COLORADO
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State Systemic Improvement Plan

Phase II

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Contents

Phase II Report **5**
Introduction 5
SSIP Phase III Action Plan **6**
Statewide Impact 6
State-Identified Measurable Result 6
Improvement Strategies 6
Key State Improvement Plans and Initiatives that Align with Improvement Strategies 7
Phase I Connections **8**
Phase I Root Causes 8
Phase I Vision Statements 8
Stakeholders **9**
Governance Updates **9**
READ Act and School Readiness Assessment Legislation 9
Differentiated Pathways for the Read Act Assessment 10
The Read Act, Read Plans, Unified Improvement Plans, and the SSIP **10**
Colorado Reading to Ensure Academic Development Act 10
Parental Involvement 11
READ Plan Components 11
Unified Improvement Plan 12
Early Literacy Assessment Tool Project 12
Discussion for Changing the State-identified Measurable Result **12**
Confirming the Change to the SiMR 15
Updated State-Identified Measurable Result 15
Measurable Targets 15
Results – FFY 2014 16
Additional Measures 16
Developing the Phase II Action Plan **16**
CEEDAR Grant 17

Improvement Strategy #1 18
1. Intended Outcomes 18
2. Improvement Plan 19
3. Evaluation Plan 21

Professional Learning System Alignment 24
Phase II Pilot Project 24
Pilot Project Selection Process 24
Pilot School Cluster #1: 25
Pilot School Cluster #2 27
Pilot Schools Project – Lessons Learned 29
School Selection/Readiness 29
School Collaboration with CDE 29
School Culture and Climate 29
Effective Use of Time/Talent Management 29
Leadership 30
Teachers 30
Data 30
Professional Learning 30
CDE Supports 30

Phase III Demonstration School Sites 31
Improvement Strategy #2 38
1. Intended Outcomes 38
2. Improvement Plan 39
3. Evaluation Plan 42

Joint Collaboration 46
Exceptional Student Services Unit and Federal Programs Unit 46
High-Achieving School Study 46
Connect for Success Grant 47
Reading Ignite Grant 47
Improvement Strategy #3: 48

1. Intended Outcomes 48
2. Improvement Plan 49
3. Evaluation Plan 51

Framework for Phase III Implementation 53

Theory of Action: 54

APPENDICES 56

Leadership Team and Stakeholder Contributors 57
State Department Leadership Team 57
Stakeholders - Plan Contributors 57
Stakeholders - Advisory Role 59
CEEDAR Stakeholder Work Group 59
Pilot School Clusters - Stakeholder Team 61
Readiness Survey 62
Teacher Knowledge Surveys 64
Literacy Evaluation Tool 69
Coach Competencies 76
Model School Observation Form 76
Explicit Phonics Lesson 78
Sample of Core Phonics Survey 80
Colorado Standards and Indicators for Continuous Improvement 82
The Colorado Literacy Framework 83
University of Virginia Darden/Curry Partnership for Leaders in Education 84
Connect for Success Grant 85
Reading Ignite Grant 86

Phase II Report

Introduction

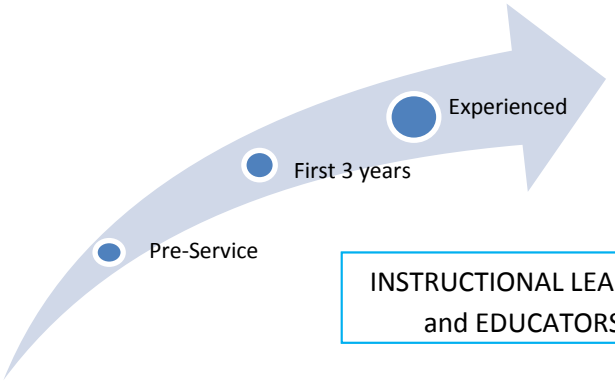
This report will provide the reader with information regarding the Colorado Department of Education's (CDE) State Systemic Improvement Plan Phase II (SSIP). It begins with a visual of the improvement strategies we have selected and connections to key State laws and initiatives that align with the SSIP. This is followed by root causes and vision statements that were identified through the Phase I analyses to provide context for the Phase II action plan. The report continues with a description of stakeholder involvement and a brief discussion about governance updates regarding changes that have been made to positively impact the implementation of the SSIP.

This is followed by a discussion regarding the Colorado Reading to Ensure Academic Development Act (READ Act). Our selection of the READ Act is a primary leverage point for the implementation of the SSIP and, along with our collaborative efforts with the Office of Literacy, we anticipate a significant impact on improving the reading proficiency of students with disabilities. Next there is data discussion of the 2014-2015 reading results from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) which is a part of the READ Act data collection.

In January 2016 the State accessed technical assistance (TA) from the Office of Special Education Programs (OSEP), the National Center for Systemic Improvement (NCSI), and the Collaboration for Effective Educator Development, Accountability and Reform Center (CEEDAR). Through guided reflection and facilitated discussion the State developed a new State-identified Measurable Result (SiMR) which emphasizes evidence-based literacy instruction of students who are in the first grade. (There are a series of examples of the evidence-based practices in the appendices.)

The final sections of this report are devoted to explaining the State context for our improvement strategies and our action plan for improving the infrastructure of the state to support LEAs in improving outcomes for students with disabilities.

SSIP Phase III Action Plan



Statewide Impact

We will create an aligned professional learning system in literacy from pre-service through in-service resulting in the strategic delivery of knowledge, skill progression, and professional learning for elementary instructional leaders and teachers. Our desire is that these leaders and teachers will work in districts and schools that appropriately leverage federal funding streams to provide a coordinated set of services for students with disabilities.

State-Identified Measurable Result

Students* in first grade who are identified at the beginning of the school year as Well Below Benchmark according the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark.

* who attend one of the 20 SSIP project schools, selected from schools participating in the Early Literacy Assessment Tool project

Improvement Strategies

1. In collaboration with Institutes of Higher Education (IHEs) we will evaluate, adjust and align the pre-service education of future elementary principals, K-6 teachers, and special education teachers as guided by experts from the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR Center Grant) through the provision of technical assistance.

2. In collaboration across the State Education Agency (SEA) we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, first grade general educators, and elementary related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction.

3. In collaboration with the Federal Programs Unit we will align and leverage allowable uses of supplemental federal funding to meet the needs of high risk students, especially students with disabilities.

Key State Improvement Plans and Initiatives that Align with Improvement Strategies

Alignment to State Performance Plan Indicator	Indicator 3 – Increase the Reading Achievement of Students with Disabilities
Alignment to State Goals	Start Strong and Read by Third Grade
Alignment to State Legislation	House Bill 12-1238: The Colorado READ Act; Senate Bill 13-193: Increasing Parent Engagement in Public Schools; Senate Bill: 10-191 Educator Effectiveness; Senate Bill 08-212: Colorado's Preschool to Postsecondary Alignment Act
Alignment to ESEA Flexibility Waiver	College and Career Ready Expectation for All Students, State-Developed Differentiated Recognition, Accountability & Support, Supporting Effective Instruction and Leadership, and the Teacher Equity Plan
Alignment to State Guidelines	The Colorado Literacy Framework and the Standards and Indicators for Continuous School Improvement
Alignment to State Initiatives	Early Literacy Assessment Tool Project (ELAT) and Multi-Tiered System of Supports
Collaboration with other CDE Offices	The Office of Literacy, the Office of Learning Supports, Federal Programs Unit, Improvement Planning, and the Office of Family, School, and Community Partnerships
Collaboration with Institutions of Higher Education	University of Colorado at Colorado Springs, University of Northern Colorado, Metropolitan State University, and Regis University through the CEEDAR Grant - Collaboration for Effective Educator Development, Accountability and Reform
Partnerships with Family, School, and Community Organizations	The Family, School, Community Partnership Community of Practice, the Colorado State Special Education Advisory Committee (CSEAC), and PEAK Parent Center

Phase I Connections

Phase I of our SSIP took us through extensive data analyses, infrastructure review and the initial development of improvement strategies. Throughout the development of Phase I and II, our stakeholders were steadfast in their emphasis that students with disabilities are general education students first. They were strong in communicating their expectations that our improvement strategies should be focused to emphasize best first instruction in the general education environment. Throughout the development process not only did Colorado identify root causes, but we also developed vision statements of where we would like to be five years from now. Listed below and then threaded throughout this report the reader will see how the strategies have been interwoven to address our areas of greatest need leading us toward our envisioned future.

Phase I Root Causes

- School instructional leaders do not sufficiently emphasize the shared responsibility of all staff for student success and a rigorous cycle of teaching and learning emphasizing best first instruction
- School instructional leaders do not adequately understand how to implement and sustain a multi-tiered system of supports
- Special education and general education teachers have limited knowledge regarding how to teach reading
- General education teachers and special education teachers have a limited knowledge regarding specialized instructional practices for teaching reading to students with disabilities.
- Time and intensity is not always adequate for direct and explicit literacy instruction
- Teachers do not systematically use data to inform instructional practices
- Minimal cross departmental collaboration for TA/PD related to students with disabilities
- Special education teachers, general education teachers, and literacy specialists are not trained as a team nor given adequate common planning time for collaboration during the school day

Phase I Vision Statements

- Leaders, educators, and service providers demonstrate high expectations and believe that all students can learn; that growth outcomes can be achieved by everyone
- Educators are fully equipped to meet the needs of all students in their classrooms, accessing a full range of professional knowledge and skills to meet the literacy needs of all students
- A universal system of core instruction is provided to all students by the best qualified educator
- Multi-tiered Systems of Support are established and robust, providing appropriate interventions for all students (Universal, Targeted, and Intensive)
- Mentoring/Coaching is available for educators which provides job-embedded and virtual assistance on evidence-based instructional practices
- IHEs require coursework for all pre-service teachers resulting in newly licensed teachers who know how to teach reading
- There are licensure requirements in place for new teachers that include literacy instruction
- There is an Induction Model that builds on pre-service education and the expectations of novice teachers which expands on effective and differentiated instruction for all students
- Federal funding streams are braided to provide a coordinated set of services
- State level collaboration and consistency is the norm

Stakeholders

The Exceptional Student Services Unit (ESSU) was intentional when considering stakeholder involvement in Phase II, focusing on individuals with expertise in Preschool to 3rd grade literacy, Higher Education, Professional Development, and Fiscal teams for discussion surrounding federal funding streams. Some stakeholder groups had participated in Phase I and were continuing their involvement, others were already functioning in advisory and technical roles (*e.g.,* Preschool Advisory Committee, Communities of Practice), while other groups gathered together for the specific purpose of providing input. Stakeholder input varied depending upon the stakeholder group being represented, and some provided more input than others.

The SSIP is providing new opportunities for collaboration across the State Educational Agency (SEA) as well as among multiple external stakeholders including Institutions of Higher Education (IHE), Administrative Units (AU), Districts, Schools, and Parents. Stakeholders representing these groups have been involved in the development of the plan and will continue to be involved over the course of Phase III as they are key contributors to the outcomes. For example, the IHEs will be involved in the evaluation and alignment of the teacher preparation programs, while principals and educators will be implementing evidence-based practices at the school and classroom levels and provide feedback to the process as we develop a scalable model. The State will continue to convene stakeholder meetings both virtually and in-person depending upon the topic and need. For example, the SEA and IHEs have a calendar of dates scheduled through December 2017 as we develop a blueprint and accomplish tasks accordingly. Additionally, as we evaluate the plan, stakeholders will be involved in the data analyses through stakeholder meetings and advise on course adjustments. Please see **Appendix A** for a list of contributing stakeholders.

Formal communication with stakeholders and the public will be provided through the CDE and ESSU website. Following the submission of Phase II of the SSIP to the U.S. Department of Education, the ESSU will post the final version on the CDE website and will alert constituency groups of its availability via existing list-servs. It will be available at: **http://www.cde.state.co.us/cdesped/spp-apr**

Governance Updates

The following information addresses recent State legislation and clarification of the READ Act. These changes support high quality implementation of the SSIP. The ESSU continues to recommend changes as well as consider the revision of policies and procedures that may be barriers to the field for carrying out the work in the SSIP.

READ Act and School Readiness Assessment Legislation

The Colorado Reading to Ensure Academic Development Act (READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The new legislation, beginning in the 2015-2016 school year, has streamlined assessment requirements related to the READ Act and School Readiness so that the READ Act assessment will fulfill the literacy component of the school readiness assessment.[1]

[1] http://www.cde.state.co.us/cdedepcom/readactandschoolreadinesschanges

Differentiated Pathways for the Read Act Assessment

As stated in Phase I (p. 32) the CDE reviewed the quality of the data and known issues with the collection of the READ Act data and students who are identified with SRD. Upon request of the ESSU, the Colorado Attorney General provided clarification that this legislation is required for ALL Colorado students in grades K-3. Thus the CDE has worked to resolve issues related to the READ collection which will improve the accuracy of the data. Data collection fields have been updated for submission from the districts to accurately account for all K-3 students.

Additionally, guidance documents and training around the assessment options for students with significant disabilities (*i.e.,* Differentiated Pathways) have been developed and training was delivered by the ESSU and the Office of Literacy. These differentiated pathways support school staff in correctly assessing students with disabilities for a significant reading deficiency (SRD) as mandated by the READ Act legislation.[2]

Additional information can be found at: **http://www.cde.state.co.us/cdesped/ppt_difpath**

The Read Act, Read Plans, Unified Improvement Plans, and the SSIP

The Read Act is a primary leverage point for the implementation of the SSIP and has been intentionally interwoven into the activities. Because it is a legislative requirement, it provides a strong framework for sustainability and scalability across the State. Building upon these expectations at the school and district levels, the ESSU has a path to uniquely provide TA and PD for instructional leaders and teachers.

To help the reader understand the context, the following information briefly summarizes the READ Act, the important connection to the Unified Improvement Plan (UIP), and the Early Literacy Assessment Tool Project (ELAT) which is our mechanism for gathering data to demonstrate improvement in reading proficiency for students with disabilities.

Colorado Reading to Ensure Academic Development Act

Since the passage of the READ Act in 2012[3], reading data for students in K-3 is accessible through approved interim assessments to determine whether a student has a significant reading deficiency (SRD) in grades K through 3.[4] A SRD is defined by Colorado HB 12-1238 as "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 for the student's grade level." [5]

Additional information about identifying a Significant Reading Deficiency is available on our website at: **http://www.cde.state.co.us/coloradoliteracy/readinterimassessments**

[2] http://www.cde.state.co.us/cdesped/literacy_disabilities
[3] http://www.cde.state.co.us/coloradoliteracy/readact/index
[4] http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank
[5] http://www.cde.state.co.us/coloradoliteracy

According to the April 2014 READ Act Legislative Brief provided by the Office of Literacy, "Students receiving special education services were more likely to be identified with a significant reading deficiency than their non-eligible peers (49% compared to 14%). This trend was expected as the cut-scores for a significant reading deficiency are low and tend to represent the lower quartile of students across…interim assessments."[6]

For students who are identified with a SRD, the READ Act requires the creation and implementation of an individual intervention plan (called a READ plan). The Act requires specific components for the READ plan, gives guidelines on parental involvement, and indicates the timing of plan creation. As appropriate, a local education provider may choose to integrate a Read plan into a student's Individualized Education Plan or Individualized Readiness Plan.[7] Integration of the READ Plan and IEP is a local decision guided by the AU Special Education Director.

For additional information please see: **http://www.cde.state.co.us/coloradoliteracy/readplanandswd**

Parental Involvement

According to information provided by the Office of Literacy, "If a student is identified with a significant reading deficiency, teachers must attempt to meet with parents and jointly create the child's READ plan. If after three documented attempts, the teacher is unable to meet with the student's parents, teachers may create the READ plan and share the information with parents. Information shared must include a copy of the READ plan, an explanation of the scientifically- or evidenced-based reading program being used, any other services the student will receive, and any additional support the parent could provide."[8]

READ Plan Components

READ plans must contain specific components in order to ensure the effectiveness of the intervention strategies. Each READ plan must include, at a minimum:

- the student's specific, diagnosed reading skill deficiencies;
- the goals and benchmarks for growth;
- how progress will be monitored and evaluated;
- the type of additional instructional services and interventions the student will receive;
- the scientifically-based or evidence-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, vocabulary development, including oral skills, reading fluency, and reading comprehension;
- the strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
- any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

[6] http://www.cde.state.co.us/coloradoliteracy/readactannuallegislativebrief2014final
[7] http://www.cde.state.co.us/coloradoliteracy/readresources
[8] http://www.cde.state.co.us/coloradoliteracy/readresources

Unified Improvement Plan

Beginning in the 2014-2015 school year, the READ Act required schools and districts to meet some of their reporting requirements through the Unified Improvement Plan process (UIP). The data required by the READ Act provides elementary schools and districts with their local literacy data. Specifically, schools and districts are expected to "set, reaffirm, or revise, as appropriate, ambitious but attainable targets that the school/district/institute shall attain in the following: 1) Reducing the number of students who have significant reading deficiencies, and 2) Ensuring that each student achieves grade level expectations in reading."[9] These plans, that require the disaggregation of literacy data by high-risk sub-groups, will provide additional information to aid in the development of targeted TA and PD according to the needs identified in the UIP.

Early Literacy Assessment Tool Project

The ESSU determined in Phase I that we would utilize the data gathered through the approved interim assessment, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next). This assessment tool has been offered to interested schools through the ELAT Project and the schools are provided with a software package and technical assistance (TA) from Amplify, the vendor who handles the DIBELS Next system and diagnostic reading assessments for CDE. The schools have a variety of TA offerings they can choose from, additional professional development (PD) offered through the Office of Literacy, and access to regional literacy coaches who provide TA. The ELAT project scope over the past three years is depicted in Table 1.

Table 1

ELAT Project Scope:	2013-2014	2014-2015	2015-2016
Schools	417	482	510
Districts/Charters	124	126	132
Approximate number of Students	91,000 (approx. 34% of all K-3 students)	110,000 (approx. 40% of all K-3 students)	120,500 (approx. 44% of all K-3 students)

Discussion for Changing the State-identified Measurable Result

In conjunction with the Office of Literacy, Amplify, and stakeholders, we examined the K-3 ELAT data since project inception and identified a trend that students who attend schools participating in the ELAT project and enter second grade with a SRD, are at a much higher risk of remaining well-below benchmark. We also reconsidered what had been identified in Phase I regarding the root causes and the expectations of a READ plan. At this point, we considered narrowing our SiMR to provide focused attention at the first grade level in order to assist students in catching up prior to the acceleration of the achievement gap.

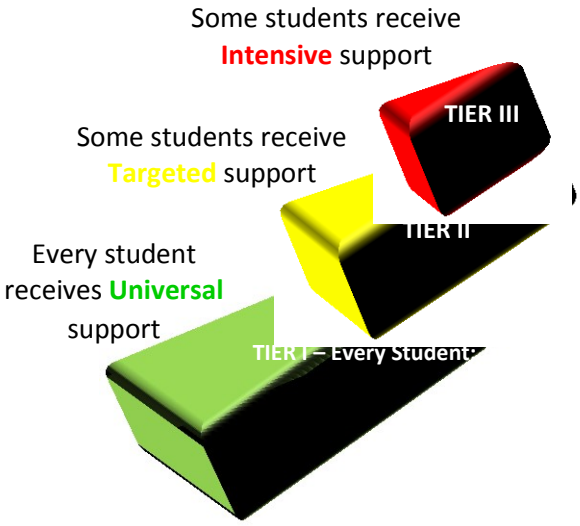
The choice to make first-grade a particular focus was predicated on reading research (Chall, Juel) that indicates students who are behind in reading development by the end of first grade and at the latest mid-second grade rarely reach grade level proficiency throughout the remainder of their school careers

[9] http://www.cde.state.co.us/uip/uip-during-the-transition-tools-2014

(Lyon). This is true for all students but in particular those students who are performing in the bottom 20 percent (Chall). Many of these students in the bottom quintile are more likely to be identified as needing special education services at some point in their K-12 educational journey.

The DIBELS Next tools used through the ELAT project identify three levels of support that a student is likely to need:

- Well below benchmark / Likely to Need Intensive Support
- Below Benchmark / Likely to need Strategic (Targeted) Support
- At or Above Benchmark / Likely to Need Core (Universal) Support



The data on page 14, reported to CDE by Amplify for the 2014-2015 ELAT Project, supports the decision to begin our work focused on first grade. These data are categorized into the three levels of support. The data on the left indicate the scores of matched student cohorts at the beginning of the year (BOY), the data in the middle column denote the scores for the same students at the middle of the year (MOY), and the data on the right denote the scores for the matched cohort at the end of the year (EOY).

In the Colorado Multi-tiered System of Supports (MTSS), the layered continuum of supports are culturally- and developmentally- relevant practices that are layered from universal (all students) to targeted (groups of students) to intensive (individual students), in order to support the academic and behavioral needs of every student.

Students who are assessed at "well-below benchmark" (represented by the color red) through the DIBELS Next assessment are also identified with a SRD. It is important to note in these data and targets, although a high percent of these students have disabilities, not all students identified "well-below benchmark" in K-3 have a disability, although they are clearly at risk.

Students who are assessed "below-benchmark" are identified with the color yellow, and students who are assessed at "benchmark" are identified by the color green.

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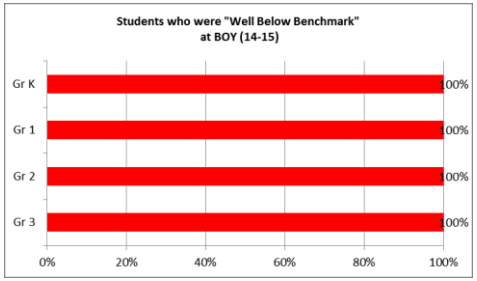
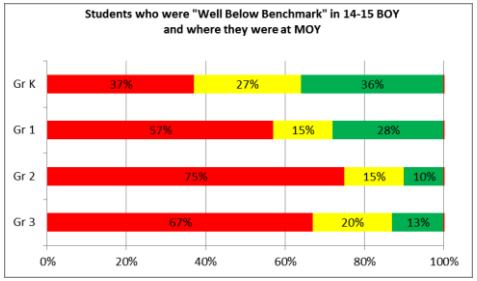
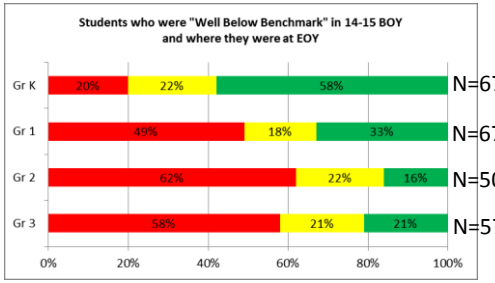
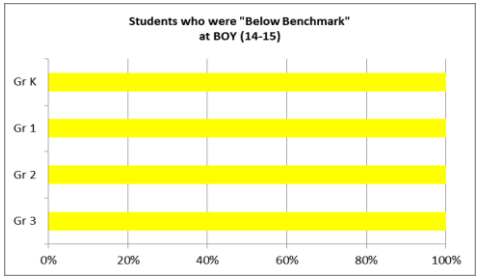
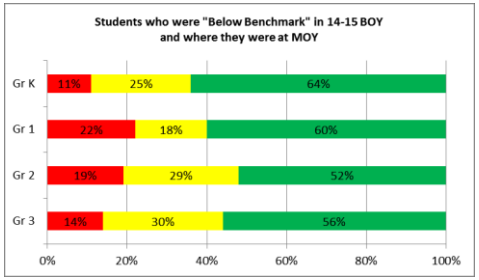
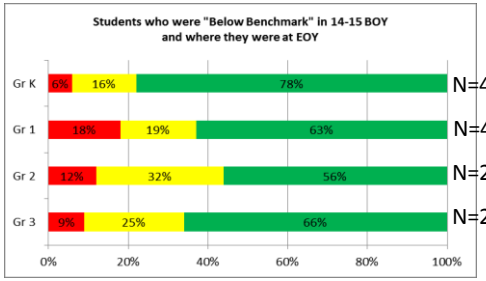
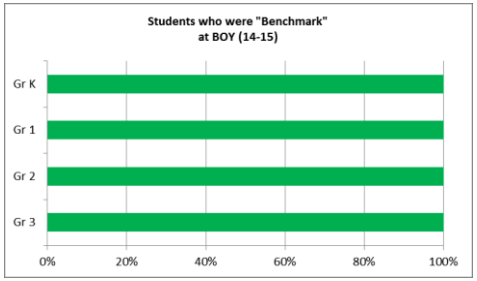
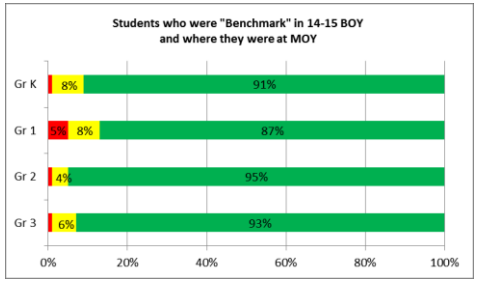
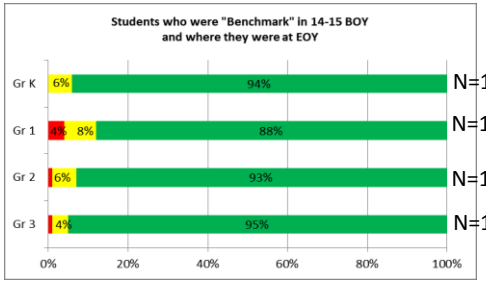
Amplify© 2014-2015 Report to CDE for the Early Literacy Assessment Tool Project

These charts represent matched cohorts of K-3 students who participated in the DIBELS Next assessment through the READ Act during the **2014-2015** school year at <u>all</u> benchmark windows. (Beginning (BOY), Middle (MOY), and End of Year (EOY)).

Note the number of students in who enter second grade "well below benchmark" and remain there. This trend is evident in all 3 years of the ELAT project.

	Students' scores at the Beginning of the Year	The same students' scores at the Middle of the Year	The same students' scores at the End of the Year
Matched Student Cohort: "Well-Below Benchmark" at BOY & EOY			 N=6760 N=6746 N=5076 N=5737
Matched Student Cohort: "Below Benchmark" at BOY & EOY			 N=4583 N=4125 N=2663 N=2501
Matched Student cohort "At Benchmark or Higher" at BOY & EOY			 N=13452 N=15051 N=18023 N=16923

Confirming the Change to the SiMR

In January 2016, the ESSU received technical assistance from the Office of Special Education Programs (OSEP) where we discussed the development of Phase II of our SSIP. During this visit we discussed our reasons for narrowing the focus of the SiMR to the first grade which included information gathered from a pilot project conducted within selected ELAT schools between October 2015 – present. From these and previous discussions we decided that, within the embedded coaching strand of the alignment of our professional learning system, we would concentrate on a sub-group of 20 ELAT schools. It will be this sub-group of schools, yet to be selected, that will comprise the data reported in the State-identified Measurable Result. We anticipate that the measurable targets will be adjusted as we progress in the implementation stage of phase III.

Our goal from the embedded coach project is to identify and implement evidence-based practices that align with Scientifically Based Reading Research (SBRR) in a manner that will raise the reading ability of all K-3 students and help us to provide preventative measures initially in order to decrease the number of students who are in need of reading remediation beyond third grade. In a sense, the belief supporting our work is that, "A rising tide floats all boats," meaning that improving early reading/literacy programing and instruction in first grade will help all young readers achieve, including students with disabilities. Through this project we will identify essential timelines, as well as universal, targeted and intensive interventions for students who are in first grade and have a SRD. This will be accompanied by the development of just-in-time training, on-going PD, and leadership development. The information gathered will be disseminated statewide through existing list-serves, the CDE website, communication newsletters, and at training and conferences.

Updated State-Identified Measurable Result

Students* in first grade who are identified at the beginning of the school year as Well Below Benchmark according to the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark.

*who attend one of the 20 project schools, selected from schools participating in the Early Literacy Assessment Tool project.

Measurable Targets

These targets were set for first grade during Phase I.

Grade Level	Baseline at Beginning of Year Sept. 2014	Target (End of Year 2015) FFY 2014	Target EOY FFY 2015	Target EOY FFY 2016	Target EOY FFY 2017	Target EOY FFY 2018
1	**26.34%**	≤23.00%	≤21.00%	≤19.00%	≤18.50%	≤18.00%

Results – FFY 2014

Grade Level	Target (End of Year 2015) FFY 2014	Actual Data (End of Year 2015) FFY 2014	Was the Target Met?
1	≤23.00%	18.00%	Yes

Additional Measures

Although we have narrowed our SiMR, we plan to continue monitoring the results for kindergarten, second, and third grades as well as track matched cohorts of first grade students as they continue their education. Additionally, as mentioned in Phase I, we will continue to monitor students who have been identified with a SRD through the READ Act data collection. We also will examine the data of the first matched cohort, the 2016-2017 first grade class, who take the statewide assessment at the end of their 3rd grade year, March 2019. These data will provide valuable information for consideration of future course adjustments.

Developing the Phase II Action Plan

In addition to the ESSU at the OSEP TA visit, other stakeholders represented Preschool, the Office of Learning Supports (MTSS), Higher Education, Family-School-Community Partnerships, CDE Fiscal, and the Federal Programs Unit. Furthermore, the Colorado liaison from the National Center for Systemic Improvement (NCSI) and two providers from the Collaboration for Effective Educator Development, Reform and Accountability (CEEDAR) were also there to provide TA to the Colorado team. Along with confirming the SiMR change, the end goal of the TA visit was to develop a streamlined logic model that incorporated the requirements of the Colorado READ Act, teacher and leader pre-service education, induction programs, coaching and mentoring, and on-going professional development for licensed educators. This was coupled with exploring possibilities around fiscal flexibility.

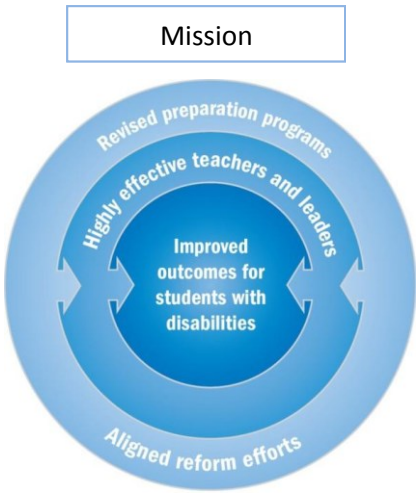
During the TA visit we discussed the improvement strategies that Colorado will implement to improve student achievement statewide: (1) the alignment of our professional learning system including pre-service through the CEEDAR Grant; (2) continued alignment of the professional learning system from an induction program model for novice leaders and teachers through those who are experienced leaders and teachers; and (3) the blending and braiding of federal funding streams to provide a coordinated set of services.

The following 3 sections provide the reader with details and action plans about:

1) The CEEDAR grant work and improvement strategy #1,
2) A discussion about the pilot project that contributed to the SiMR change and improvement strategy #2
3) Our context to explore opportunities for the blending and braiding of funds and improvement strategy #3.

CEEDAR Grant

The Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center's mission is to "help states and institutes of higher education reform their teacher and leader preparation programs, revise licensure standards to align with reforms, refine personnel evaluation systems, and realign policy structures and professional learning systems."[10] As mentioned in phase I of the SSIP, the Colorado Department of Education Exceptional Student Services Unit, in conjunction with and three Institutions of Higher Education (IHE) applied for a CEEDAR grant which was awarded last year. Additional IHEs have requested to participate in this process.



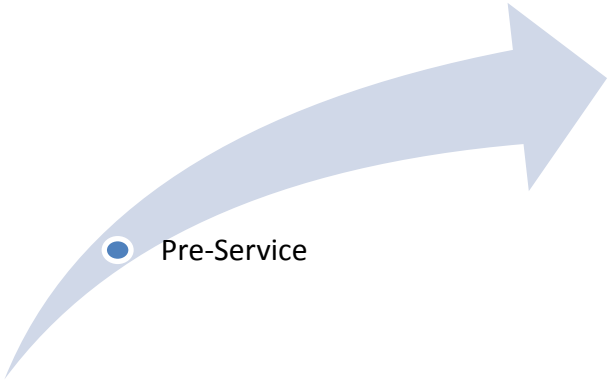
One of the identified improvement strategies for the SSIP is to align our professional learning system from pre-service education through professional licensure and renewal. Through CEEDAR's comprehensive and collaborative approach, the IHEs and the CDE will align the pre-service training to expected teacher competencies required to teach reading. This will include newly trained K-6 leaders and educators and special education teachers. Using the Innovation Configurations to evaluate evidence-based practices, the pre-service coursework and licensure practices will be improved. Our technical assistance providers from the CEEDAR Center began their work with us in September 2015 and will continue to provide TA through December of 2017. Please see the **Appendix** for the list of current stakeholders on the Colorado State Leadership Team (CSLT).

To date the CSLT Team have accomplished the following:

- Established a common understanding of CEEDAR's mission
- Established a common understanding of Colorado/IHE contextual factors that impact reform
- Gained understanding of CEEDAR policy levers
- Established common understanding of data and identified priorities
- Gained facility in using CEEDAR tools and technology for reform
- Established sub-committees to work on the blueprint components

The CSLT is now beginning the process to develop a TA Blueprint, which will be our guiding action plan for the next 20 months. We anticipate having the blue print developed by Summer 2016. The Blueprint will identify the specific objectives, activities, timelines for completion, and who is responsible for the accomplishment of the tasks. Stakeholders from CDE, IHE, and the Colorado Commission on Higher Education are already involved and we are actively recruiting additional members to participate in the CEEDAR committees that will include parents, principals, and superintendents.

[10] http://ceedar.education.ufl.edu/



Improvement Strategy #1

In collaboration with Institutions of Higher Education (IHEs) we will evaluate, adjust and align the pre-service education of future elementary principals, K-6 teachers, and special education teachers as guided by experts from the Collaboration for Effective Educator Development, Accountability and Reform Center through the provision of technical assistance.

a) Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance ☑	**Accountability** ☑	**Professional development** ☑
Data ☑	**Quality standards** ☑	**Technical assistance** ☑
Finance ☐		

b) Is this strategy intended to directly improve practices? **Yes** ☑ **No** ☐

1. Intended Outcomes

Based upon the Action Plan/ Blueprint developed by Colorado State Leadership Team:

- Revised teacher and leader preparation programs ensure their graduates are prepared to use evidence-based practices in literacy in integrated ways to improve the reading results for students with disabilities.
- Pre-service teachers and pre-service leaders are provided with sustained, effective learning opportunities to become high-quality educators who know how to teach reading.
- Educators are fully equipped to meet the needs of all students in their classrooms, accessing a full range of professional knowledge and skills to meet the literacy needs of students with disabilities.

2. Improvement Plan

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved
1. Establish and define the role of the Colorado State Leadership Team (CSLT).	1.1 Identify CSLT members 1.2 Establish meeting dates 1.3 Develop a mission statement 1.4 Memorandums of Understanding	Funding, release time, meeting space, materials, collaborative human resources, materials Key stakeholders will include the directors of special education, elementary education, director of learning supports, the director of licensure, certification, and program approval; deans or key representatives from IHEs; local education agency representatives; and CEEDAR TA providers.	CEEDAR Team Co-Leads Faye Gibson and Wendy Sawtell	March 2016 - December 2017	Members from other SEA offices will serve on the CSLT
2. The CSLT will develop a technical assistance blueprint outlining goals, objectives, and tasks in the areas of licensure and certification; educator preparation program approval/evaluation; preparation improvement; and alignment of professional learning systems	2.1 Collaborate with IHEs to create goals, objectives, and tasks that are specific, measurable, timely, etc. 2.2 Identify due dates, responsible parties, CEEDAR TA resources needed for the goals/objectives/tasks				
3. The CSLT or designated work groups will	3.1 Designate committee chair 3.2 Design accountability-related policies and				

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved
implement activities defined in the blueprint.	practices within teacher and leader preparation programs 3.3 Revise licensure and certification 3.4 Provide information to support their decision making 3.5 Carefully document activities according to TA blueprint and upload supporting evidence 3.6 Provide reports to the CSLT (Timeline TBD in blueprint)	See Above	See Above	See Above	See Above
4. The CSLT will monitor and document progress toward blueprint goals and adjust as needed.	4.1 Upload evidence to NIC 4.2 Develop survey and conduct review 4.3 Collect and analyze survey data 4.4 Monthly review of blueprint progress at CSLT meetings				

3. Evaluation Plan

Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan?	Measurement/Data Collection Methods	Timeline
1. Colorado State Leadership Team (CSLT) is established.	1) CSLT established / Agendas, CSLT membership list	September 2015
2. Technical assistance blueprint is developed that outlines goals, objectives, and tasks in the areas of licensure and certification; educator preparation program approval/evaluation; preparation improvement; and alignment of professional learning systems	2) TA Blueprint developed / evidence of document	January 2016 – June 2016
3. The CSLT or designated work groups have implemented the activities as defined in the blueprint.	3) Activities TBD by blueprint / Evidence of activity completion (e.g., Documents, syllabi reviewed, policy revision recommendations)	July 2016 – December 2017
4. The CSLT is monitoring and documenting progress toward blueprint goals and adjusting blueprint as needed.	4) Activities TBD by blueprint / Evidence of revision of IHE syllabi that includes all components of research-based literacy instruction and are fully aligned to the new expectations as indicated in the CEEDAR Innovation Configurations (e.g., documents, policies and procedure changes)	January 2016 – July 2019

Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
Intermediate	1) Revised teacher and leader preparation programs ensure their graduates are prepared to use evidence-based practices in literacy in integrated ways to improve the reading results for students with disabilities.	Have the preparation programs adequately prepared the novice teacher for teaching reading to students with disabilities?	IHE program performance results from IHE exit surveys, and first and third year novice teacher surveys demonstrate that graduates of programs in IHEs participating in the CEEDAR project indicate strong preparation in literacy and assessment results of their students show improvement in reading scores.	First & Third year surveys / TBD via blueprint IHE Program Result Surveys/ TBD via blueprint IHE & CDE collaborative surveys / TBD via blueprint	December 2017 – June 2019
Long term	2) Pre-service teachers and pre-service leaders are provided with sustained, effective learning opportunities to become high-quality educators who know how to teach reading.	Are the educational experiences provided in pre-service adequately preparing the graduate for classroom and leadership responsibilities?	Novice teachers and leaders demonstrate improved results on teacher knowledge surveys and educator evaluation components	Survey Elements TBD / Educator Effectiveness Data and TELL Data	April 2018 – June 2025

Long term	3) Educators are fully equipped to meet the needs of all students in their classrooms, accessing a full range of professional knowledge and skills to meet the literacy needs of students with disabilities.	Are the students in the teachers' classrooms and leaders' schools performing at a higher achievement rate in reading?	Students in K-3 who are identified at the beginning of the school year as Well Below Benchmark according to the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark.	DIBELS Data (Benchmark, Below Benchmark, and Well-below Benchmark) / End of Year Colorado READ Act Collection Data	April 2018 – June 2025

Professional Learning System Alignment

Our second improvement strategy is:

- In collaboration across the State Education Agency we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for combined teams of preschool and elementary instructional leaders, special educators, general educators, and related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction.

One of the goals in the development of our coordinated set of improvement strategies for the SSIP was to begin our planning with a focused process in pilot settings during the 2015-2016 school year. Taking this approach would allow us time to determine what strategies, approaches, activities and resources would be most effective as we worked toward creating programming to be implemented state wide. This pilot project has guided our thought processes related to our Phase III improvement strategies. The following will provide a report about the pilot and develop context for our activities to be implemented in improvement strategy #2.

Phase II Pilot Project

Pilot Project Selection Process

The process for selecting the pilot schools consisted of several stages Working with a list of all ELAT Schools, we refined the list by considering features such as demographics, special education population characteristics, initiatives occurring within the schools and all data relative to school performance. This extensive review was followed by contacting school leadership to determine interest, willingness, and readiness to participate in the pilot. The following list details the steps in the process.

1. Review ELAT schools and narrow options through the following considerations:
   a. Demographics
      i. School location for clustering
      ii. Number of students in the school / number of teachers / number of classrooms
      iii. Race/Ethnicity
      iv. FRL% & ELL%
   b. Special Education
      i. N Sizes by grade
      ii. Eligibility category %
      iii. Least Restrictive Environment
   c. Considerations
      i. Instructional coach or district coach already employed
      ii. Center based program in the building
      iii. Core-reading program in place
   d. No other competing initiatives in the school

2. Rank order schools according to criteria
3. Contact the Administrative Unit (AU) Director of Special Education

4. Contact principal via telephone to inform of project and the school's possible opportunity to participate. If interested, schedule an appointment
5. Meet with principal and other district leaders for interview
6. Selection of final schools to participate
7. Contact principal and Director of Special Education via telephone regarding who has been selected.

Staff members from the selected schools serve as participants on a **school level stakeholder team.**

Pilot School Cluster #1:

Once the potential pilot school sites were identified based upon initial criteria principal interviews at each site were conducted during July of 2015. A set of questions were developed, coupled with free flowing conversation with the Administrative Unit (AU) Director Special Education, other administrative leaders with knowledge of literacy, and the school principal. These interviews guided us in determining the "readiness" of the school to implement wide scale improvements in literacy programing.

Blasé & Fixen state, "Readiness" is defined as a developmental point at which a person, organization, or system has the capacity and willingness to engage in a particular activity. Creating readiness for change is a critical component of both initiating and scaling up the use of evidence-based practices and other innovations in education."[11]

The foundational readiness questions used were based upon the CDE **Literacy Evaluation Tool** and intended to not only to encourage unrestrained discussion to evaluate the capacity and willingness to engage in the project work, but also to understand the starting point of the school if selected for participation in the pilot project. There were seven over-arching themes considered: (1) Philosophy of Reading Instruction, (2) Effective Use of Time, (3) Assessment, (4) Professional Development, (5) Resources, (6) Staffing Specifics, and (7) Student Demographics and Family Involvement. In the future we will be using a variation of that tool to identify TA needs as well as provide an opportunity for the principal to talk about the strengths and needs of the school (**Readiness Survey**).

Upon completion of principal interviews and solidifying our choice of schools for the Pilot Schools Project, we began the process of hiring a qualified coach for the pilot project school clusters (based upon geographic proximity). Because the role of the coach is so pivotal to the success of the school project, we found the hiring process to be quite challenging. One barrier or preventing factor in the selection process was the likely timing of the job posting in July 2015, barely 3 weeks before schools were preparing for the first day of school.

We determined at the onset, that the embedded coach would need deep knowledge and experience in the areas of literacy, specifically scientifically-based reading research (SBRR), successful experience in the classroom as well as significant expertise in coaching, fortified with thorough knowledge of special education and specially designed instruction. While we did not believe that these required areas of experience and expertise were unique, the hiring process was delayed by a significant lack of qualified applicants. The challenge in finding a well-qualified coach has further informed our work on this project and we gained first-hand understanding of the substantial lack of highly qualified personnel in the area of reading in the State of Colorado and as a result have prioritized our embedded literacy implementation **coach selection process.**

[11] http://nirn.fpg.unc.edu/resources/readiness-change

Our work in the pilot schools started in October 2015. Our initial steps included general observations by the embedded coach and two CDE literacy specialists, understanding teacher knowledge and skills, and action planning in collaboration with the school principal. We considered the entire school environment, classroom environment and full-range of instructional practice and spent a considerable amount of time in first-grade classrooms. After our observations we concluded that effective, explicit, and direct tiered literacy instruction based in SBRR needed improvement. Additionally, we determined through our observations that the daily schedules were not organized in a manner that would support effective tiered literacy programing. There was no universal agreement that there would be an uninterrupted literacy block that, at a minimum, would be ninety minutes.

During this same time teachers at the pilot schools were asked to take a **Reading Teacher Knowledge Survey**. Due to the pilot nature of our work in these schools we have used two forms of this survey. The initial survey was a bit lengthy and the effort by teachers to answer the questions effectively was in question. Thus, when administering the tool to other pilot schools the survey was shortened to include what we felt were the most pertinent items to give us the best sense of the overall reading knowledge and deficits of the staff. This information gave us a strong sense of where to focus our professional development related to early reading instruction.

In preparation for planning for the focused coaching work, we referenced the Literacy Evaluation Tool and prioritized specific action items within each over-arching theme. This tool became an integral part of our initial work with schools and principals and guided the development of the action plan addressing the highest priorities first. With the principals, we identified that the most significant factors compromising first-grade achievement were: Reading Instruction, Effective Use of Time, Assessment, and Resources. During our planning sessions we had consensus that it was most important to provide structured language training for first grade teachers and interventionists and to modify the daily schedules so that tiered literacy instruction and intervention could take place in the most efficient way possible.

The embedded literacy coach began the focused coaching work by working closely in the pilot schools with lead teachers and established school coaches to analyze data, **EBP sample model lessons,** and hold coaching conversations on an ongoing basis. She attended structured language training with groups of teachers from the pilot schools which allowed her to directly support and coach teachers in the use of the instructional routines highlighted in the training.

In addition to the work related to structured language training we grounded much of our work in teaching the progression of reading development to each staff. We heavily relied on the work of Seidenburg and McClelland, Adams, Levine, Scarborough and Moats and used a variety of graphic models to help teachers better understand the progression of early reading skills, the correlation between oral language and reading, and brain-based reading research. We found it particularly helpful to these initial groups of teachers to equate the process of learning to read to a journey on a road map, with important 'mile posts' representing essential stages of reading development (Chall, Ehri). This model served as an excellent tool for teachers to reference as they analyzed DIBELS data. The interpretation of the data findings was mapped to the developmental progression of reading.

After mid-year DIBELS data was collected, the embedded literacy coach and CDE literacy specialists created mobile data charts for the pilot schools. The data charts were organized in a manner that allowed all staff members to gain a sense of the overall reading performance as a school as well as providing individual teachers a highly visual view of student performance in their classroom. Establishing this visible data display was instrumental in creating more urgency among staff members concerning the importance of becoming more attuned to the individual student's needs and to begin creating a "By Name and By Need" culture of instruction. The mobile data wall has not only led to more urgency but has also been helpful in adjusting student-grouping practices which has led to the establishment of small-group interventions that are carried out within each classroom for 45-60 minutes in each classroom during their assigned 90-minute reading block.

Once the visual data charts were created, the master schedule had been adjusted, and a core number of teachers had been trained in direct and explicit structured language instruction, a visit to a 'model' school was scheduled for the building principals and key instructional staff. Teachers were allowed to observe classrooms, where instructional grouping procedures were well established and based on progress monitoring assessments and allowed for focused, intentional small group instruction. Our project teachers were given **specific 'look fors'** during their visit to the model school, which allowed them to specifically observe strategies for effective use of time, instructional pacing, and seamless transitions. They were able to speak with the principal at the model school and to better understand the school's strategic use of data, vertical and horizontal planning, professional learning communities and staggered 'flooding' by interventionists and paraprofessionals. The visit to a model site resulted in rich conversations about possibilities and better, more effective use of staff in the creation of targeted, small group instruction.

The establishment of targeted small-group interventions during the reading block has allowed all students who are identified as intensive or strategic per DIBELS results to receive reading intervention. We are currently providing training on small-group instructional strategies and routines that will lead to intentional and focused instruction and meaningful practice for the most struggling students.

Since we began our pilot projects well after the school year calendar had been established and published (November, 2015), the availability of "in-service" or professional learning days for training has been limited. We have structured teacher learning into small, brief incremental sessions that can be completed in 30 to 45 minutes after the instructional day has been complete. We have, in conjunction with the building principals, discussed next steps for training, used our follow-up classroom observations, and teacher coaching sessions to guide our choice of professional learning topics. The professional learning has been customized with a focus on data analysis, specific instructional routines, and basic reading/literacy knowledge building.

Pilot School Cluster #2

In the early fall of 2015, we began our search for an additional literacy coach to embed in the second pilot school cluster. Again, we felt it was essential to provide these schools with a coach who was well-versed in literacy, coaching, and special education. Our search was unsuccessful. We subsequently met

with the principals from the two participating schools to problem-solve our lack of a coach. We explored options of using an existing coach from their district in the interim, hiring part-time literacy experts to cover coaching duties or beginning the project without an embedded coach. It was decided that we would delay our formal start with these school until a full-time coach, that met our desired qualifications, was hired.

We agreed that the two CDE Literacy Specialists would begin informal school observations and planning with principals in the Spring of 2016 and in February of 2016, we spent several days working in the pilot school cluster. Significant instructional issues were apparent, especially in first grade and the significant number of first grade students falling within the well-below average range on the MOY DIBEL.

We began our work by meeting with the first grade teachers during established PLC times. At this meeting we provided feedback regarding our initial observations of the instructional practices observed over the course of our visit. We briefly outlined areas of instructional strengths as well as challenges. We also explored with this group of teachers their perceptions of efficient use of time, literacy block reading strategies, intervention practices and use of resources. Teachers acknowledged that they felt uncertain about how to provide appropriate and differentiated instruction to students falling below benchmark in each of their classes. Teachers' perceptions as well as information gathered during classroom observations led us to conclude that our beginning work in improving first-grade literacy student outcomes should focus on 1) Improving efficient use of instructional time during the reading block; 2) Improving instructional routines that can be differentiated in both whole group and small group settings, and 3) Increasing knowledge of how to use diagnostic information to provide purposeful and targeted activities that match their struggling readers' profiles. This work mirrored our initial work in the pilot school cluster #1. This is consistent with our belief that Time x Teacher Quality = Student Achievement.

As a result of this discussion we scheduled additional classroom observations to ensure we had a clear picture of how the time within the literacy block was organized, how pull-out interventions affected the consistency of students' exposure to universal and small-group instruction. Once these observations were completed by the CDE literacy specialists we discussed our concerns with the principals and we worked to establish an opportunity for the first-grade teachers to work directly with us for a full-day.

Based on our discussions with this group of teachers we felt that they were uncertain about exactly what their lowest readers knew and were able to do. In order to help these teachers begin to target their instruction for the most-struggling readers in each of their classrooms we introduced them to a **reading diagnostic tool** since available diagnostic information was from the beginning of the school year. Once teachers understood how to administer the tool they were asked to return to their classrooms and individually administer the diagnostic assessment to each of their students who fell within the well-below and if possible below benchmark categories of the DIBELS assessment. After completing the diagnostic assessments with their students we reconvened to help teachers analyze the data gleaned to determine the specific skill deficits present for each of their struggling readers. They charted this information in a "by name and by need" fashion. Once this process was complete we correlated the diagnostic data with their students' most-recent performance on DIBELS Next. Teachers then

participated in an activity that helped them understand more deeply the developmental progression of reading and where each of their students were performing along this continuum of reading development. Once we determined that teachers had a strong initial understanding of the various points along the developmental reading continuum we demonstrated an array of foundational phonics routines to help them plan targeted instruction to meet the specific needs of each their students.

Our next steps will be to observe the implementation of these foundational routines and provide feedback to each teacher individually. Once these initial routines are comfortably in place in each of the classrooms additional routines and activities will be introduced by the CDE literacy specialists during future PLC meeting times. Simultaneously, we will be monitoring progress monitoring results to further adjust instructional practices to meet the individual needs of students. We plan to work with this group of teachers throughout the spring of 2016 based on a targeted goal of decreasing the number of students in the well-below benchmark range.

Pilot Schools Project – Lessons Learned

School Selection/Readiness

- A high level of readiness is required of schools for this work to be meaningful and fully implemented
- The most effective coaching results from teachers seeking help

School Collaboration with CDE

- Considerable time and effort is needed to create collaborative relationships between pilot schools and CDE staff because we have encountered significant barriers that have interfered with relational trust.
- Meaningful, collaborative work begins only after there have been focused efforts in building relationships and trust is evident.
- Teacher knowledge survey needs to be given early but after a significant level of trust between project and school staff has been established

School Culture and Climate

- Creating a learning environment built on foundational understanding that all students can learn (high expectations) that involves exploring teacher's beliefs about their students and factors that they believe influence academic achievement.
- Use of highly visual data displays have a positive impact on creating a culture of urgency

Effective Use of Time/Talent Management

- Schools are quite challenged in creating schedules that match the literacy instructional needs of their school population
- Schools lack a coordinated effort when matching literacy support personnel (paras, interventionist, tutors) to the literacy instructional needs of their students

Leadership

- Project site principals need to identify this project as a major building initiative and convey this message to their staff
- The level of principal involvement in the pilot project is directly related to the level of teacher involvement
- Instructional leadership training is essential to the success of this project
- An assessment calendar must be established early in the year and closely followed to provide the current data that can be used during coaching session and inform instructional adjustments

Teachers

- Teachers benefit from customized training and coaching that can be tailored to their specific needs, talents, and weaknesses. (*e.g.*, basic knowledge of oral language and reading development; plan, organize and deliver direct and explicit instruction in early foundational reading and literacy skills; meeting the diverse needs of the children in their classroom)
- Teachers need help in choosing and matching supporting instructional resources

Data

- We cannot assume that participation in the ELAT project automatically ensures teacher understanding of the Amplify system and what skills are assessed by each subtest

Professional Learning

- Professional learning needs to include a delicate balance of the 'how" and the 'why" of literacy instruction
- Instructional routines, must be modeled, demonstrated and practiced over time

CDE Supports

- Embedded coaches and literacy specialists need skills in developing efficient and purposeful instructional schedules
- Creating a library of instructional resources that teachers can use to help building purposeful learning centers has increased the effectiveness of student practice
- Embedded coach and CDE literacy specialists must help principals identify leadership attributes among staff to develop broader leadership capacity for sustainability

Our experience in offering differentiated and customized professional learning opportunities in these pilot schools has led us to believe that we need to develop a list of professional learning opportunities that we, principals, and teachers can choose from based upon the highest priorities identified during the observations of the Demonstration School Clusters (SSIP Phase 3 – 20 implementation schools with embedded coaching)

In addition, the strategic planning process will include formalizing observation protocols, professional learning evaluations, coaching feedback forms, meeting agendas, lesson routines/formats, as well as the compilation of topics and activities for our differentiated professional learning menus. (*e.g.,* instructional leadership training menu, data analysis and use training menu, literacy instructional routine menu, building teacher knowledge menu).

The strategic planning process will also include differentiated professional learning for the CDE literacy implementation coaches (*e.g.,* skills in developing efficient and purposeful instructional schedules) as well as collaborative team building opportunities between them.

Phase III Demonstration School Sites

The following information provides a framework for the implementation of the project.

- The Project will select 20 demonstration schools for the Phase III implementation portion of the SSIP. Schools will be invited to express interest in applying once it has been determined that they have met first level criteria.
- The Project will take into consideration school size, demographics, distribution of SWD and EL, FRL, ethnicity, race, gender distribution, and number of office referrals.
- The Project will focus on first grade and then track student matched cohorts through third grade. We will track students who are below benchmark and well below benchmark, but report in the SSIP only on those who are well below benchmark.
- The Project will use the information gleaned from:
    - the pilot schools
    - building leader or instructional leader(s)
    - observation component at the beginning to understand the school culture,
    - time needs to be allocated to do the adequate observation, in order to customize the plan to each school.
- The Project will provide services based upon a menu of strategies and training that can be customized and aligned to specific school needs.
- The Project will select schools that represent both urban and rural settings and that are able to be clustered into geographically proximate cadres.
- The Project will select AUs and schools that demonstrate readiness for implementation of Phase III, based on a standardized interview tool developed by the Project team leads. Regional selection will be considered.
- The Project will evaluate other initiatives that are already happening in the school and carefully consider the circumstances of each school prior to including it in the project.
- The Project will build school/district capacity for sustainability.

The following is the Selection Criteria:

Required Criteria:

- The school participates in the ELAT Project.
- Early literacy (K-3) has been identified as an area of need in the UIP.
- The distribution of students with disabilities reflects, insofar as possible, the state averages.

- Principal leadership qualities determined through the standardized readiness interview, including knowledge of current literacy research and evidence based practices.
- PBIS and/or a structured schoolwide behavior program (e.g., Safe and Civil Schools) is a part of the school culture.

Other Considerations:

- The selection team will first consider schools that have a Title I schoolwide program and are willing to explore the braiding of IDEA and Title I funds.
- Teacher turnover rates are below the state average.
- The Project selection team will consider schools with a preschool in the building, especially those that serve as feeders into the specific school, and schools that offer full day kindergarten.
- Potential access to a school or AU level instructional literacy coach who is able to work within the parameters of the Project. Consideration given to schools willing to use Title I funds to hire a literacy coach who meets the qualifications established.
- The Project selection team will consider schools that have family engagement practices in place.

Training Activities

Leadership: All principals are trained in the following areas as needed:

- Effective use of time
- Current literacy research
- Components of a comprehensive literacy program
- Using research and evidence based practices to create an effective schoolwide literacy program
- What good literacy instruction requires and how to identify it during an instructional walk through
- How to effectively use DIBELS data and other school data to inform decisions about school systems that support improved literacy instruction
- How to support parents/families with literacy instruction
- Implementation of systems that promote integrated practices that encourage inclusive environments and culturally responsive practices
- Instructional leadership (e.g., how to do effective instructional walk-throughs, how to work effectively with a literacy coach, how to set up an assessment calendar, facilitation, action planning, organizing building level teams, building capacity in staff, selection criteria of staff)
- Braiding of Title I and IDEA funds and resource planning to impact schoolwide program

Teachers / Instructional Coaches/ Service Providers: All teachers/coaches/service providers are trained in the following areas as needed:

- Research and evidence based practices for an effective comprehensive literacy program
- The five components of reading, oral language, spelling, and written communication
- Effective direct and explicit instructional practices for teaching students with disabilities or SRD to read
- Effective direct and explicit instructional practices for students with specific disabilities
- Using a Standards-Aligned IEP to align instruction with student goals
- How to effectively use DIBELS data to inform direct and explicit instruction

- Formative assessment practices
- How to effectively differentiate instruction
- Curriculum & standards alignment
- Understanding of universal (first best instruction), targeted, and intensive instructional practices
- Using data to intentionally plan needs-based instruction (*e.g.,* small group instruction, learning centers)

In addition to the above, building or AU level Literacy Coaches (if used) are trained in the following areas as needed:

- All required skills for being an instructional coach
- Mentoring/coaching instructional staff and leaders

Building Level Teams (e.g. grade level teams, vertical teams, entire staff, etc.): All building teams are trained in the following areas as needed:

- Organizing and implementing an effective Professional Learning Community
- Establishing inclusive environments and employing culturally responsive practices
- Data based dialogue, problem solving, and decision making
- Effective teaming practices

Other Training/Services

K-3 Teachers:

- Use of TIPS (Teachers Involve Parents in Schoolwork) For additional information please see: http://www.csos.jhu.edu/p2000/tips/index.htm

First Grade Teachers:

- Partnering with Instructional Coaches
- First Grade Academy
    - instructional routines
    - expectations for first grade benchmarks
    - developmental process of reading
    - data driven instruction to inform instruction

Parents:

- Use of TIPS (Teachers Involve Parents in Schoolwork) www.csos.jhu.edu/p2000/tips/index.htm
- Developmentally appropriate reading skills for their child
- Understanding the data and how to connect to it to student goals
- Understanding a standards-aligned IEP and how it informs instruction
- Home and community activities to support literacy development at home

Paraprofessionals:

- The five components of reading, oral language, spelling, and written communication
- Effective direct and explicit instructional practices and routines for students with specific disabilities
- Using a Standards-Aligned IEP to align instruction with student goals
- small group instruction

Preschool & K Teachers (if there is a feeder preschool)

- transition planning

<u>Demonstration Site Activities</u>

CDE Activities:

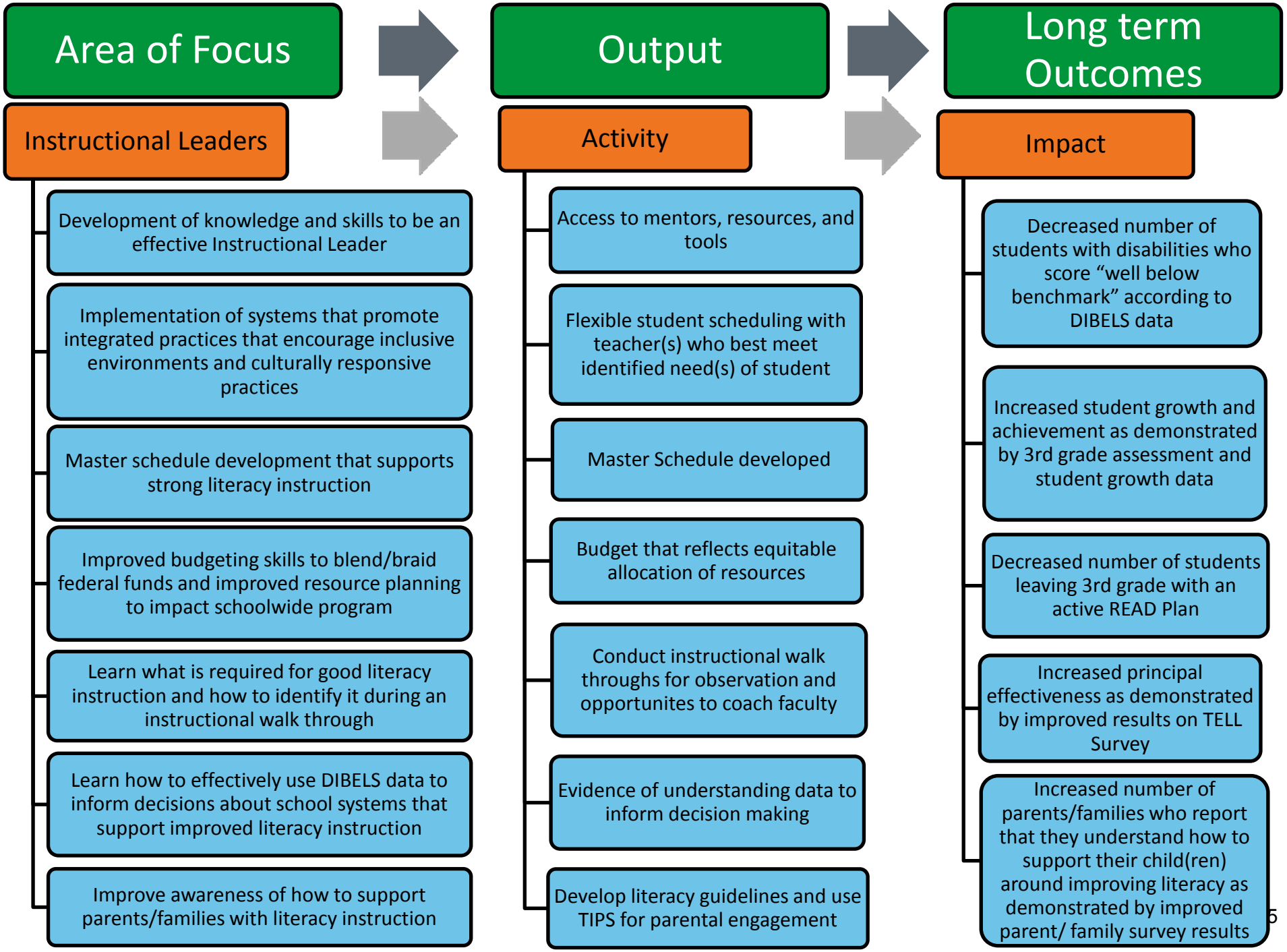
- Develop, coordinate, and deliver all training
- Develop guidelines/models for embedded coaching for sustainability
- Develop master schedules
- Provide professional learning in EBP in literacy
- Provide guidance for budgeting (blending & braiding
- Develop Professional Learning Communities / Mentoring / Coaching for teachers, coaches, and leadership
- Provide a Principal Leadership Academy / Teacher Academy / First Grade Academy
- Coordinate with IHEs (as feasible) to arrange for student internships
- Allocate resources accordingly
- Review Induction Programs and provide recommendations

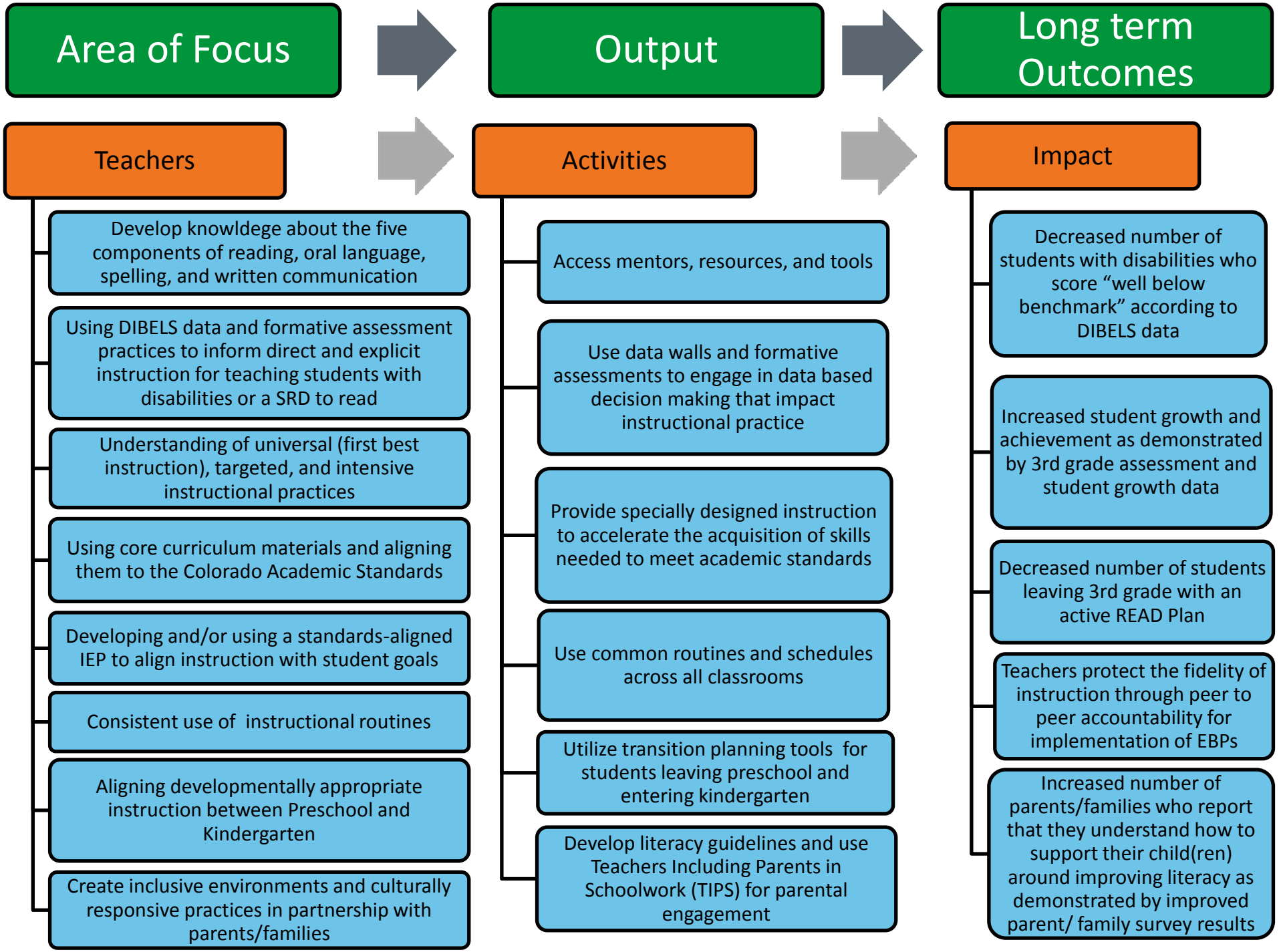
School Activities:

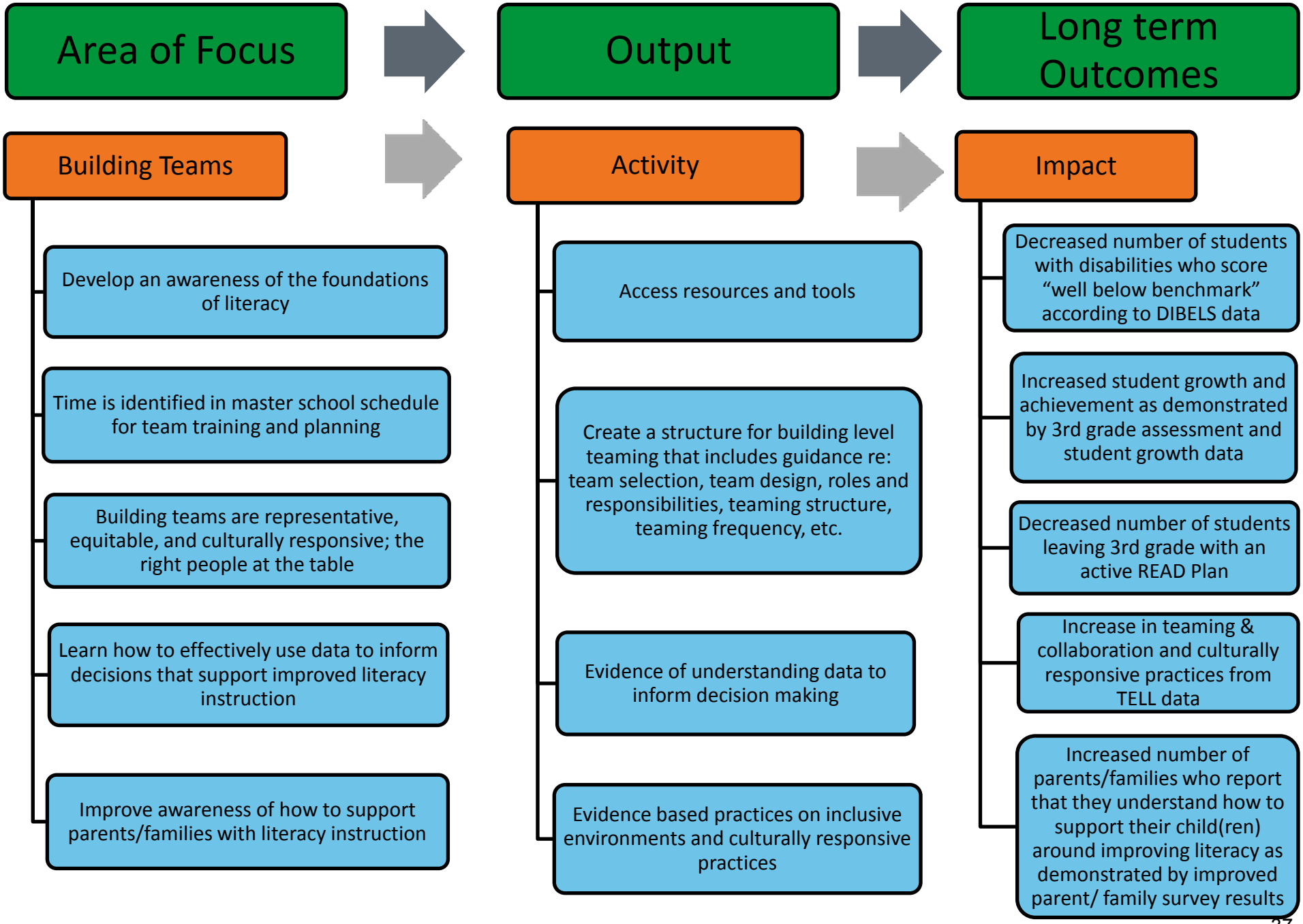
- Agree to MOU for data sharing with CDE
- Leaders / Staff participate in pre-post knowledge assessments
- Leaders / Staff attend all needed training
- Leaders develop/adjust master schedule
- Leaders hire instructional coach (if needed)
- Teachers implement evidence based practices for an effective comprehensive literacy program
- Teachers use DIBELS data to inform direct and explicit instruction
- Implement DIBELS Pathways to Progress for individual student goals
- Teachers use TIPS with families
- Participate in TELL survey (2017 & 2019)

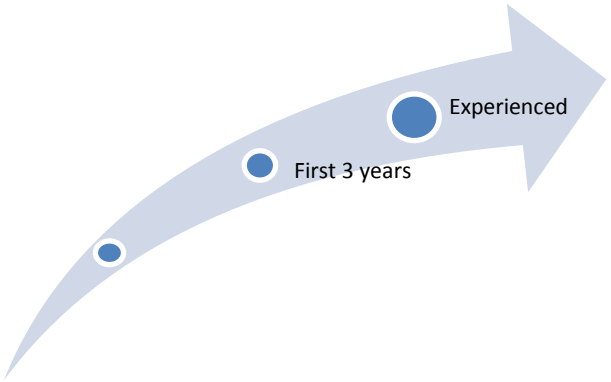
Evaluation Considerations:

- The schools will be used as the unit of analysis
- Pre & Post-tests of Teacher Knowledge (*e.g.,* Foundations, IEP, 5 components of reading, using best practices)
- Literacy Assessment Tool (pre/post)
- DIBELS scores
- Progress Monitoring depth (frequency rate of PM is higher for schools who are scoring -average-above average-well above average - rate of moving students out of “below benchmark” and “well below benchmark”)
- 3rd Grade ELA Assessment Scores (4th, 5th)
- 4th Grade NAEP scores (if available)
- Identification Rates
- Increased parent engagement according to Parent Survey
- TELL Data


Area of Focus
Output
Long term Outcomes
Instructional Leaders
Activity
Impact
Development of knowledge and skills to be an effective Instructional Leader
Implementation of systems that promote integrated practices that encourage inclusive environments and culturally responsive practices
Master schedule development that supports strong literacy instruction
Improved budgeting skills to blend/braid federal funds and improved resource planning to impact schoolwide program
Learn what is required for good literacy instruction and how to identify it during an instructional walk through
Learn how to effectively use DIBELS data to inform decisions about school systems that support improved literacy instruction
Improve awareness of how to support parents/families with literacy instruction
Access to mentors, resources, and tools
Flexible student scheduling with teacher(s) who best meet identified need(s) of student
Master Schedule developed
Budget that reflects equitable allocation of resources
Conduct instructional walk throughs for observation and opportunites to coach faculty
Evidence of understanding data to inform decision making
Develop literacy guidelines and use TIPS for parental engagement
Decreased number of students with disabilities who score “well below benchmark” according to DIBELS data
Increased student growth and achievement as demonstrated by 3rd grade assessment and student growth data
Decreased number of students leaving 3rd grade with an active READ Plan
Increased principal effectiveness as demonstrated by improved results on TELL Survey
Increased number of parents/families who report that they understand how to support their child(ren) around improving literacy as demonstrated by improved parent/ family survey results


Area of Focus
Output
Long term Outcomes
Teachers
Activities
Impact
Develop knowldege about the five components of reading, oral language, spelling, and written communication
Using DIBELS data and formative assessment practices to inform direct and explicit instruction for teaching students with disabilities or a SRD to read
Understanding of universal (first best instruction), targeted, and intensive instructional practices
Using core curriculum materials and aligning them to the Colorado Academic Standards
Developing and/or using a standards-aligned IEP to align instruction with student goals
Consistent use of instructional routines
Aligning developmentally appropriate instruction between Preschool and Kindergarten
Create inclusive environments and culturally responsive practices in partnership with parents/families
Access mentors, resources, and tools
Use data walls and formative assessments to engage in data based decision making that impact instructional practice
Provide specially designed instruction to accelerate the acquisition of skills needed to meet academic standards
Use common routines and schedules across all classrooms
Utilize transition planning tools for students leaving preschool and entering kindergarten
Develop literacy guidelines and use Teachers Including Parents in Schoolwork (TIPS) for parental engagement
Decreased number of students with disabilities who score “well below benchmark” according to DIBELS data
Increased student growth and achievement as demonstrated by 3rd grade assessment and student growth data
Decreased number of students leaving 3rd grade with an active READ Plan
Teachers protect the fidelity of instruction through peer to peer accountability for implementation of EBPs
Increased number of parents/families who report that they understand how to support their child(ren) around improving literacy as demonstrated by improved parent/ family survey results


Area of Focus
Output
Long term Outcomes
Building Teams
Activity
Impact
Develop an awareness of the foundations of literacy
Time is identified in master school schedule for team training and planning
Building teams are representative, equitable, and culturally responsive; the right people at the table
Learn how to effectively use data to inform decisions that support improved literacy instruction
Improve awareness of how to support parents/families with literacy instruction
Access resources and tools
Create a structure for building level teaming that includes guidance re: team selection, team design, roles and responsibilities, teaming structure, teaming frequency, etc.
Evidence of understanding data to inform decision making
Evidence based practices on inclusive environments and culturally responsive practices
Decreased number of students with disabilities who score "well below benchmark" according to DIBELS data
Increased student growth and achievement as demonstrated by 3rd grade assessment and student growth data
Decreased number of students leaving 3rd grade with an active READ Plan
Increase in teaming & collaboration and culturally responsive practices from TELL data
Increased number of parents/families who report that they understand how to support their child(ren) around improving literacy as demonstrated by improved parent/ family survey results



Improvement Strategy #2*:* In collaboration across the State Education Agency (SEA) we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, first grade general educators, and related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction.

a) Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance ☐	**Accountability** ☑	**Professional development** ☑
Data ☑	**Quality standards** ☑	**Technical assistance** ☑
Finance ☐		

b) Is this strategy intended to directly improve practices? **Yes** ☑ **No** ☐

1. Intended Outcomes

- Aligned IHE competency for pre-service teachers and leaders with novice to professional teacher and leader literacy competency models that provide progressive skill and knowledge development within a Multi-Tiered System of Support.
- Use of evidence-based practices for first grade literacy instruction in ELAT schools resulting in improved reading proficiency.
- The alignment of the professional learning system across the SEA provides the delivery a coordinated set of activities and training opportunities that are resulting in strong instructional leaders and teachers who understand the literacy needs of students with disabilities.

2. Improvement Plan

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved
The SEA will create and integrate teacher / leader literacy competency models by identifying progressive skill and knowledge development in literacy for: • New teachers and leaders entering the profession (0 years of experience) • Novice teachers and leaders (1-3 years of experience) • Experienced teachers and leaders (4+ years of experience)	1. Coordinate with the CEEDAR SLT members from the IHEs to identify skills and knowledge expected of graduates entering the profession for the first time 2. Coordinate with the Teaching and Learning Unit to identify skills and knowledge expected of novice and experienced teachers / leaders 3. Prioritize required competencies 4. Develop progression of expectations 5. Coordinate across the SEA to deliver training and development that is aligned with the model 6. Carefully document activities, adjustments in strategies and upload supporting evidence 7. Provide quarterly progress monitoring	Funding, release time, meeting space, materials, collaborative human resources. • Networks Improvement Communities (NICs) • Innovation Configurations • Course Enhancement Modules (CEMs) • Educator Effectiveness Rubrics • Literacy Evaluation Tool • Teacher Knowledge Survey	ESSU Literacy Specialist	March 2016 – December 2017	Members from other SEA offices will serve on the SLT Other SEA Offices to provide direct input and serve in advisory roles Delivery of professional learning

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved
	reports and plan updates to the SSIP Coordinator (Due the first of March, June, Sept, and Dec)				
Develop an embedded coaching model that provides advance and just-in-time professional learning for elementary school principals and teachers	1. Examine data of schools participating in the Embedded Coach Model that also have a Title I school wide plan 2. Select 20 demonstration schools and conduct principal interviews to evaluate readiness for project participation 3. Conduct site-based observations to determine the areas of strength and needs regarding literacy instruction 4. Through embedded coaching determine the strategies, approaches, and activities that will contribute to scale-up 5. Make strategic decisions relating to how literacy instruction reform efforts are implemented and progress is monitored	Funding, release time, meeting space, materials, collaborative human resources, data (e.g., DIBELS, office referral, etc.), school readiness evaluation, observation checklists, literacy evaluation tool, teacher knowledge survey, model school observation form, "training menu", framework for instructional feedback, literacy road map	ESSU Literacy Specialist	January 2016 – June 2019	Other SEA Offices to provide direct input and serve in advisory roles Delivery of professional learning

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved
	6. Provide information to support their decision making 7. Carefully document activities, adjustments in strategies and upload supporting evidence 8. Provide quarterly progress monitoring reports and plan updates to the SSIP Coordinator (Due the first of March, June, Sept, and Dec)				
Develop virtual mentoring / coaching, and /or community of practice (CoP) models that provide directors of special education, elementary school principals, and educators access to colleagues who have knowledge in a variety of areas for positive impact in elementary school settings	1. Establish a software selection committee 2. Review and select a software program that will meet the identified needs 3. Develop a phased roll-out plan 4. Make strategic decisions relating to how mentoring and CoP efforts are implemented and progress is monitored 5. Provide information to support their decision making 6. Carefully document	Funding, meeting space, materials, collaborative human resources, scalable cloud-based software program	Professional Development and Statewide Initiatives Team - (Individual TBD)	April 2016 – June 2019	Other SEA Offices to provide direct input and serve in advisory roles Delivery of professional learning

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved
	activities, adjustments in strategies and upload supporting evidence 7. Provide quarterly progress monitoring reports and plan updates to the SSIP Coordinator (Due the first of March, June, Sept, and Dec)				

3. Evaluation Plan

Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan?	Measurement/Data Collection Methods	Timeline (projected initiation and completion dates)
1. Evidence of teacher and leader aligned competency models with progressive skill and knowledge development in literacy for pre-service through novice and professional licensed teachers / leaders.	1. Models are developed using the CEEDAR innovation configurations, the Colorado Standards for Continuous School Improvement, the CDE Literacy Framework, and the University of Virginia Darden/Curry Partnership for Leaders in Education / Documentation provided	June 2016 – May 2018

2. Embedded coaching model at Demonstration Sites provides advance and just-in-time professional learning for elementary school principals and teachers.	2. Evidence of the following: • Improved knowledge and skills between Pre & Post-tests on Teacher Knowledge Survey / Testing conducted by ESSU Literacy Coaches • Improved knowledge and skills between Pre & Post-tests on Literacy Assessment Tool (pre/post) Testing conducted by ESSU Literacy Coaches • Evidence of increased parent engagement according to Parent Survey / Survey provided and data gathered and analyzed by ESSU data team • Improved TELL data between February 2017 and February 2019 surveys • Return on Investment (ROI) survey indicate positive impact / Survey provided and data gathered and analyzed by ESSU data team	November 2015 – June 2019
3. Virtual mentoring/coaching and/or community of practice (CoP) models provide demonstration school site directors of special education, elementary school principals, and educators access to colleagues who have knowledge in a variety of areas for positive impact in elementary school settings	3. Virtual coaching / mentoring / Cop forums are established and ROI Surveys indicate positive impact	July 2016 – June 2019

Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
Intermediate	1. Aligned IHE competency for pre-service teachers and leaders with novice to professional teacher and leader literacy competency models that provide progressive skill and knowledge development within a Multi-Tiered System of Support.	Is there an aligned competency model indicating what a teacher candidate must know, through induction, followed by the professional teacher competencies?	Teacher candidates indicate readiness for classroom instruction in literacy on surveys. Schools are demonstrating growth in moving students out of well below benchmark.	Surveys / TBD between IHEs and SEA according to CEEDAR blueprint	June 2016 – May 2018
Intermediate	2. Use of evidence-based practices for first grade literacy instruction in ELAT schools resulting in improved reading proficiency.	Are students in the first grade at the Demonstration Sites showing improved reading proficiency? Where? What practices are making the most difference?	Decreased number of students with disabilities who score "well below benchmark" according to DIBELS data	DIBELS Data, ELAT collection data, Read Act collection data, and State Assessment data/ Data management systems	November 2015 – June 2019

Long term	3. The alignment of the professional learning system across the SEA provides the delivery a coordinated set of activities and training opportunities that are resulting in strong instructional leaders and teachers who understand the literacy needs of students with disabilities.	Are the leaders and teachers demonstrating an understanding of literacy instructional practices? Where? What PD has been accessed that is contributing to growth? Does the TELL data indicate growth across the measures that are tied to leadership, PD, and cultural awareness? Where? Are the families of students with disabilities reporting an increased understanding of literacy? Where? Who?	Increased student growth and achievement as demonstrated by 3rd grade assessment and student growth data Decreased number of students leaving 3rd grade with an active READ Plan Increase in teaming & collaboration and culturally responsive practices from TELL data Increased number of parents/families who report that they understand how to support their child(ren) around improving literacy as demonstrated by improved parent/ family survey results	DIBELS Data, ELAT collection data, Read Act collection data, and State Assessment data, surveys (*e.g.,* TELL, family, confidence)/ Data management systems	July 2016 – June 2019

Joint Collaboration

Exceptional Student Services Unit and Federal Programs Unit

The final improvement strategy of the SSIP is related to exploring and leveraging federal funding streams. Up to this point Colorado districts have not taken advantage of the optional Coordinated Early Intervening Services (CEIS). Additionally, due to burdensome reporting requirements for IDEA and ESEA, there has been reluctance at the school, district, and state level to blend and braid funds. However, with the passage of the ESSA and TA provided by OSEP, we will examine these options further to see where blending and braiding may be appropriate. One way we have begun to explore this further is through three grants: the High Achievers Grant – part one of a research study, the Connect for Success grant – part two of the research study, and the Reading Ignite Grant. The following information will provide some context for the improvement strategy.

High-Achieving School Study

Beginning in the fall of 2014, the Federal Programs Unit and the Exceptional Student Services Unit began working on a joint research project. The first stage of this process included awarding five, high-achieving schools (one Title I school and four non-title schools) with a grant that required their participation in a research study of best practices. Stakeholders and representatives spanned across the two Units as well as the five schools which included parents/families, general and special education teachers, related service providers, and administrators.

These 5 high-achieving schools showed achievement success across four sub-groups: students with disabilities, students eligible for free & reduced lunch, English language learners, and students of minority. The schools were selected to participate in a comprehensive review based upon the eight standards from the **Colorado Standards and Indicators for Continuous Improvement.**[12] These standards are organized into two groups: Teaching for Learning (Standards & Instructional Planning, Best First Instruction, Assessment of & for Learning, and Tiered Support) and Organizing for Results (Leadership, Climate & Culture, Educator Effectiveness, and Continuous Improvement). From the study several themes were identified across all five schools.

Mohajeri-Nelson, the lead researcher stated, "This study, although comprehensive and rigorous in nature, captured a limited snapshot of the plethora and depth of activities that occur during a school year. Therefore, it is acknowledged that many more policies, procedures, and practices are likely contributing to the success of the schools. Nonetheless, during the course of the study, the following trends were compelling across the five schools" (Table 2).[13] The second phase of this research study will focus on these themes for implementation in schools that are identified for improvement.

[12] http://www.cde.state.co.us/cdechart/coloradostandardsandindicatorsforcontinuousschoolimprovement
[13] For information about the study, contact Nazanin Mohajeri-Nelson at Mohajeri-nelson_n@cde.state.co.us

TABLE 2: Several key areas of effectiveness were noted across the schools:	Colorado Standards and Indicators for Continuous Improvement
Relationships are Valued	Leadership, Culture & Climate
Time is Invested and Protected	Leadership
Performance Monitoring is Purposeful, Frequent, and Effectively Used	Assessment of & for Learning
Decisions are Student-Centered	Leadership, Culture & Climate
Expectations are Set High, Made Explicit, Frequently Expressed, and Consistently Applied	Leadership, Culture & Climate
Learning is Purposefully and Meaningfully Structured	Standards & Instructional Planning
Staff intentionally Uses Common Language for Consistent Messaging	Leadership, Culture & Climate
Capitalizing on Available Resources	Leadership, Best First Instruction, Culture & Climate

Connect for Success Grant

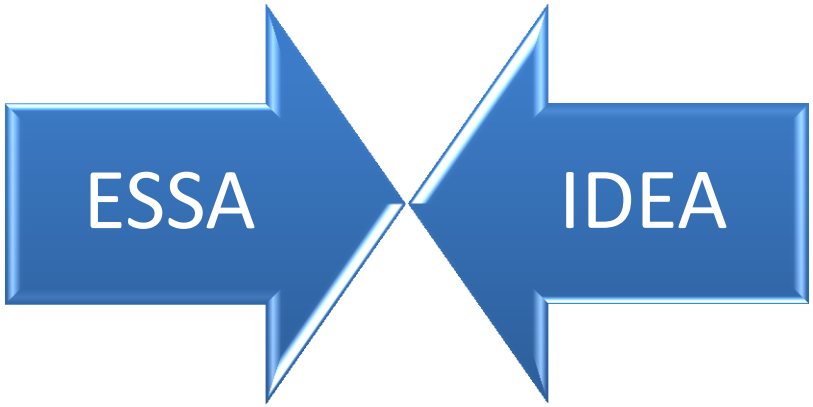
We are now in the second phase, which included the creation of the **Connect for Success** grant for low performing schools to implement the policies, practices, and procedures identified in Phase I, with guidance and input from the High Achieving Schools and their districts. From a list of schools that were eligible to participate, a Request for Proposal was issued and 20 schools were selected and funded. The section of the schools was based upon the scoring results of their RFP that provided evidence of readiness and priorities aligned with the purpose of the grant. The leaders and teachers from these districts and schools are working with the high achieving schools and districts to create networking and mentoring opportunities.

The purpose of the grant is to identify the policies, procedures, and practices, especially those pertaining to the disaggregated groups that appear to be contributing to the success of model schools, implement those within their own school culture, and progress monitor for success. The ultimate goal is to identify those that could be replicated using ESEA or IDEA funds and then have these schools and districts articulate, showcase, and disseminate successes. This grant requires each school to have an implementation coach and CDE has hired an Implementation Lead to oversee grant requirements.

This collaborative effort is one example of the anticipated leveraging of resources that support improvement, build capacity in AUs, and scale up evidence-based strategies to improve results for students with disabilities.

Reading Ignite Grant

This grant is a one year grant designed for awarded schools to implement DIBELS Next as their approved READ Act assessment. This grant required the convening of a School Leadership Team that will participate in monthly data analyses regarding student progress in reading proficiency. They must commit to implementing Scientifically Based Reading Research and provide explicit and systematic instruction of the five components of reading into all elements of the K-6 teaching structures. The **Reading Ignite Grant** will provide a control group as they will not be receiving embedded coaching.



Improvement Strategy #3: In collaboration with the Federal Programs Unit we will align and leverage allowable uses of supplemental federal funding streams to meet the needs of high risk students, especially students with disabilities.

a) Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance ☑	**Accountability** ☐	**Professional development** ☑
Data ☐	**Quality standards** ☐	**Technical assistance** ☑
Finance ☑		

b) Is this strategy intended to directly improve practices? **Yes** ☑ **No** ☐

1. Intended Outcomes

- In collaboration with the Special Education and Federal Programs Directors, guidelines will be developed regarding the blending and braiding of supplemental federal funding streams.
- ESSA awards are coordinated along with the provision of TA across the Exceptional Student Services and Federal Programs Units.

2. Improvement Plan

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved
The Finance Advisory Committee will: 1) Work to revise and enhance aspects of funding guidelines to blend and braid federal funding streams in order to strengthen the delivery of a coordinated set of services and activities for students with disabilities 2) Provide TA to support the field to implement new approach to coordinating funding streams	1. Examine trends in finance reform and develop guidelines 2. Make strategic decisions relating to how reform efforts are implemented and progress is monitored 3. Provide information to support their decision making 4. Carefully document activities, development of guidelines, and upload supporting evidence 5. Provide TA to field 6. Provide bi-annual updates to the SSIP Coordinator	Funding, meeting space, materials, collaborative human resources Key stakeholders will include: Directors of AUs and Title I Directors, CDE Grants Fiscal, Principals, District Fiscal staff	Exceptional Student Services Unit - Director of Finance	May 2016 – June 2019	Members from other SEA offices will serve on the advisory committee and will also be responsible for action plan
The 10O3a Committee will: 1) Identify a collaborative grant opportunity to fund in order to pilot blending and braiding strategies designed to strengthen the delivery	1. Expand membership to include representation from the ESSU 2. Develop criteria and award grant for pilot 3. Make strategic decisions relating to how reform efforts are implemented and progress is	Funding, release time, meeting space, materials, collaborative human resources	Exceptional Student Services Unit – SPP Coordinator	August 2015 – June 2018	Members from other SEA offices will serve on the committee and will also be responsible for

Activities to Meet Outcomes	Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved
of a coordinated set of services and activities for students at risk of failure 2) Provide TA to support the field to implement new approach to coordinating funding streams	monitored 4. Hire an Implementation Manger to coordinate pilot grant 5. Provide information to support their decision making 6. Carefully document activities and develop guidelines 7. Provide PL and TA to field 8. Implementation Manager carefully document grant activities and upload supporting evidence 9. Provide TA to field 10. Implementation Manager provides regular updates to the SSIP Coordinator (Dates based upon grant cycle)	See Above	See Above	See Above	action plan

3. Evaluation Plan

Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan?	Measurement/Data Collection Methods	Timeline (projected initiation and completion dates)
Blending and Braiding Guidelines developed	Evidence of guidelines/ document	September 2015 – June 2018
Connect For Success Grant 1. Request for Proposals submitted demonstrating district and school readiness, capacity, and plan, budget 2. Awards granted 3. On-site visits (beginning / end) 4. Action plans: short & long term goal setting, budget planning 5. Implementation and progress monitoring	Evidence of grants funded, agendas, action plans, Parent surveys – distributed by the school; collected and analyzed by CDE, Personnel surveys – distributed by the school; collected and analyzed by CDE, Observation/walkthrough data – collected by a team from CDE and/or the implementation coach Interviews with school leadership, teachers, staff, families, and students – collected by a team from CDE and/or the implementation coach, Interviews with school leadership, teachers, staff, families, and students – collected by a team from CDE and/or the implementation coach	August 2015 – June 2018
Reading Ignite Grant 1. Request for Proposals submitted demonstrating district and school readiness, capacity, and plan, budget 2. Awards granted 3. Purchase DIBELS Next 4. Action plans: short & long term goal setting, budget planning 5. Implementation and progress monitoring	Evidence of grants funded, agendas, action plans, and progress monitoring / Reports to Federal Programs and Grants Fiscal	September 2015 – June 2017

Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved?	Measurement/Data Collection Method	Timeline
Intermediate	In collaboration with the Special Education and Federal Programs Directors, guidelines will be developed regarding the blending and braiding of supplemental federal funding streams.	Do the guidelines meet the needs of both rural and urban districts? Do the guidelines provide rubrics for the various funds that can be blended and braided?	Multiple stakeholder involvement in the development of the Guidelines	Agendas, attendance, guidelines / Documentation	September 2015 – June 2018
Long Term	ESSA awards are coordinated along with the provision of TA across the Exceptional Student Services and Federal Programs Units.	Is this considered routine and the normal way of doing business? Is the joint TA meeting the needs of the schools and districts? Are the students demonstrating increased proficiency in	Coordinated funding sources in the schools are resulting in: • A decreased number of students with disabilities who score "well below benchmark" according to DIBELS data	Calendar, behavior, expectations, awards / surveys and documentation	September 2014 – June 2024

		reading? Is the reporting still considered burdensome by the schools and districts?	• An increased student growth and achievement as demonstrated by 3rd grade assessment and student growth data • A decreased number of students leaving 3rd grade with an active READ Plan		

Framework for Phase III Implementation

As identified in Phase I of the development of the SSIP (p. 61), throughout this process there were numerous times when stakeholders strongly emphasized that students with disabilities are general education students first, who also require specialized instruction to meet their unique educational needs. As we refined our improvement strategies we utilized two CDE guidance documents: the **Colorado Standards and Indicators for Continuous Improvement**[14], and the **Colorado Literacy Framework**[15]. Additionally, for our Demonstration School Sites with embedded coaches, we have chosen to use the best evidence-based practices available in school leadership research, school turnaround research, and literacy research and will organize our use of evidence-based practices within the embedded coach schools through four main levers of change based upon the **University of Virginia Darden/Curry Partnership for Leaders in Education.**[16] These levers include Leadership, Differentiated Support and Accountability, Talent Management, and Instructional Infrastructure.

[14] http://www.cde.state.co.us/cdechart/coloradostandardsandindicatorsforcontinuousschoolimprovement
[15] http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clp/downloads/coloradoliteracyframework.pdf
[16] http://www.darden.virginia.edu/darden-curry-ple/

Theory of Action: If we at the Colorado Department of Education in the Exceptional Student Services Unit

support AUs and educators by

- Providing educators with training and tools on research and evidence-based practices to increase literacy development for all students;
- Supporting educators in identifying and responding to every student's needs in literacy development as they enter and progress through school;
- Supporting educators in using data to identify and respond effectively to students' needs in literacy development;
- Assisting educators in partnering with families to increase students' literacy development beyond the school day and school year;
- Engaging and encouraging communities and external partners to support students' literacy development beyond the school day and school year;
- Helping school systems build the systems needed to support and sustain early literacy attainment;
- Providing targeted technical assistance to the districts and schools with the lowest percent of students meeting reading targets;

through developing and creating

- An aligned professional learning system from pre-service training at universities- through licensure- to the ongoing professional development opportunities;
- Training related to literacy instruction for combined teams of preschool through 3rd grade special educators and general educators;
- Coaching and mentoring programs for preschool through 3rd grade special educators with a strong emphasis on follow-up and feedback to inform literacy instruction;
- Guidance and opportunities for blending and braiding of federal funds;

that are intentionally aligined to the

- ***Colorado Standards and Indicators for Continuous Improvement***
  - Standard 1: Standards and Instructional Planning
  - Standard 2: Best First Instruction
  - Standard 3: Assessment of & for Learning
  - Standard 4: Tiered Support
  - Standard 5: Leadership
  - Standard 7: Educator Effectiveness
  - Standard 8: Continuous Improvement
- ***Colorado Literacy Framework***
  - The integration of the five components of reading informs CDE's literacy initiatives.
  - Early learning experiences support literacy development in young children.
  - Research-based instructional approaches fostering communication skills, including oral and written language, promote access, opportunity and academic achievement.
  - Purposeful, direct, explicit and systematic instruction is valuable for continuous literacy achievement.
  - Student learning and motivation are enhanced by a connection to cultural experience and personal relevance
  - Valid and reliable student literacy achievement data support grantees and constituents in measuring success of initiatives
  - Collaboration among education professionals, family and community is essential to improved student literacy achievement.
  - All students benefit from literacy instruction provided within a multi-tiered system of support that provides students instruction that is needs-based, intensive and of sufficient duration to accelerate learning.";

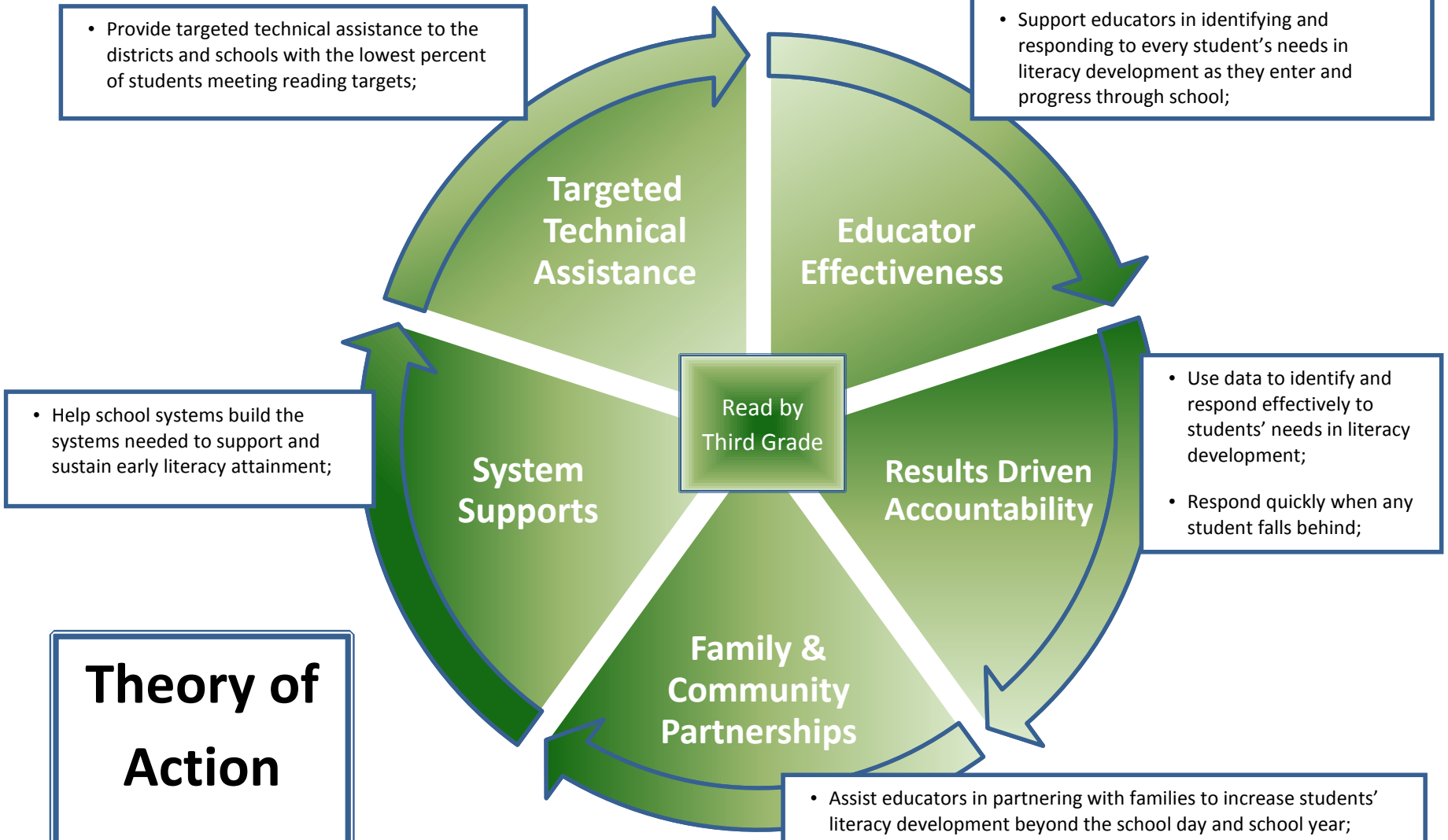
then students with disabilities will demonstrate improved reading proficiency by third grade.

Theory of Action

If we in the Colorado Department of Education and the Exceptional Student Services Unit:

- Provide targeted technical assistance to the districts and schools with the lowest percent of students meeting reading targets;

- Provide educators with training and tools on research and evidence-based practices to increase literacy development for all students;
- Support educators in identifying and responding to every student's needs in literacy development as they enter and progress through school;



- Help school systems build the systems needed to support and sustain early literacy attainment;

- Use data to identify and respond effectively to students' needs in literacy development;
- Respond quickly when any student falls behind;

- Assist educators in partnering with families to increase students' literacy development beyond the school day and school year;
- Engage and encourage communities and external partners to support students' literacy development beyond the school day and school year;

Then students with disabilities will demonstrate improved reading proficiency by third grade.

APPENDICES

Leadership Team and Stakeholder Contributors

State Department Leadership Team

Team Members	Role
Tanni Anthony	Director of Access, Learning & Literacy
Randy Boyer	CDE Assistant Commissioner,
Angela Denning	Executive Director, Exceptional Student Services Unit
Faye Gibson	Supervisor of Statewide Professional Development Initiatives
Barb Goldsby	Director of Finance and Operations
Fran Herbert	Supervisor, Continuous Improvement Process
Ellen Hunter	ESSU Literacy Specialist
Miki Imura	Supervisor of Data Accountability and Achievement
Barb Johnson	ESSU Literacy Specialist
Toby King	Deputy Executive Director, Exceptional Student Services Unit
Jacquelin Medina	Director of Gifted Education and Twice Exceptional
Cindy Millikin	Director of Results Driven Accountability
Wendy Sawtell	State Performance Plan Coordinator
Judy Stirman	Director of Facility Schools

Stakeholders - Plan Contributors

Team Members	Representing	Organization
Cynthia Arendt	Administrative Coordinator	St. Vrain Valley School District
Teresa Bandel-Schott	Director of Special Education	Rio Blanco Board of Cooperative Services (BOCS)
Marcia Blum	Preschool Special Education Instructional Technology	Exceptional Student Services Unit
Jeannie Boice-Wiley	Director of Special Education, Retired	East Central Board of Cooperative Education Services (BOCES)
Roxanne Bradley	Special Education Consultant and Regional Representative	Learning Differences World, CSEAC, Student Outcomes Committee
Donna Bright	Principal Literacy Consultant	CDE, Office of Literacy
Rachel Browning	Assistant Director	Aurora Public Schools
Mandy Bryant	Kindergarten Teacher	Woodland Park School District
Pat Chapman	Executive Director	Federal Programs Unit
Jessica Daily	MTSS Systems of Support Coordinator	Teaching and Learning Unit
Becky Dancer	Director of Special Education	Jefferson County School District
Cindy Dascher	Supervisor – Family & School Partnering	Exceptional Student Services Unit

Jennifer Erickson	Instructional Coach	Eagle County School District
Julie Goldberg	Assistant Director of Exceptional Student Services	Eagle County School District
Vicki Graham	Supervisor – Fiscal	Exceptional Student Services Unit
Bev Harris	Regional Representative	CSEAC, Student Outcomes Committee
Fran Herbert	Supervisor, Continuous Improvement Process	Exceptional Student Services Unit
Wynette Howard	State Preschool Special Education Program Coordinator	Exceptional Student Services Unit
Kathlynn Jackson	Director of Special Education	El Paso District 49
Lynn Kuhn	Literacy Consultant	Language-Literacy Links
Linda Lamirande	Accommodations and Assessment Specialist	Exceptional Student Services Unit
Cathy Lines	Family-School Partnering Specialist	CDE, State Advisory Council for Parent Involvement in Education (SACPIE)
Robin Madison	Special Education Instructional Coach	Eagle School District
Jill Marshall	Specific Learning Disability Specialist	Exceptional Student Services Unit
Heidi McCaslin	State Child Find Coordinator	Exceptional Student Services Unit
Trina Nichol	Director of Special Education	Mountain Board of Cooperative Education Services (BOCES)
Alyssa Ohleyer	Accountability Specialist	Exceptional Student Services Unit
Nick Ortiz	Results Matter Data and Operations Specialist	Early Learning and School Readiness
Vince Puzick	Reading, Writing, and Communicating Content Specialist	Teaching and Learning Unit
Michael Ramirez	Supervisor, Learning Supports	Office of Learning Supports
Scott Ross	Director, Office of Learning Supports	Teaching and Learning Unit
Evelyn Sickle	Coordinator of Special Education	Cherry Creek School District
Susan Snowdon	Director of Elementary Special Education / Early Childhood	Cherry Creek School District
Erin Sullivan	PBIS Statewide Coordinator	Office of Learning Supports
Joyce Thiessen-Barrett	Results Driven Accountability Family School Liaison	Exceptional Student Services Unit
Peggy Wallace	Preschool Director	Ute Pass Board of Cooperative Services (BOCS)
Kim Watchorn	Multi-tiered System of Supports Coordinator	Office of Learning Supports
Julia Wigert	School Psychologist Specialist	Exceptional Student Services Unit
Dan Wright	Regional Representative, Special Education Consultant	CSEAC, Student Outcomes Committee, and Aurora Public Schools

Stakeholders - Advisory Role

Members	Representing	Organization
Lynn Bamberry	Director, Competitive Grants & Awards	Federal Programs Unit
Alisa Dorman	Executive Director, Office of Literacy	Colorado Department of Education
Brigitte Gustafson	Director of Special Education	State Directors' Leadership Team
Lindsey Hayes	CEEDAR Center TA Provider	American Institutes for Research
Lynn Holdeheide	National Technical Assistance Center	American Institutes for Research
Meg Kamman	Project Coordinator	Collaboration for Effective Educator Development, Accountability and Reform Center (CEEDAR)
Nazanin Mohajeri-Nelson	Director – Data, Program Evaluation & Reporting	Federal Programs Unit
Debra Paul	Regional Representative, CSEAC Co-Chair, and Parent	Colorado Special Education Advisory Committee
Jill Pentimonti	National Technical Assistance Center	American Institutes for Research
Katherine Rains	Regional Representative, CSEAC Co-Chair, and Parent	Colorado Special Education Advisory Committee
Stacy Rush	CEEDAR Center TA Provider	American Institutes for Research
Christy Scott	Director – Early Intervention Program	Department of Human Services, Part C
Missy Sieders	Regional Representative, Parent/Family Advisor, and Parent	Colorado Special Education Advisory Committee & PEAK Parent
Cindy Ward	Performance Manager	District and School Performance Unit

CEEDAR Stakeholder Work Group

Members	Representing	Organization
Tanni Anthony	ESSU/Vision/Literacy/ALL TEAM	Colorado Department of Education (DOE)
Donna Bright	Senior Consultant, Office of Literacy	Colorado DOE
Pat Chapman	Federal Programs Executive Director	Colorado DOE
John Condie	Field Services / District and School Performance	Colorado DOE
Alisa Dorman	Executive Director of the Office of Literacy/READ Act	Colorado DOE
Faye Gibson	ESSU/Professional Development	Colorado DOE
Barb Goldsby	ESSU/Fiscal Operations	Colorado DOE
Wynette Howard	ESSU/Preschool	Colorado DOE
Ellen Hunter	ESSU/Literacy/Professional Development	Colorado DOE
Barbara Johnson	ESSU/Literacy/Professional Development	Colorado DOE
Toby King	ESSU/Deputy Executive Director	Colorado DOE
Lori Kochievar	Administrative Support for CEEDAR	Colorado DOE
Nancie Linville	Early Learning & School Readiness	Colorado DOE
Martinez, Karen Martinez	Professional Learning & Educator Licensing	Colorado DOE

Colleen O'Neil	Professional Learning & Educator Licensing	Colorado DOE
Scott Ross	Office of Learning Supports/MTSS	Colorado DOE
Wendy Sawtell	SPP Performance Plan Coordinator	Colorado DOE
Kim Watchorn	MTSS Coordinator	Colorado DOE
Jenn Weber	Professional Learning & Educator Licensing	Colorado DOE
Robert Mitchell	Academic Policy Officer for Educator Preparation	Colorado Department of Higher Education
Lindsay Hayes	CEEDAR	CEEDAR
Stacy Rush	CEEDAR	CEEDAR
Cynthia Lindquist	Chair of Special Education, Early Childhood and Culturally and Linguistically Diverse Education	Metropolitan State University of Denver (Metro)
Brian Siever	Associate Dean of the School of Education	Metro
Valerie Conley	Dean, College of Education	University of Colorado at Colorado Springs (UCCS)
Barbara Frye	Associate Professor in Literacy Education and Associate Dean	UCCS
Leslie Grant	Chair, Dept. of Teaching & Learning,	UCCS
Laura Marshall	Senior Instructor, Department of Teaching and Learning	UCCS
Margaret Scott	Assistant Professor, Leadership, Research, and Foundations	UCCS
Ginny Huang	Professor, College of Education and Behavioral Sciences	University of Northern Colorado (UNC)
Corey Pierce	Associate Professor of Special Education	UNC
Harvey Rude	Professor and Director of the School of Special Education	UNC
Eugene Sheehan	Dean, College of Education and Behavioral Sciences	UNC
Melissa Brydon	Associate Professor of Special Education Program Coordinator for Special Education Generalist Regis University	Regis University
Teresa Bandel-Schott	Special Education Director	Rio Blanco BOCES
Brigitte Gustafson	Special Education Director	Weld RE8 & Weld RE3J

Pilot School Clusters - Stakeholder Team

Team Members	Role
Principals & other administrative leaders	Pilot School Cluster #1
Principals & other administrative leaders	Pilot School Cluster #2
Faye Gibson	Supervisor of Statewide Professional Development Initiatives
Ellen Hunter	ESSU Literacy Specialist
Miki Imura	Supervisor of Data Accountability & Achievement, Results Driven Accountability
Barb Johnson	ESSU Literacy Specialist
Alyssa Ohleyer	Results Driven Accountability Specialist
Val Rolph	ESSU Literacy Specialist
Wendy Sawtell	State Performance Plan Coordinator

Readiness Survey

These elements were identified in the phase II pilot schools and will provide a framework of intentionality for technical assistance and professional learning. (Draft, March, 2016)

Element	Chose One		Comments
	Yes	No	
Element #1 – Philosophy of Reading Instruction			
1. There is adequate evidence that the philosophy of reading instruction in the school is steeped in SBRR.			
2. Evidence of foundational knowledge related to SBRR and instruction is evident.			
3. Targeted literacy is taught daily in both differentiated and whole group and small group formats based on students' needs.			
Element #2 – Effective Use of Time			
1. Students receive at least 90 minutes of reading instruction daily.			
2. Blocks of time (20-40 additional minutes) are intentionally scheduled daily to provide reading intervention for students performing below benchmark.			
3. Time is provided regularly for PLC and data dialog to plan targeted and needs-based reading instruction.			
Element #3 – Assessment			
1. A school-wide assessment calendar is in the place and adhered to consistently (Screening, progress monitoring and summative assessments are included).			
2. Intensive students are progress monitored at a minimum every two weeks on a consistent basis.			
3. Assessment data is used to identify students'			

literacy needs and targeted intervention is implemented to meet those needs.			
Element #4 – Professional Development			
1. PD is aligned to continued improvement in literacy knowledge and instructional practice.			
2. PD is aligned to the literacy goals outline in the UIP.			
3. An instructional coach is in place and provides direct support to teachers related to literacy instruction.			
4. PD supports sustainability of school-wide systems for teaching literacy.			
Element #5 – Resources			
1. Core Reading Program is in place and being used with fidelity.			
2. Intervention programs are in place to meet the targeted needs of struggling readers.			
3. Intervention programs/strategies are in place that align with SBRR.			
Element #6 – Staffing Specifics			
1. More than one teacher is at each grade level.			
2. Intervention teachers are available to provide targeted intervention.			
3. Special education teachers are a part of the overall staff (number of general special education teachers, related services teachers, etc.).			
Element #7 – Student Demographics and Family Involvement			
TBD			

Teacher Knowledge Surveys

Colorado Teacher Professional Development Need in Explicit Reading Instruction

1) Write the letter that best represents the first sound in the following words: (example: cat /k/)

   gesture___ wrist___ philosophy___ whole___ oyster___ guest___ chorus___

2) Write the letter that best represents the last sound in the following words: (example cat /t/)

   comb___ pads___ judge___ cheese___ king___ match___ folk___

3) Write the number of syllables that you hear in the following words: (example: bi/o/gra/phy 3)

   exact___ elephant___ believed___ sight___ finger___ hogs___ little___

4) Write the number of speech sounds that you hear in the following words: (example: l/o/ck 3)

   grown___ chew___ mix___ quaint___ through___ choice___ scratch___

5) Circle the word that has the same sound as the sound represented by the underlined letters:

p<u>u</u>sh	although	sugar	duty	pump
w<u>eigh</u>	pie	height	raid	friend
l<u>aw</u>n	pot	caught	on	spun

6) Why is it useful to know if a student can read nonsense words such as felp, tridding, and pertollic?
7) Underline the consonant blends: (Not all words contain consonant blends)

   knight climb wreck napkin squished spring first

Adapted and expanded with permission from surveys developed by Dr. Louisa Cook Moats

8) Underline the consonant diagraphs:

church numb shrink shepherd whether physical

9) Underline the schwa vowels:

telephone agenda along precious unless

10) When is “ck” used in spelling?

11) List the syllable types in English orghography:

12) Why is there a double “d” in “puddle” but a dingle “d” in poodle”?

13) What letters signal that a “c” is pronounced /s/?

14) List all the ways you know to spell “long o”.

15) List all the ways you know to spell /f/.

16) How is decoding skill related to reading fluency and comprehension?

17) List the elements of fluency:

18) List two way of improving fluency:

- _____
- _____

Adapted and expanded with permission from surveys developed by Dr. Louisa Cook Moats

19) Suzie is an 8 year old entering 3rd grade reading 60 words per minute accurately on her independent reading level. (Circle the letter that corresponds with the correct answer.)

a) Suzie is reading significantly below grade level and needs intensive reading instruction.
b) Suzie is reading adequately for her grade level.
c) Speed of reading is much less important than other indicators such as retelling the main idea.

20) List two ways to improve reading comprehension.

- _____
- _____

21) Write a short description/definition of each of the following:
    a) Consonants
    b) Consonant Diagraph
    c) Vowels
    d) Open Syllables
    e) Close Syllables
    f) Phoneme
    g) Syllable

22) Why is phoneme awareness important?

23) Rate how effective you feel you are at teaching students to read: (Circle the best description)

Not Very Effective Somewhat Effective Moderately Effective Highly Effective with Some Kids Highly Effective with Most Kids

24) What do you feel are your next steps in expanding your literacy instructional knowledge and practice?

Adapted and expanded with permission from surveys developed by Dr. Louisa Cook Moats

Teacher Knowledge Survey (Form 2)

Colorado Teacher Professional Development Need in Explicit Reading Instruction

1) Write the letter that best represents the first sound in the following words: (example: cat /k/)

   gesture___ wrist___ philosophy___ whole___ oyster___ guest___ chorus___

2) Write the letter that best represents the last sound in the following words: (example cat /t/)

   comb___ pads___ judge___ cheese___ king___ match___ folk___

3) Write the number of syllables that you hear in the following words: (example: bi/o/gra/phy 3)

   exact___ elephant___ believed___ sight___ finger___ hogs___ little___

4) Write the number of speech sounds that you hear in the following words: (example: l/o/ck 3)

   grown___ chew___ mix___ quaint___ through___ choice___ scratch___

5) Circle the word that has the same sound as the sound represented by the underlined letters:

p<u>u</u>sh	although	sugar	duty	pump
w<u>eigh</u>	pie	height	raid	friend
l<u>aw</u>n	pot	caught	on	spun

6) Why is it useful to know if a student can read nonsense words such as felp, tridding, and pertollic?
7) Underline the consonant blends: (Not all words contain consonant blends)

   knight climb wreck napkin squished spring first

Adapted and expanded with permission from surveys developed by Dr. Louisa Cook Moats

8) Underline the consonant diagraphs:

   church numb shrink shepherd whether physical

9) Underline the schwa vowels:

   telephone agenda along precious unless

10) List all the ways you know to spell “long o”.

11) List the syllable types in English orthography:

12) List all the ways you know to spell /f/.

13) Suzie is an 8 year old entering 3rd grade reading 60 words per minute accurately on her independent reading level. (Circle the letter that corresponds with the correct answer.)
    a) Suzie is reading significantly below grade level and needs intensive reading instruction.
    b) Suzie is reading adequately for her grade level.
    c) Speed of reading is much less important than other indicators such as retelling the main idea.

14) Write a short description/definition of each of the following:
    a) Consonants
    b) Consonant Diagraph
    c) Vowels
    d) Open Syllables
    e) Close Syllables
    f) Phoneme
    g) Syllable

15) Why is phoneme awareness important?

16) What do you feel are your next steps in expanding your literacy instructional knowledge and practice?

Adapted and expanded with permission from surveys developed by Dr. Louisa Cook Moats

Literacy Evaluation Tool

The Literacy Evaluation Tool should be used by consultants and specialists outside of the education program or by school

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.		

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).		

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.		

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.		
Evaluation Criteria	**Documentation of Evidence**	**0=Not in place 1=Partially in place 2=Fully in place**
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.		
2. On-going, job-embedded professional learning is provided in many ways to meet varying staff needs.		
3. School leaders regularly encourage teachers to improve instruction regarding literacy after observing frequently and providing specific feedback.		
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.		
5. PD is determined to be high quality and is research based. Staff knows the specific effectiveness behind the research.		
6. In order to establish trends, multiple sources of school data are used when planning and implementing professional development.		
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.		
8. PD is aligned to the goals outlined in the school's Unified Improvement Plan (UIP).		
9. Structures are in place for providing on-going, job-embedded professional development for new staff members.		
10. Professional development supports sustainability of school-wide systems for teaching literacy.		

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	

Coach Competencies

Qualifications	Master's degree from an accredited university in reading, elementary education, special education or related field; with three years' experience as a literacy coach or reading specialist; In-depth knowledge of and experience in the implementation of scientifically-based reading instruction; in-depth understanding of IDEA and the literacy needs of students with disabilities coupled with high expectations for student success; familiarity with a variety of core reading programs, reading assessments, instructional strategies, and organization of reading programs; ability to analyze and interpret instructional and assessment data.
Project / Process Management	Able to manage processes across multiple schools, coordinating classroom and training experiences, field experiences, and evaluations.
Commitment	Committed to learning and fulfilling the roles and responsibilities of coaching at both the administrative and educator levels; time and travel requirements of the coaching process; and is willing to focus on the success of all members of the school' s instructional team to meet the needs of students with disabilities.
Coaching Experience	Exhibits qualities by acting in other/previous roles with characteristics of a coach.

Model School Observation Form

School Organization

"Look Fors"	Evidence Documentation
Building procedures are evident and consistently reinforced	Hallways- Classroom-
High expectations are in place for all students.	
Bell-to-bell instruction is in place.	
Schedule is organized to ensure quick transitions and effective use of time.	
All staff is utilized effectively to maximize student growth.	
Data is used to guide staff in making instructional decisions.	

Universal Instruction

"Look Fors"	Evidence/Documentation
Teachers demonstrate an understanding that literacy instruction includes both knowledge and skill-based procedures.	
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.	
Literacy is taught daily in both differentiated whole group and small group formats based on students' needs.	
Instruction is well-planned and purposeful	
Small-group instruction is targeted an based on student need (including acceleration) and is of long enough duration for students to demonstrate mastery of the targeted skills/concepts.	
High-quality research based materials for varied learning levels are readily available to teachers and students, and teachers are prepared to use the materials daily.	
Literacy instruction is based on scientifically-based research that is reflective of the population of students and is implemented with fidelity.	
Instruction is appropriately paced and provides adequate practice and feedback.	
Instructional strategies are designed to elicit active engagement, multisensory learning and appropriate practice.	
The learning environment is designed to support student participation and purposeful learning.	
Literacy is taught daily in both differentiated whole group and small group formats based on students' needs.	

Explicit Phonics Lesson

Evidence-Based Practices - Sample

Skill Focus	***Introduction of the long a sound*** ***Syllable type silent e***	***<u>Materials:</u> Letters/Sounds for Review:*** ***l k n m s l ch sh t w d*** ***Long a: cvc e (a_e)*** ***Decodable sentences***
Phonemic Awareness Warm Up	***Introduce the lang /a/ sound*** ***Say words to students asking them to identify those that have a long a sound***	***pan hat lake sam name meat lock shake***
Intro. Sound Spelling (explicit)	***Show students the letter a***	***Show students the cvce letter representation: a_e.***
Phonics Maintenance	***Show a template that contains the letters:*** ***l k n m s ch sh t w d***	***Identify the letters*** ***Identify the sounds***
Blending	***Students say cvce words with long /a/ sound in them and move letters to spell the words***	***Lake name sale chase shake late wade date***
Word Work	***Word Reading: long /a/ words***	***<u>Word Reading Spelling Focused Template</u>*** ***Lake name sale chase shake late wade date***
Decodable Text	***Read decodable text together***	***Sentences***
Dictation /Writing/Spelling	***Dictate words from Word Reading Template. Students spell the words showing how to segment/blend the sounds.*** ***Include sentence writing***	***Dictate words from Word Work.***

Skill Focus	*Use this organizer to take notes regarding the different parts of the lesson. Jot down questions you may have, areas for improvement and new learning that you've gained.*
Phonemic Awareness Warm Up	
Intro. Sound Spelling (explicit	
Phonics Maintenance	
Blending	
Decodable Text	
Word Work	
Dictation /Writing/Spelling	

Sample of Core Phonics Survey

This is an exact copy provided as an EBP example. Provided by: CORE (Consortium On Reading Excellence) Literacy Library, 2008, *Assessing Reading Multiple Measures* 2nd Edition, Novato, California, Arena Press

Skill Assessed

Phonics

Grade Level

K-12

Language

- English
- Spanish

Grouping

Individual

Approximate Testing Time

10-15 Minutes

Materials

- Pencil
- Lined Paper
- English Record Form (pp. 44-48)
- English Student Material (pp.49-52)
- Spanish Record Form (pp. 53-58)
- Spanish Student Material (pp. 59-62)

Source

Consortium on Reading Excellence in (CORE)

"WHAT The CORE Phonics Survey and the CORE Spanish Phonics Survey assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudo words, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them.

The CORE Phonics Surveys can be used as screening measures, and also as outcomes measures, providing data about growth and mastery at the end of an instructional period. As diagnostics, they can indicate whether or not a student needs instruction in selected phonics concepts, or if further assessment is needed. They may also be used to track progress from earlier skills to grade level mastery. The CORE Phonics Surveys are not meant to replace screening and progress monitoring tests such as those from AIMSweb or DIBELS, or other CBM tests that may already be in place but can be used to augment such tests.

WHY A student's ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills.

HOW Instructions for administering each part of the survey are included on the Record Form. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student's responses.

Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. Retest parts not yet mastered according to schedules found on the Types and Frequency of Effective Assessment Systems chart, page 7, or the Assessment Sequence for Primary Grade Students or Assessment Sequence for Upper Grade Students charts, pages 12 and 13, or your school or district assessment plant. Be aware of the student's behavior during testing. If the student is tiring or making many consecutive errors, discontinue testing at that time.

WHEN

	Fall	Winter	Spring
Kindergarten			
Parts A&B	X	X	X
Parts C-E		X	X
Grade 1			
Parts A-D	If indicated →		
Part E		X	X
Parts F-K		X	X
Part L			X
Grade 2			
Parts A-K	If indicated →		
Part L		X	X
Grade 3			
Parts A-L	If indicated →		

WHAT IT MEANS This test is a mastery test. It is expected that students will ultimately get all items correct. Score each list completed by student as show below.

Core Phonics Survey – English, Mastery			
	Letter Names/ Sounds	(15 Item)	(24 Item)
Benchmark	83 (all)	14+	21+
Strategic	65-82	10-13	15-20
Intensive	0-64	0-9	0-14

Core Phonics Survey – Spanish, Mastery				
	Letter Names/ Sounds	(5 Item)	(10 Item)	(24 Item)
Benchmark	73 (all)	4+	9+	21+
Strategic	58-72	3	6-8	15-20
Intensive	0-57	0-2	0-5	0-14

WHAT'S NEXT Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonics concepts indicated. An analysis of individual errors can give more specific information about phonic elements that need instruction. Additionally, the CORE Phoneme Segmentation Test or other tests of phoneme awareness can be administered to isolate phoneme awareness as an underlying factor. Older struggling readers who score at Intensive levels will need basic phonics instruction, possibly including instruction in phonemic awareness and sound/spelling correspondences. Students at all levels need repeated opportunities to develop automaticity through practice in reading words in isolation and in appropriately decodable text". [17]

[17] CORE (Consortium On Reading Excellence) Literacy Library, 2008, *Assessing Reading Multiple Measures* 2nd Edition, Novato, California, Arena Press

Colorado Standards and Indicators for Continuous Improvement

Framework for Improvement Strategies

Standard 1: Standards and Instructional Planning	The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.
Standard 2: Best First Instruction	Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.
Standard 3: Assessment of and for Learning	Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade-level, and classroom decisions.
Standard 4: Tiered Support	The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.
Standard 5: Leadership	School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.
Standard 6: Culture and Climate	The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.
Standard 7: Educator Effectiveness	School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.
Standard 8: Continuous Improvement	The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

The Colorado Literacy Framework

Framework for Improvement Strategies

ELEMENTS OF THE COLORADO LITERACY FRAMEWORK
• The integration of the five components of reading informs CDE's literacy initiatives.
• Early learning experiences support literacy development in young children
• Research-based instructional approaches fostering communication skills, including oral and written language, promote access, opportunity and academic achievement.
• Purposeful, direct, explicit and systematic instruction is valuable for continuous literacy achievement.
• Student learning and motivation are enhanced by a connection to cultural experience and personal relevance.
• Valid and reliable student literacy achievement data support grantees and constituents in measuring success of initiatives.
• Collaboration among education professionals, family and community is essential to improved student literacy achievement.
• All students benefit from literacy instruction provided within a multi-tiered system of support that provides students instruction that is needs-based, intensive and of sufficient duration to accelerate learning.

University of Virginia Darden/Curry Partnership for Leaders in Education

Framework for Improvement Strategies

Leadership

Systems require the will and capacity to prioritize what is necessary to improve the lives of the children they serve and present a clear vision for the path ahead.

- Instructional feedback to both teachers and students must be frequent, direct and explicit
- Establish clear goals and keep those goals in the forefront of the school's attention

Differentiated Support and Accountability

System leaders must provide schools with the capacity-building, support, accountability and flexibility needed to achieve urgent change.

- Set and communicate clear and well-defined project targets
- Instructional feedback to both teachers and students must be frequent, direct and explicit

Talent Management

Creating the environment for success requires having the right people in place to carry out the work.

- Professional learning that is followed by embedded coaching
- Professional development that is differentiated to meet the specific needs each teacher
- Provide a qualified embedded coach

Instructional Infrastructure

A core component of our work involves data-driven instruction to create and evidence-based approach to better serve students. Therefore our evidence-based practices will include:

- Direct and explicit instruction in early foundational reading skills
- Frequent use of progress monitoring data
- Frequent distributive practice to ensure mastery of essential foundational literacy skills
- Development of effective professional learning communities protocols
- Create a cohesive assessment strategy that includes effective use of summative, interim and diagnostic assessments
- Increasing student motivation for reading and reading practice by providing the right kind of practice with the right kind of text (controlled, decodable, predictable)
- Use of multiple-response strategies to ensure active classroom engagement which yields better student outcomes
- Reading instruction is based in the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension including oral language development and spelling)
- Gradual release lesson delivery

Connect for Success Grant

This is a collaborative effort by the Federal Programs Unit and the ESSU to intentionally help schools consider leveraging funds to meet the needs of students who are at high risk of failure. Additional partners in this grant across the SEA are the Office of Learning Supports, the Office of School Improvement, and the Office of Family, School and Community Partnerships.

Information from the Request for Proposal (RFP): The purpose of the funding opportunity is to assist school and district leadership in strengthening their Title I programs by implementing strategies shown to be effective through the High Achieving Schools study: www.cde.state.co.us/fedprograms/dper/evalrpts.

We seek applicants who demonstrate readiness and willingness to commit to changing and refining practices to improve student achievement, specifically among: minority students; students experiencing poverty; students with disabilities; and English Learners. Commitment is required at both the school and district level.

Required Activities:

- Strengthening Title I Schoolwide plan or Targeted Assistance program.
- School/district leadership team attendance at state sponsored meetings (see timeline below);
- Partnership between CDE, district, school and an Implementation Coach;
- Required quarterly reporting of fidelity to grant implementation by an Implementation Coach;
- Conduct ongoing instructional walkthroughs (principal/district/implementation coach when applicable), review of data and reflection;
- School and district leadership team to visit at least one high achieving site during the school year;
- Joint budget development to leverage Title I and IDEA funds;
- Setting and monitoring of short- and long-term grant goals;
- Mid-course correction when goals are not being met;
- Implementation of a Multi-Tiered System of Support (MTSS) model with fidelity; and
- Reevaluate use of Title I, IDEA funds (e.g., Coordinated Early Intervening Services - CEI) to meet needs of minority students; students experiencing poverty; students with disabilities; and English Learners.

Timeline:

January 15, 2016: Award Notifications
January 22, 2016: Kick-off Meeting
February 2016: Webinar training for Implementation Coach or person holding that role at present.*
Feb.-May, 2016: Initial planning, goal setting, budget development (school/district/CDE).
May 10, 2016: Submit initial short- and long-term goals, updated Title I plan, and budget.
May 31, 2016: Finalization of short- and long-term goals, Title I planning and budget meeting with CDE
October 2016: Networking Meeting
February 2017: Progress Meeting
April 2017: Budget/Year 3 Planning Meeting
*CDE will check-in monthly with site Implementation Coach.

Reading Ignite Grant

Assurances for Reading Ignite Grant (Collaborative Effort by the Federal Programs Unit, the Office of Literacy, and the ESSU)

Districts/BOCES/District Charter Schools/Institute Charter Schools that accept funding through the Reading Ignite 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, 4-6 teacher, and an interventionist or coach. The SLT agrees to meet at least monthly to review the school's K-6 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 Reading Ignite Literacy Grant schools in implementing Scientifically Based Reading Research and all other requirements of the Reading Ignite Literacy Grant.
3. The applicant agrees to work with the Colorado Department of Education (CDE) and the selected coach/consultant to embed explicit and systematic instruction of the five components of reading into all elements of the K-6 teaching structures, including universal/core instruction and targeted and intensive instructional interventions.
4. The applicant agrees to participate in required Networking Days provided by the CDE and the selected coach/consultant and will ensure that all other professional development provided through Reading Ignite Literacy Grant funds is aligned with the purpose of the grant program and has been approved by the CDE.
5. The applicant agrees to work with the CDE and the selected coach/consultant to incorporate Scientifically Based Reading Research findings into instructional practice in all K-6 classrooms (at least monthly).
6. The applicant will provide the 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 periodic site visits as well as participation in the collection of qualitative data through the use of forms developed and used by the CDE during the grant cycle to monitor fidelity of implementation.
7. The applicant agrees to report interim assessment data to the DIBELS compliant online data, following the schedule and deadlines for submission provided by the CDE throughout implementation of the grant (but no more than three times per year).
8. The school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
9. Assure that funds will be used to **supplement** and **not supplant** any money currently used to provide services.
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 the CDE.
12. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.