CLSD Progress Report

Please provide an update on progress being made towards the main goals of the CLSD Grant through answering the following questions. Please reach out to the CLSD Program Grant Manager, Laura Lay (lay_l@cde.state.co.us) if you need assistance.

* Required

District/LEA Info

1. District/LEA *

- ◯ Adams Arapahoe 28J - Aurora Public Schools
- ◯ AXIS International (CSI)
- ◯ Canon City Schools
- ◯ Cherry Creek 5
- ◯ Community Leadership/ Victory Prep (CSI)
- ◯ Delta County
- ◯ Global Village Academy (CSI)
- ◯ Harrison 2
- ◯ Lake County Schools
- ◯ Lewis Palmer 38
- ◯ Norwood Schools
- ◯ Pueblo 70
- ◯ Ricardo Flores Magon Academy (CSI)
- ◯ Sheridan 2
- ◯ South Central BOCES
- ◯ St. Vrain Valley
- ◯ Telluride

2. Your Name *

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Leadership and Infrastructure Evaluation

Please indicate your LEA's current status for each indicator by selecting whether you are excelling, progressing, or emerging. These questions may resemble those you considered at the beginning of this grant project.

4. A Comprehensive PK-12 district/LEA literacy plan is in place. *

○ **Excelling:** A fully integrated PK-12 literacy plan, with considerations for the specific context and culture of the learning community, features advanced teacher training, promotes high student engagement, utilizes comprehensive assessments, and emphasizes strong community involvement goals.

○ **Progressing:** A fully integrated PK-12 literacy plan with advanced teacher training, high student engagement, comprehensive assessments, and strong community involvement goals has been developed, but not fully implemented. The literacy plan may not consider the specific context and culture of the learning community.

○ **Emerging:** An integrated PK-12 literacy plan with advanced teacher training, high student engagement, comprehensive assessments, and strong community involvement goals has not been developed or fully implemented; the LEA is actively working on planning each area. The literacy plan may does consider the specific context and culture of the learning community.

5. LEA has a literacy leadership team in place. *

○ **Excelling:** The LEA has a well-established literacy leadership team in place, comprising knowledgeable and experienced members. The team meets regularly to collaboratively develop and implement comprehensive literacy strategies, monitor progress, and adjust initiatives as needed to support student success across all grade levels.

○ **Progressing:** The LEA has formed a literacy leadership team, which meets periodically to discuss literacy initiatives and strategies. Roles and responsibilities are being defined, and initial plans are being developed.

○ **Emerging:** The LEA has identified a need for a literacy leadership team but has not yet established one or has just started the process.

6. LEA has strong literacy leadership and engages in effective guidance for instructional staff.
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○ **Excelling:** LEA and school leaders at all grade levels possess a deep understanding of reading acquisition and evidence-based instructional practices. Leaders provide clarity when needed and engage in informed decision-making. There is a unified voice on literacy matters.

○ **Progressing:** Some leaders possess a deep understanding of reading acquisition and evidence-based instructional practices. Literacy expertise has not been developed by leaders serving all grades. A unified voice and comprehensive expertise are in progress, but still needed.

○ **Emerging:** There is limited understanding of reading acquisition and evidence-based instructional practices among district and school leaders; clarity and informed decision-making are inconsistent, and a unified voice on literacy matters is lacking.

7. LEA has cultivated a culture of learning for staff. *

○ **Excelling:** The LEA has successfully established a robust culture of learning for staff, with comprehensive and targeted professional development programs, strong support for continuous improvement, and a collaborative environment that promotes innovation and excellence. Staff is included in decision making and feels confident and comfortable in new learning.

○ **Progressing:** The LEA is actively cultivating a culture of learning for staff, providing regular professional development opportunities and encouraging ongoing learning and skill enhancement. Staff is not included in decision making and may feel uncomfortable or challenged in adapting to new learning experiences.

○ **Emerging:** The LEA is beginning to foster a culture of learning among staff, with sporadic professional development opportunities and limited encouragement for continuous improvement. Staff may experience discomfort or struggle with new learning initiatives, indicating a need for more structured support and encouragement.

8. LEA has a strong data-based decision making system in place, including driving instructional decisions. *

○ **Excelling:** LEA has a robust data-based decision-making system in place, including consistent scheduling of data teams meetings. Data is effectively utilized to drive instruction and continuously improve student outcomes.

○ **Progressing:** LEA has a data-based decision-making system in place, but scheduling of data teams meetings may be inconsistent. Data is used to inform instruction but may not be pinpointing specific student skill deficits. Efforts to improve student outcomes are ongoing.

○ **Emerging:** LEA has a limited or underdeveloped data-based decision-making system, with irregular scheduling of data teams meetings. Data is frequently limited to composite score levels, and its use for instructional purposes and student improvement is minimal or ineffective.

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9. The LEA has established comprehensive literacy goals aimed at enhancing student outcomes. *

○ **Excelling:** LEA has developed goals that are specific, measurable, achievable, relevant, and timebound (SMART).

○ **Progressing:** LEA has developed goals that have most of the elements of a SMART goal, but not all.

○ **Emerging:** LEA has developed goals that lack SMART goal elements or goals have not yet been developed.

10. Goals address reading progress for all grade levels represented in the system. *

○ **Excelling:** Comprehensive SMART Goals: The LEA has developed goals that are specific, measurable, achievable, relevant, and time-bound (SMART) to effectively target and improve student outcomes.

○ **Progressing:** Goals for reading progress are established for all grade levels or may be missing from some grade levels, generally aligned with student needs and curriculum standards, but they may lack specificity or measurable outcomes.

○ **Emerging:** Goals for reading progress are inconsistently set across grade levels and/or may have minimal alignment to student needs and curriculum standards.

11. Please provide a brief description of your progress or needs in the areas of leadership and infrastructure.

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Needs Assessment for Local Literacy Plan - Professional Development and Instruction

Please indicate your LEA's current status for each indicator by selecting whether you are excelling, progressing, or emerging. These questions may resemble those you considered at the beginning of this grant project.

12. The LEA offers comprehensive professional development for educators and leaders across all levels from PK-12. *

○ **Excelling:** The LEA has established a robust and well-structured professional development framework for educators and leaders from PK-12. PD encompasses advanced training in the science of reading instruction, effective writing pedagogy, language development strategies, comprehensive support for diverse learners, and data-driven instruction and differentiation. This initiative is consistently updated and aligned with current educational research and best practices.

○ **Progressing:** The LEA has implemented a comprehensive professional development program for educators and leaders, covering essential areas such as reading instruction, writing pedagogy, language development, support for diverse learners, and data-driven differentiation strategies. Some efforts are needed to ensure PD offerings are available for educators at all grade levels and cover all relevant topics.

○ **Emerging:** The LEA is currently developing professional development or is in the initial stages of planning opportunities for educators and leaders across all levels and relevant topics.

13. Professional development is aligned with the LEA's data and goals. *

○ **Excelling:** PD activities are consistently and comprehensively aligned with the LEA's data and goals, with regular reviews ensuring continued alignment. There is a robust system in place that measures the significant positive impact of PD on student achievement and staff performance, with all relevant stakeholders actively involved in planning and evaluation.

○ **Progressing:** PD activities are generally aligned with the LEA's data and goals, though there may be occasional gaps. Mechanisms exist to monitor the impact of PD, but results may be variable and not consistently analyzed. Some stakeholders are involved in the planning process, though their input may be limited.

○ **Emerging:** PD activities show some alignment with the LEA's data and goals, but this alignment is inconsistent. There is little evidence of PD's impact on student achievement or staff performance, no formal measurement system exists, and/or stakeholder involvement in the planning and evaluation process is minimal.

14. Professional development is designed for high classroom implementation rate. *

○ **Excelling:** Professional development includes a balanced combination of outside-the-classroom sessions that present theory, demonstrate practices, and offer feedback opportunities, alongside robust, ongoing in-classroom coaching. This approach ensures that teachers not only gain knowledge but also effectively implement new practices with students, leading to significant improvements in classroom practice and student outcomes.

○ **Progressing:** Professional development primarily consists of outside-the-classroom sessions focusing on theory, practice demonstrations, and feedback. While this approach improves teacher knowledge, it has limited impact on actual classroom practice, and in-classroom coaching is implemented sporadically, leading to some improvement in practice implementation with students.

○ **Emerging**: Professional development is mostly limited to outside-the-classroom sessions that present theory and demonstrate practices with minimal opportunities for feedback. This approach leads to increased teacher knowledge but does not significantly impact classroom practice. Or there may be a lack of professional development opportunities overall.

15. Literacy Instruction is aligned with up-to-date research. *

○ **Excelling:** Literacy instruction is fully aligned with the latest research on language, reading, and writing, incorporating evidence-based practices consistently across all grade levels. Teachers have access to high-quality, research-aligned curricular resources, eliminating the need to create their own materials.

○ **Progressing:** Literacy instruction is generally aligned with current research, though some practices may not fully reflect the latest findings. Efforts are made to update instructional methods, but they are not always consistent. All teachers have access to some research-aligned curricular resources, but they may still need to create some of their own materials.

○ **Emerging:** Literacy instruction inconsistent in alignment with current research on language, reading, and writing, with outdated practices still in use and infrequent updates. Teachers at some grade levels lack access to high-quality, research-aligned curricular resources, resulting in frequent creation of their own materials.

16. Literacy Instruction across grade levels includes a comprehensive scope of essential skills and systems are in place for vertical alignment. *

○ **Excelling:** Literacy instruction across grades comprehensively covers essential skills including reading, spelling, handwriting, written expression, language development, knowledge building, and critical thinking skills, ensuring a holistic approach to literacy and academic growth.

○ **Progressing**: Literacy instruction covers reading, spelling, handwriting, written expression, language development, knowledge building, and critical thinking skills across grades to some extent, but the coverage may not consistently ensure mastery in all areas.

○ **Emerging:** Literacy instruction offers incomplete coverage of skills across grades, revealing trends where students may not receive adequate instruction in specific skill areas.

17. Systems for individualized student support and differentiation are in place. *

○ **Excelling:** Teachers demonstrate comprehensive knowledge and understanding of meeting individual student needs, including those of students with disabilities, students of various cultures, and multilingual students, through effective differentiated instruction, consistently and effectively employed. Support and differentiation for students are well documented and follows the student.

○ **Progressing:** Teachers show some understanding of meeting individual student needs, including those of students with disabilities, students of various cultures, and multilingual students, through differentiated instruction. Differentiated instruction strategies are utilized to some extent, but their effectiveness in meeting diverse learning needs may vary.

○ **Emerging:** Teachers demonstrate limited understanding of meeting individual student needs, including those of students with disabilities, students of various cultures, and multilingual students, and how to effectively differentiate instruction. The LEA is in the process or planning stages of developing systems and professional development opportunities for teachers in these critical areas.

18. Technology is used appropriately to support and/or accelerate student learning and is aligned with the instructional focus. *

○ **Excelling:** Technology seamlessly supports and accelerates student learning, fully aligned with instructional focus. A technology standards framework is in place and ensures appropriate implementation, with ongoing data collection and analysis to track program effectiveness and guide continuous improvement and personalized learning strategies.

○ **Progressing:** Technology is used to support and accelerate student learning and is generally aligned with the instructional focus. A technology standards framework is not in place or is being developed. There are some efforts to collect and use data to evaluate the effectiveness of technology programs, but these practices may not be consistent or comprehensive.

○ **Emerging:** Technology use to support and accelerate student learning is minimal and not consistently aligned with the instructional focus. Data collection and analysis to track the effectiveness of technology programs are infrequent or nonexistent.

19. Please provide a brief description of your progress or needs in the areas of professional development and effective instruction. *

Needs Assessment for Local Literacy Plan - Partnerships and Family Engagement

Please indicate your LEA's current status for each indicator by selecting whether you are excelling, progressing, or emerging. These questions may resemble those you considered at the beginning of this grant project.

20. The LEA has established effective partnerships, collaboration, and communication internally among departments and teams. *

○ **Excelling:** Teams consistently collaborate across departments, with clear, frequent communication involving all stakeholders including various grade level, special education, interventionist, SLPs, ELD teachers, etc. This strong partnership results in a cohesive, aligned approach to literacy instruction and measurable improvements in student outcomes.

○ **Progressing:** Departments collaborate regularly, though it may be informal or less structured. Communication is generally effective, but occasional gaps or inconsistencies exist. Partnerships are developing, with increasing alignment and shared goals, though full coordination is still in progress.

○ **Emerging:** Collaboration between departments and teams is sporadic, often driven by immediate needs rather than strategic planning. Communication is inconsistent, possibly leading to misunderstandings and misalignments in literacy instruction. Partnerships are in the early stages, with departments working independently and goals not yet fully aligned.

21. Library services are fully integrated in LEA literacy plan. *

○ **Excelling:** The LEA has fully integrated school library services into the local literacy plan and consistently includes school librarians in all literacy conversations and planning. Regular collaborative programs between teachers and librarians promote a cohesive approach to literacy across the district.

○ **Progressing:** The LEA has partially included school library services in the local literacy plan, with school librarians occasionally involved in literacy conversations and planning. Initial collaborative efforts between teachers and librarians exist but are not fully developed or consistently applied across all schools.

○ **Emerging:** The LEA's integration of school library services into the local literacy plan is minimal, with school librarians rarely involved in literacy conversations and planning. Collaborative efforts between teachers and librarians are infrequent and lack effective structure.

22. The LEA has established strong community partnerships. *

○ **Excelling:** The LEA consistently establishes and maintains robust partnerships with diverse community organizations, including the local public library, community centers, after-school programs, cultural institutions, local colleges or universities, and other relevant entities. These partnerships result in collaborative programs and initiatives that benefit students, such as joint educational workshops, literacy programs, and extracurricular activities.

○ **Progressing:** The LEA is actively expanding its partnerships with community organizations, with some initial collaborative efforts already in place, such as occasional joint events or shared resources.

○ **Emerging:** The LEA's efforts to partner with community organizations have been limited or sporadic. While there are occasional collaborations with community organizations, they are not consistently developed or sustained over time.

23. Out-of-school learning opportunities are available. *

○ **Excelling:** Students have consistent access to diverse out-of-school educational opportunities at all grade levels. Activities are provided by the LEA or provided through a community partnerships, and include programs such as tutoring, summer school, book clubs, family literacy nights, summer reading, and reading buddy programs.

○ **Progressing:** Students have some access to consistent out-of-school educational opportunities. They may not be consistently available across all student demographics or geographic areas. Efforts are being made to expand these opportunities.

○ **Emerging:** Access to out-of-school educational opportunities provided by the LEA or community partner is limited or sporadic. While there are some initiatives in place, such as occasional programs or partnerships, they may not reach all students equally, and efforts to expand access are ongoing.

24. Caregivers and community members are informed of LEA literacy strategies, progress, and goals. *

○ **Excelling:** Parents and community members are regularly informed of LEA literacy strategies, progress, and goals through multiple channels. There are structured opportunities for them to provide feedback and actively participate in literacy planning and initiatives.

○ **Progressing:** Parents and community members are informed of LEA literacy strategies, progress, and goals through periodic updates. There are some opportunities for feedback, but these may not be consistent or widely promoted.

○ **Emerging:** Information about LEA literacy strategies, progress, and goals is sporadically or not shared with parents and community members. Opportunities for providing feedback are minimal or nonexistent.

25. Effective communication with caregivers is in place at all grade levels in the preferred language of caregivers. *

○ **Excelling:** When students encounter challenges, parents are promptly informed through effective communication channels, and they have easy access to information on how to support their child and navigate the intervention process within the school/district. This takes place at all grade levels, including upper grades.

○ **Progressing:** Communication channels for informing parents about student challenges at all grade levels are developing. Access to information on supporting their child or navigating interventions may be inconsistent or difficult for parents to understand, and not all community languages are covered. There is ongoing effort to improve family involvement in literacy.

○ **Emerging:** Communication about student challenges primarily occurs through READ plan requirements. Information for parents on supporting their child or navigating interventions is inconsistent, not readily available, or difficult to understand, and/or communication is only in English. Efforts to enhance family involvement in literacy are underway, but resources and clarity remain limited.

26. The LEA creates meaningful opportunities for family engagement through literacy activities. *

○ **Excelling:** Meaningful opportunities for family engagement in literacy activities are established across all grade levels through events, workshops, community partnerships, and other events or activities at school or in the community.

○ **Progressing**: The range of literacy enrichment activities offered to families is somewhat limited, potentially limiting engagement effectiveness. Activities may be focused at younger grade bands, but are lacking for middle and high school students.

○ **Emerging:** Literacy enrichment activities for families are repetitive or limited in scope, lacking variety or adaptation to diverse family needs.

27. Please provide a brief description of your progress or needs in the areas of parent engagement and community partnerships. *

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Additional Narrative Questions

(The character limit for the answers is **4000** including spaces.)

28. What practices have you discarded as a result of the grant?   *

29. What practices have you adopted?   *

30. Please outline the most impactful grant activities for each age group: birth-kindergarten entry, K-5th grade, and 6-12th grade. *

31. Please share any additional comments, feedback, concerns, or other thoughts you would like to provide.