legislature and the school/consortium meeting one or more of the targets defined in the Eligibility and Continued Funding Section of this RFP.
Evaluation and Reporting	To determine the success of the Early Literacy Grant programs operated by districts and schools that receive grants, the Department may contract with an external evaluator to conduct an external evaluation of the Early Literacy Grant. Schools will be required to participate in the external evaluation of the Early Literacy Grant program if a review is conducted. All schools participating in the Early Literacy Grant will be required to report interim assessment data to one of the online data collection tool associated with DIBELS Next (DIBELSnet or mClass). Schools will be required to submit interim assessment data periodically following the schedule and deadlines for submission provided by CDE throughout implementation of the grant. The Department will also use data collected annually through the READ Act data collection system as a component of the external evaluation. The Department will collect qualitative data related to fidelity of implementation through the use of the Literacy Evaluation Tool. Additional forms to collect qualitative data may be developed and used by the Department during the grant cycle to monitor fidelity of implementation. Funded schools will be required to provide the necessary information to complete such forms. The Literacy Evaluation Tool is included in *Attachment C.* **Applicants must provide signatures of agreement on the Assurances page of the RFP (pages 16-17).**

Data Privacy	CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared and stored. Therefore, CDE provides a secure system to collect information, survey responses and PII for this grant program. PII will be collected, used, shared and stored in compliance with CDE's privacy and security policies and procedures.
Review Process	Applications will be reviewed by CDE staff and an evaluation committee to ensure applications contain all required components. Note: This is a competitive process – applicants must score at least 80 points (80%) out of the 100 points possible to be considered for funding. Applications that score below 80 points *may* be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. All application decisions are final. Applicants that do not meet the qualifications will be notified and may reapply in future grant applications. Applicants, including the School Leadership Team (SLT), may be asked to participate in a selection interview conducted by personnel from the CDE Office of Literacy. Applicants will be notified of final award status no later than Friday May 13, 2016.
Technical Assistance	An application training webinar will be held on **Wednesday, February 3, 2016, from 1 – 2 p.m**. To register, please visit http://earlyliteracy2016.eventbrite.com. **Note:** If interested in applying for this funding opportunity, please complete the **Letter of Intent** (Attachment B) and submit by **Friday, February 5, 2016**, to CompetitiveGrants@cde.state.co.us.

Submission Process and Deadline

The **electronic copy of the proposal and electronic budget must be submitted by Tuesday, March 15, 2015, at 11:59 pm, to CompetitiveGrants@cde.state.co.us**. The electronic version should include all required components of the proposal as one document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. Incomplete or late proposals will not be considered. Application materials and budget are available for download on the CDE Website at: http://www.cde.state.co.us/coloradoliteracy/readact/grant.

> Submit an electronic copy of the proposal and electronic budget to:
> **CompetitiveGrants@cde.state.co.us**
> By: **Tuesday, March 15, 2016, at 11:59 pm**.

Application Format
- **The total narrative (Sections I – VI) of the application cannot exceed 12 pages**. Please see below for the required elements of the application. **Note:** Applications that exceed 12 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below **must be followed** in order to ensure consistent adherence of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in sections I – VI (pages 18 – 22).**

Part I: Introduction (not scored)
I: Cover Page
IA: Recipient School Information and Signature Page
IB: Assurances Form
Executive Summary

Part II: Narrative
Section I: Five Essential Components of Effective Reading Instruction
Section II: Coherent Structure of Effective Reading Programs
Section III: Scientifically Based Reading Research
Section IV: Plan for Reducing the Number of Students Reading Below Grade Level
                      Including Those Identified as Having a Significant Reading Deficiency
Section V: Sustainability of the Program Beyond the Years of Grant Funding
Section VI: Budget Narrative and Electronic Budget Form
                      Electronic Budget (separate excel file)

Attachments:

Attachment A: Rules for the Administration of the Early Literacy Grant Program
Attachment B: Letter of Intent
Attachment C: Literacy Evaluation Tool

EARLY LITERACY GRANT PROGRAM
2016-2017

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

District and School Participation *(Check One)*

☐ ***Single School/Institute Charter School Application*** *(One single school application)*

☐ ***Multi-School Consortium Application*** *(One district, BOCES or Charter School Institute applying on behalf of multiple schools within a single district, multiple districts or Charter School Institute)*

List all districts and schools and/or Institute Charter Schools that will participate (additional rows may be added)*:*

District(s)	School(s)

Contact Information

Name of Lead Local Education Agency (LEA):	
Mailing Address:	

School District Authorized Representative:	

Telephone:	E-mail:

Primary Contact Person:	

Mailing Address:	
Telephone:	E-mail:

Fiscal Manager:	

Telephone:	E-mail:

Region: *Indicate the region(s) this proposal will directly impact*

☐ **Metro**   ☐ **Pikes Peak**   ☐ **North Central**   ☐ **Northwest**   ☐ **West Central**
☐ **Southwest**   ☐ **Southeast**   ☐ **Northeast**

Amount Requested: *Record the amount of funding you are requesting for each year of the grant cycle.*

Year 1:	$	Year 2:	$	Year 3:	$	Three-Year Total:	$

Part IA: School Information and Signatures Page
(Complete for each participating school and attach after cover page)

District Signatures

District Name:	
Board President Signature:	
Superintendent Signature:	

School Information and Signatures

School Name:			
Telephone:			
Mailing Address:			
Name of Principal or Designee:			
Telephone:	E-mail:	Title:	
Signature of Principal or Designee:			
Name of Primary Contact Person:			
Telephone:	E-mail:	Title:	
Signature of Primary Contact:			

Number of students to be served at the following grades: (students that will be enrolled at each of the grade-levels in the 2016-17 school year)

Total Kindergarten	Total 1st Grade	Total 2nd Grade	Total 3rd Grade	Total Students
SRD Kindergarten	SRD 1st Grade	SRD 2nd Grade	SRD 3rd Grade	Total SRD K-3

Please list the research-based reading programs to be used for universal/core instruction Programs must be selected from the READ Act Resource Bank Advisory List.	

Please list the research-based reading program(s) to be used for targeted and intensive instructional interventions.	(Remember to be inclusive of all 5 components of reading, which may require more than one program based on the specific needs of students.)
Please list the interim and diagnostic assessments to be used for students in grades K-3. Assessments must be selected from the READ Act Resource Bank Approved List.	
Please list the professional development selected from the READ Act Advisory List, including on-going, on-site coaching.	
Does your school receive any other supplementary reading grants? If so, please list grants and the number of years your school has received these grants.	

Part IB: Assurances and Disclaimers
(Sign and attach after signature pages)

Districts/BOCES/District Charter Schools/Institute Charter Schools that accept funding through the Early Literacy Grant Program agree to the following assurances:

1. The applicant agrees to assemble a School Leadership Team (SLT) or demonstrate how an existing team will complete the requirements of the SLT outlined in the proposal. Membership must include at a minimum a district administrator, building administrator, K-1 teacher, 2-3 teacher, and an interventionist. The SLT agrees to meet regularly to review the school's K-3 student level data and data related to the school's implementation of grant requirements. The SLT also agrees to develop and regularly update the school's professional development plan related to assessment and instruction in K-3 literacy.
2. District leadership is committed to supporting Early Literacy Grant schools in implementing Scientifically Based Reading Research and all other requirements of the Early Literacy Grant.
3. The applicant agrees to work with the Department and the selected coach/consultant to embed explicit and systematic instruction of the five components of reading into all elements of the K-3 teaching structures, including universal/core instruction and targeted and intensive instructional interventions.
4. The applicant agrees to participate in required professional development provided by the Department and the selected coach/consultant and will ensure that all other professional development provided through Early Literacy Grant funds is aligned with the purpose of the grant program and has been approved by the Department.
5. The applicant agrees to work with the Department and the selected coach/consultant to incorporate Scientifically Based Reading Research findings into instructional practice in all K-3 classrooms.
6. The applicant will provide the Colorado Department of Education (CDE) such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. This includes participation in the collection of qualitative data through the use of forms developed and used by the Department during the grant cycle to monitor fidelity of implementation.
7. The applicant will cooperate with CDE in the development and submission of certain reports and individual student data to meet statutory and rule requirements. The applicant agrees to report interim assessment data to the online data collection tool associated with their chosen assessment, following the schedule and deadlines for submission provided by CDE throughout implementation of the grant.
8. Staff at each participating school is committed to implementing the Early Literacy Grant program as described in this application.
9. The school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
10. The work product in this grant application is the original work of the school/applicant and its agents who worked on the application.
11. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
12. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. *All grantees must work with and provide requested data to CDE for the Early Literacy Grant program within the time frames specified.*

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results. The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

The work product in this grant application is the original work of the district/applicant and its agents who worked on the application. If a discovery of plagiarism is made known or brought to the attention of officials at the Colorado Department of Education during a current grant competition, then at the discretion of the Department, the Department has the right to remove the grant application for funding consideration because of the occurrence of cause.

Project modifications and changes in the approved budget must be requested via e-mail and be approved in writing by the Colorado Department of Education <u>before</u> modifications are made to the expenditures. Please contact Rachel Anderberg (anderberg_r@cde.state.co.us or 303-866-6150) in CDE's Office of Literacy for any budget modifications.

By signing below, the undersigned agrees to all **Early Literacy Grant** program assurances listed above:

Name of School Board President	Signature of School Board President

Name of District Superintendent	Signature of District Superintendent

Name of Principal or his/her Designee	Signature of Principal or his/her Designee

Early Literacy Grant Program
2016-2017
Grant Review Rubric

Part I: **Proposal Introduction**   No Points

Part II: **Narrative**

Section I: **Five Essential Components of Effective Reading Instruction**	/15
Section II: **Coherent Structure of Effective Reading Programs**	/30
Section III: **Scientifically Based Reading Research**	/10
Section IV: **Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency**	/20
Section V: **Sustainability of the Program Beyond the Years of Grant Funding**	/20
Section VI: **Budget Narrative and Electronic Budget Form**	/5
Total	**/100**

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-
-

Recommendation: | **Funded _____** | | **Not Funded ____** |

Request for Proposal Selection Criteria & Evaluation Rubric

Part I: Proposal Introduction   **No Points**

- ✓ **Cover Page**
- ✓ **Signed Assurances Form**
- ✓ **Executive Summary**

  Provide a brief narrative description (500 words or less) outlining your proposed Early Literacy Grant program, highlighting how you will use scientifically based reading research to embed the essential components of reading instruction into all elements of the K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency. If funded, this summary may be posted on CDE's Website for inclusion in an overview of funded Early Literacy Grant programs. Please use a separate sheet of paper (executive summary does not count in total page limit).

Part II: Narrative   **100 Points**

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 80 points (80%) out of the 100 possible points and all required parts must be addressed. An application that receives a score of 0 on any required parts within the narrative will not be funded.

Section I: Five Essential Components of Effective Reading Instruction	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
a) Describe current understanding and integration of the 5 components of reading. Examples may include any previous or proposed professional development the staff has had regarding research and the integration of the components or the lack thereof.	0	2	3	4
b) Describe how classroom teachers will be provided professional development or understanding of the 5 components in universal/core instruction and targeted and intensive instruction in order to create seamless and aligned systems of instruction.	0	2	3	4
c) Provide a clear description of the how the School Leadership Team (SLT) supports, including the district, or will support, full implementation of the systematic and explicit teaching of the 5 components of reading in all instructional environments.	0	2	3	4
d) Describe how enhancing the knowledge of teachers regarding the 5 components of reading and the integration of the 5 components of reading into instructional practices will enhance the current state of reading instruction.	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	**/15**

Section II: Coherent Structure of Effective Reading Programs	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and mostly complete)	Excellent (concise and thoroughly developed)
a) Describe a comprehensive assessment plan (interim and diagnostic) the school will use to ensure 90-95% of students are at grade level by 3rd grade, including the schedule for conducting each assessment (frequency).	0	2	4	6
b) Describe instructional programming and materials that are research-based, and the applicant includes a process for implementation that ensures explicit and systematic teaching of the 5 components of reading will be integrated at an appropriate level, content, and duration of time in each K-3 classroom. The applicant describes how intervention instruction and materials will be aligned with universal/core instruction and designed to meet the needs of individual students.	0	2	4	6
c) Provide specific intervention strategies and/or activities and describes how instruction will be responsive to student data and timelines. The applicant describes persons responsible for intervention instruction, including a description of how intervention teachers will assure alignment with regular classroom instruction.	0	2	4	6
d) Provide a professional development plan that ensures the learning of formal knowledge of Scientifically Based Reading Research (SBRR) supplemented with "craft" knowledge - assuring teachers can see the relevance of what they have learned applied to their profession. The applicant demonstrates how outside coaching/consultation has a meaningful place in the plan.	0	2	4	6
e) Outlines a clear process for how the implementation of the reading program initiative will be monitored with a direct link to the coaching/consulting requirements. The applicant describes the role of the School Leadership Team in monitoring fidelity and implementation.	0	2	4	6
Reviewer Comments:				
			TOTAL POINTS	**/30**

Section III: Scientifically Based Reading Research	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
a) Indicate the comprehensive reading program chosen for universal/core instruction that is on the READ Act Advisory List of Instructional Programming.	0	1	2	3
b) Indicate that reading interventions for both targeted and intensive instruction are from the READ Act Advisory List of Instructional Programming. The programs listed are sufficient in scope, and their use has been described in an appropriate manner.	0	1	2	3
c) Demonstrate that all instructional activities and materials, and professional development provided to principals and teachers are supported by Scientifically Based Reading Research.	0	2	3	4
Reviewer Comments:				
TOTAL POINTS				/10

Section IV: Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
a) Describe a cohesive system of instruction both system-wide in grades K-3 and among the tiers of instruction within each grade level, including targeted and intensive interventions that are aligned with universal/core instruction and designed to meet the needs of individual students.	0	2	4	5
b) Demonstrate that a problem-solving process exists (or describes how one will be implemented) that assures every student is monitored for success and interventions are put into place if the student is not successful. The applicant describes specific practices for monitoring and meeting the needs of students identified as having a Significant Reading Deficiency.	0	2	4	5
c) Describe a plan for ensuring that all students reading below grade level receive instruction from highly qualified educators with demonstrated knowledge of how children learn to read or demonstrates how teachers will become highly qualified and knowledgeable of explicit and systematic teaching of the five components of reading.	0	2	4	5

d) Demonstrate how the Early Literacy Grant will support current Unified Improvement Plan (UIP) efforts.	0	2	4	5
Reviewer Comments:				
		TOTAL POINTS		**/20**

Section V: Sustainability of the Program Beyond the Years of Grant Funding	**Inadequate (information not provided)**	**Minimal (requires additional clarification)**	**Adequate (clear and complete)**	**Excellent (concise and thoroughly developed)**
a) Describe the school's current capacity for implementing the requirements of the Early Literacy Grant program.	0	2	4	5
b) Describe how the school will sustain the new structures and essential components of effective reading instruction in grades K-3, including information about how structures will remain in place once grant funds expire. For example, how will capacity be built to continue quality SBRR-driven K-3 reading intervention programs once the grant has expired?	0	2	4	5
c) Provide evidence that the staff is willing and ready to implement the Early Literacy Grant with program fidelity. A culture of high expectations for students and staff exists. There is an agreement by school leaders to meet regularly with the selected coach/consultant to review data and conduct classroom observations.	0	2	4	5
d) Describe the role of the School Leadership Team (SLT) in sustaining the grant beyond the years of receiving funding.	0	2	4	5
Reviewer Comments:				
		TOTAL POINTS		**/20**

Section VI: Electronic Budget & Budget Narrative	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
a) Proposal includes a cost-effective budget (both a line item and narrative) for 3 years that directly links costs to proposed activities and includes mandatory CDE training days. The applicant includes information about leveraging funds with other private, state, or federal dollars (e.g., Title I) to maximize impact for students. If the applicant is partnering with other schools, there is a description of how funds will be leveraged and how dollar efficiency will be increased.	0	2	4	5
Reviewer Comments:				
			TOTAL POINTS	**/5**

Adopted 10-17-12

DEPARTMENT OF EDUCATION

Colorado State Board of Education

RULES FOR ADMINISTRATION OF EARLY LITERACY GRANT PROGRAM

1 CCR 301-XX

0.00 STATEMENT OF BASIS AND PURPOSE

These rules are promulgated pursuant to Colorado Revised Statutes section 22-2-107 (1) (c) and section 22-7-1209 (1) (f). Section 22-7-1211, C.R.S., authorizes the Colorado Department of Education to provide moneys to local education providers to implement literacy support and intervention instruction programs to assist students in kindergarten and first, second, and third grades to achieve reading competency. Section 22-7-1209 (1) (f), C.R.S., requires the Colorado State Board of Education to promulgate rules for the administration of this grant program.

1.00 DEFINITIONS

1.01 "BOCES" or "Board of Cooperative Services" shall have the same meaning as provided in section 22-5-103 (2), C.R.S.

1.02 "Department" means the Colorado Department of Education created pursuant to section 24-1-115, C.R.S.

1.03 "Evidence-Based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension.

1.04 "District Charter School" means a charter school authorized by a School District pursuant to part 1 of article 30.5 of title 22.

1.05 "Institute Charter School" means a charter school authorized by the state charter school institute pursuant to part 5 of article 30.5 of title 22.

1.06 "School District" or "District" means a School District organized and authorized by section 15 of Article IX of the state constitution and organized pursuant to article 30 of title 22, Colorado Revised Statutes.

1.07 "Scientifically-Based" means that the instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties.

1.08 "State Board" means the State Board of Education established pursuant to Section 1 of Article IX of the state constitution.

1.09 "Local Education Provider" means a School District, a Board of Cooperative Services, a District Charter School, or an Institute Charter School.

1.10 "Significant Reading Deficiency" means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board pursuant to section 22-7-1209, C.R.S., for the student's grade level.

2.00   **APPLICATION REQUIREMENTS AND TIMELINE**

2.01   On or before April 30 of each year, any Local Education Provider interested in obtaining funding shall submit an early literacy grant application electronically to the department, using the application form provided by the Department. A Local Education Provider may apply individually or as part of a group of Local Education Providers.

2.02   Each application submitted shall include, but need not be limited to, the following:

      2.02 (A)   Information concerning the percentage of kindergarten and first-, second-, and third-grade students enrolled in the applying Local Education Provider or group of Local Education Providers who have Significant Reading Deficiencies;

      2.02 (B)   A description of the instructional program that the applicant(s) plan to implement using the grant moneys, including a description of whether the program is an Evidence-Based program and Scientifically-Based program that is proven to be successful in other public schools in the country;

      2.02 (C)   A description of the professional development program(s) that the applicant(s) plan to implement for educators to assist students in kindergarten and first, second, and third grades to achieve reading competency;

      2.02 (D)   A description of the methods that will be used to sustain positive student achievement outcomes over time to ensure that students who move out of the significant reading deficiency designation are able to sustain their improvement;

      2.02 (E)   An explanation of the cost of the instructional program that the applicant(s) plan to implement using the grant moneys and an explanation of how grant funding will be used to supplement and not supplant any funding currently being used on intensive literacy programs already provided for eligible students;

      2.02 (F)   The measureable student outcomes that the applicant expects to achieve as a result of implementing the proposed program and a description of the method that will be used to monitor and evaluate outcomes; and

      2.02 (G)   Any other necessary information, as identified by the Department.

2.03   On or before June 1 of each year, the Department shall review each grant application received and recommend to the State Board whether to award the grant and the duration and amount of each grant.

2.04   On or before June 15 of each year, based on the recommendations of the Department, the State Board shall award grants to applying Local Education Providers or groups of Local Education Providers.

3.00   **APPLICATION EVALUATION CRITERIA**

3.01   In reviewing grant applications to recommend which applicants should receive grant funding and the duration and amount of each grant, the Department shall consider the following criteria:

3.01 (A)　　　The percentage of kindergarten and first-, second-, and third-grade students enrolled in the applying Local Education Provider or group of Local Education Providers who have Significant Reading Deficiencies;

3.01 (B)　　　The quality of the instructional program that the applicant(s) plan to implement using the grant moneys, including whether the program is an Evidence-Based program and Scientifically-Based program that is proven to be successful in other public schools in the country;

3.01 (C)　　　The quality of the professional development program(s) that the applicant(s) plan to implement for educators to assist students in kindergarten and first, second, and third grade students to achieve reading competency;

3.01 (D)　　　The plan the applicant has to sustain positive student gains over time;

3.01 (E)　　　The cost of the instructional program that the applicant(s) plan to implement using the grant moneys; and

3.01 (F)　　　The rigor with which the applicant(s) intend(s) to monitor and evaluate the implementation of the proposed program.

4.00　　DATA COLLECTION AND REPORTING

4.01　　Each Local Education Provider that receives an early literacy grant shall submit information to the Department describing the following:

4.01 (A)　　　The instructional programs or services for which the Local Education Provider used the grant;

4.01 (B)　　　The number and grade levels of students who participated in each of the types of programs or services provided;

4.01 (C)　　　The progress made by participating students in achieving reading competency; and

4.01 (D)　　　Other information that the Department may deem necessary to monitor the effectiveness of the grant program.

4.02　　The Department shall annually submit to the State Board, governor, the president of the senate, the speaker of the house of representatives, and the education committees of the house of representatives and the senate, or any successor committees, and shall post on the Department web site a report that includes a summary of the implementation of the early literacy grant program in the preceding budget year, including the number of grants, the Local Education Providers that received grants, and the amount of each grant

Letter of Intent
Due: February 5, 2016

TO: Competitive Grants and Awards
                  Colorado Department of Education

SUBJECT: Letter of Intent

Please be advised that _____ intends to submit an application for the **Early Literacy Grant** funding opportunity on behalf of the following schools:

_____

_____

_____

Authorized Representative: _____

Signature: _____

Application Contact: _____

Mailing Address: _____

Telephone: _____ **E-mail:** _____

> **Letters of Intent due by 4 p.m. on Feb. 5, 2016 to:**
>
> **CompetitiveGrants@cde.state.co.us**

Literacy Evaluation Tool
The Literacy Evaluation Tool should be used by consultants and specialists outside of the education program or by school district personnel to evaluate the literacy program used for increasing literacy outcomes at the elementary level.

Universal Instruction: There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality research-based curricula and instructional strategies aligned to the Colorado Academic Standards (CAS).

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Students receive at least 90 minutes of research based reading instruction daily.		
2. Teachers incorporate use of the Colorado Academic Standards related to literacy in their daily instruction.		
3. Teachers demonstrate an understanding that literacy instruction includes both knowledge- and skill-based procedures.		
4. The 5 components of literacy are taught in a systematic and explicit manner utilizing a research based scope and sequence, with an appropriate depth and complexity.		
5. Literacy is taught daily in both differentiated whole group and small group formats based on students' needs.		
6. Small group instruction is targeted and based on student need (including acceleration) and is of long enough duration for students to demonstrate mastery of the targeted skills/concepts.		
7. Lesson objectives are clear, transferable, and communicated to students in a manner that is understandable.		
8. Instructional conversations routinely take place among instructional coach/ principal, interventionists, and classroom teachers after each interim assessment.		
9. High-quality research based instructional materials for varied learning levels are readily available to teachers and students, and teachers are prepared to use the materials daily.		
10. Technology is used to support and/or accelerate student learning and is aligned with the instructional focus.		
11. Literacy instruction is based on scientifically-based research that is reflective of the population of students and is implemented with fidelity.		

Name of School:

Date:

Interventions – 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.		
Evaluation Criteria	**Documentation of Evidence**	**0=Not in place 1=Partially in place 2=Fully in place**
1. Students who are below benchmark receive an additional 20-40 minutes of literacy instruction per day that is based on the identified need of the student.		
2. Students who are above grade level should receive daily extended learning opportunities or acceleration as needed.		
3. Interventions are focused, with no more than one targeted skill/concept, and delivered with an intensity to ensure student mastery of the skill/concept.		
4. Interventions are delivered in a small-group format with the appropriate level of intensity based on the needs of students.		
5. READ Plans are written in a manner that targets students' identified needs based on the interim and diagnostic assessment data for each student.		
6. Focus of intervention changes based on information gleaned from most recent progress monitoring assessment.		
7. Intervention materials are readily accessible to teachers and students and are appropriate, purposeful, targeted to students' needs, and aligned with core/universal programming.		
8. Students who are below grade level but not eligible for READ plans are considered through the RtI process.		

Assessment: 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 READ Act State Board Approved List are used at a minimum of 3 times a year and more often for students reading below grade level.		
Evaluation Criteria	**Documentation of Evidence**	**0=Not in place** **1=Partially in place** **2=Fully in place**
1. A school-wide assessment calendar is shared with staff and adhered to consistently, including screening, progress monitoring, and summative assessment testing dates.		
2. Within the first 30 days of enrollment, 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 are determined to read below established goals are given a progress monitoring assessment within another 30 days to determine whether or not a Significant Reading Deficiency (SRD) exists. Upon determination of an SRD, READ plans are immediately developed in collaboration with parents.		
3. Students identified as needing targeted and intensive interventions are progress monitored at a minimum every two weeks on a consistent basis.		
4. Students identified as having an SRD have been given a valid and reliable diagnostic assessment chosen from the State Board Approved List to identify specific areas of instructional need.		
5. Students identified as reading above expected goals are progress monitored to ensure expected growth is taking place to maintain or exceed grade level proficiency.		
6. 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.		
7. Assessors receive on-going, job-embedded professional development related to assessment administration to ensure data is valid and reliable, and fidelity of assessment administration is routinely verified (e.g., checklists, observations).		

Name of School: Attachment C

Date:

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 PD plan related to literacy assessment and instruction. Representation is comprised of various grade levels, an administrator, and a representative of teachers working with students receiving interventions.		
Evaluation Criteria	**Documentation of Evidence**	**0=Not in place 1=Partially in place 2=Fully in place**
1. Dialogue of team meetings is focused on literacy instruction and is specific, attainable, and results oriented.		
2. Team's focus is proactive, concentrating on data and future planning; little time is spent on reacting to current school crisis or needs that do not relate to the team.		
3. Team dialogue and exchange develops new team understandings about literacy for their school environment.		
4. School data is a regular focus of meetings. Progress monitoring results for both school-wide and each grade-level team are a discussion topic at least 3-4 times a year.		
5. Members review data regularly to determine that particular sub-groups of students are or are not making expected progress. Further action statements are developed.		
6. Members give both positive comments and constructive feedback for improvement.		
7. Members complete tasks effectively and on schedule.		
8. Members place highest priority on team/school success.		
9. Members hold each other accountable for their performance and for results.		
10. Team has well-defined and attainable literacy goals and expectations connected to the school's Unified Improvement Plan (UIP).		
11. Team follows effective meeting practices (e.g., meetings begin with a check-in of prior meeting's to-do lists, clear objectives, agenda, stays on task, appropriate time management, establishes decisions and dialogue within the agenda, and documentation).		
12. Agenda is communicated, all participants have input and action steps, and due dates and responsibilities are followed through.		
13. Members review fiscal resources to ensure supports for literacy improvement are targeted and aligned to the school's UIP.		

Name of School: Attachment C

Date:

<table>
<tr><td colspan="3">**Professional Development:** Professional development (PD) is an integral part of the school-wide system for increased literacy achievement. Professional development includes the skills and knowledge gained in an effort to improve teaching and is aligned to research based principles and instructional practices.</td></tr>
<tr><td align="center">**Evaluation Criteria**</td><td align="center">**Documentation of Evidence**</td><td align="center">**0=Not in place
1=Partially in place
2=Fully in place**</td></tr>
<tr><td>1. School PD decisions are based on research and data and are made with a collaborative, representative process through the work of the School Leadership Team.</td><td></td><td></td></tr>
<tr><td>2. On-going, job-embedded professional learning is provided in many ways to meet varying staff needs.</td><td></td><td></td></tr>
<tr><td>3. School leaders regularly encourage teachers to improve instruction regarding literacy after observing frequently and providing specific feedback.</td><td></td><td></td></tr>
<tr><td>4. Teachers receive on-going, job-embedded professional development on the instructional materials that are used for all three tiers of instruction as relevant to each teacher's usage.</td><td></td><td></td></tr>
<tr><td>5. PD is determined to be high quality and is research based. Staff knows the specific effectiveness behind the research.</td><td></td><td></td></tr>
<tr><td>6. In order to establish trends, multiple sources of school data are used when planning and implementing professional development.</td><td></td><td></td></tr>
<tr><td>7. PD changes classroom practices based on research and best practices with a rich understanding of the contexts in which these practices have been successful.</td><td></td><td></td></tr>
<tr><td>8. PD is aligned to the goals outlined in the school's Unified Improvement Plan (UIP).</td><td></td><td></td></tr>
<tr><td>9. Structures are in place for providing on-going, job-embedded professional development for new staff members.</td><td></td><td></td></tr>
<tr><td>10. Professional development supports sustainability of school-wide systems for teaching literacy.</td><td></td><td></td></tr>
</table>

Name of School: Attachment C

Date:

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.		
Evaluation Criteria	**Documentation of Evidence**	**0=Not in place** **1=Partially in place** **2=Fully in place**
1. A data collection system is in place, and technology support is available for continuous access of the data system.		
2. The school dedicates sufficient time (e.g. 45 minutes each week) for teams to work together as part of the regular daily schedule.		
3. A data protocol that teachers readily understand is used consistently. The protocol is used to inform instructional changes/adjustments when the data demonstrates changes are necessary at the student, classroom, and/or school level.		
4. Teams use data, and the data are disaggregated by trends, sub- groups, and individual students.		
5. Team discusses instructional strategies based on an analysis of the data and commit to action steps.		
6. Administrators demonstrate an understanding of the importance of data meetings, always attend a portion of the meetings, and regularly participate while in attendance.		
7. Teams look at data, value the discussions during their team time, and express a sense of urgency for improving student achievement.		

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.		
Evaluation Criteria	**Documentation of Evidence**	**0=Not in place 1=Partially in place 2=Fully in place**
1. Literacy goals of the school are effectively communicated to parents and other stakeholders in the community in a manner that parents and stakeholders are able to comprehend.		
2. Parents and community members are engaged as partners in ways that are culturally and linguistically responsive.		
3. Parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.		
4. Parents of students with READ Plans are updated on progress regularly, and READ Plans are updated at least annually.		
5. Families and community members are welcomed as partners to maximize student literacy learning.		
6. Local resources that support literacy activities are recognized and encouraged.		

Summary of Scores:

Component	Total Earned/Total Possible	Percent of Implementation
Universal Instruction	_____/22	
Interventions	_____/16	
Assessment	_____/14	
School Leadership Team	_____/26	
Professional Development	_____/20	
Data-Based Decision Making	_____/14	
Community and Family Involvement	_____/12	